

## ADMINISTRATIVE STRATEGIES FOR ENSURING TEACHERS' SECURITY IN KWARA STATE SECONDARY SCHOOLS, NIGERIA

Fasasi, Yunus Adebunmi

Department of Educational Management,

University of Ilorin, Ilorin, Nigeria.

E-mail: [adefasas@yahoo.com](mailto:adefasas@yahoo.com); [yunusadeb@unilorin.edu.ng](mailto:yunusadeb@unilorin.edu.ng)

Phone No: +234-803-429-0122

### Abstract

*Education has a role to play in fostering security in the society. Teachers are at the centre of the education system and their security will enhance their duty of tailoring Nigerian youths towards a productive life. This paper examined the strategies adopted by secondary school administrators for ensuring teacher security in Kwara State. Stratified random sampling method was adopted for selecting nine out of sixteen Local Government Areas (LGAs) in Kwara State. Random sampling method was used for selecting five schools from each of the LGAs and five teachers from each school. The teachers who responded to researcher's designed instrument 'Teacher Security Questionnaire' (TSQ) were 225. The TSQ was validated and its reliability co-efficient was determined through test-retest method to give a value of 0.69. Three research questions were answered. Percentage statistic was used for analysis of the responses of 221 usable copies of the questionnaire. The teachers reported a little above average of physiological, environmental and social security with 60.5%, 61.4% and 51.6% respectively. It was recommended that school administrators should improve on measures, which could make teachers more secure on their job.*

**Keywords:** Administrative strategies; teacher's security; human security; personal security; physiological needs; social needs.

### Introduction

Nigerian Government is directing efforts towards attainment of sustainable development. In order to actualize this goal, the Government is embarking on programmes, which could transform the nation technologically, socially and economically. One important method for achieving these programmes is by providing an educational setting in which the citizens would acquire skills, knowledge and expertise, which could enhance their capabilities to live well and contribute meaningfully to their society. This is in line with the national objectives, which could be achieved, using education as a tool (Federal Republic of Nigeria, 2009). Essentially, one of the functions of education is to provide knowledge, skills and competences with which Nigerian citizens could attain economic, social and political self-reliance and live a productive life. The extent to which the educational system could assist the citizens to achieve this goal would determine the overall success of the nation.

Incidentally, Nigerian environment in the last few decades seems not to be conducive for meaningful educational development. The environment is bedeviled with ethno-religious and socio-political crises, which continued to threaten peace and security of the citizens. Because of the crises, many Nigerian citizens are either not educated at all or could not perform

productively in the society after graduation from schools. These citizens belong to the categories of unemployed, unemployable and underemployed members of the society. The youths and the adults in this situation turn out to be political thugs and agents of destruction, thereby threatening the peace and security of the nation. Many disturbances, which are witnessed in different parts of the country, are either caused or fuelled by these people, as they lack skills and conducive environment to fend for themselves. These have been identified as major factors, which are blocking Nigeria's enormous potential for economic, social and democratic development (Ibrahim & Kazah-Toure, 2009).

Therefore, national and personal security borders on the citizens' ability to work productively. This again depends on the skills they acquire in schools and their abilities to practice what they learn. At the centre of the educational endeavour is a teacher, whose contributions to attainment of educational objectives are very crucial. The teacher is expected to take care of learners under him and prepare them towards a productive life. This is possible in an environment where the teachers' life is secure. The extent to which the teacher himself enjoys security would determine his readiness to facilitate his learners' education. This paper therefore focused on the strategies adopted by school administrators to ensure their teachers' security in Kwara State secondary schools.

#### Literature Review

Security implies freedom and safety from attack, war, fear and anxiety. It also refers to protection of a person, a property or a community from any form of hazard. A nation requires security in order to be able to embark on developmental activities. Similarly, an individual needs security not only from attack but also from hunger, disease and other environmental hazards. According to Kofi Annan, former Secretary General of United Nations, security, peace and freedom cannot be achieved in the midst of starvation, poverty and injustice. He stated further that education, health, democracy and protection against environmental degradation would be required to tackle the problem of insecurity (Human Security Initiative, 2011). Education had earlier been identified as a factor, which could eliminate illiteracy and free the mind of people from problems, which propelled them into war (Seltzer, 2008).

Efforts towards achievement of the expectation from education must put teachers in the forefront. Moreover, the teacher would require an environment in which he would discharge his responsibilities effectively. School managers must therefore guide against forces, which could pose threat to security of teachers and other personnel in their schools. These according to Sergiovanni and Starratt (1971) include arbitrary management actions, favouritism and unpredictable administration of policy. A teacher would not feel secure in an environment where these actions prevail. Similarly, Akanni (1987) identified wages and salaries as a necessity for a worker to be secure from hunger, thirst and homelessness. Emetarom (2000), remarked that teachers must work in a conducive school climate in order to be highly productive and for educational objectives to be realized. Moreover, Fagbamiye (2000), stated that physiological needs for food, shelter and safety play a central role in human existence. Hence, emphasis continues to be laid on teachers' remuneration and condition of service, he concluded. Another aspect of human needs, which could make

workers feel secure, is physical association and contact. Its denial could cause tension in an organization (Olagboye, 2004).

Dimensions of human security include food, health, economy, and gender. According to Durosaro and Fasasi (2013), absence or negligence of these factors portends danger to sustainable development. Thus, the teacher needs physiological, environmental and social securities in order to live well and discharge his responsibilities appropriately.

#### The Statement of the Problem

Education is capable of proffering solution to socio-political, economic and religious problems bedeviling the human race. Skills, knowledge and competencies, which are acquired in education are to be used to tackle security challenges. Given the right type of environment, the citizens would acquire knowledge and skills, which could assist them to be productive rather than destructive. The teacher, who steers the engine of the education system, should be physiologically, environmentally and socially secured. The extent of security enjoyed by the teacher should therefore be determined.

#### Research Questions

- (i) What are the strategies for ensuring physiological security of secondary school teachers in Kwara State?
- (ii) What are the strategies for ensuring environmental security of secondary school teachers in Kwara State?
- (iii) What are the strategies for ensuring social security of secondary school teachers in Kwara State?

#### Methodology

A descriptive research method was adopted. It was designed to elicit teacher's responses on physiological, social and environmental securities. Population for the study consisted of teachers in Kwara State secondary schools. Using stratified random sampling method, three Local Government Areas (LGAs) were selected from each of the three Senatorial Districts making nine LGAs. In each LGA, five secondary schools were randomly selected making forty-five in number. In each of the school, five teachers were randomly selected making 225 teachers that were involved in the study.

A research instrument tagged 'Teachers Security Questionnaire' (TSQ) was designed by the researcher. It consisted of sections 'A' and 'B'. Section 'A' sought information on the background of the respondents. Section 'B' had 15 items on the extent of physiological, environmental and social securities enjoyed by teachers in their schools. The instrument was face-validated and its reliability coefficient, determined through test-retest method was 0.69. Respondents were requested to indicate agreement or disagreement on each of the items in the TSQ, based on their perception of strategies for ensuring teachers security in their schools. Copies of TSQ administered were 225 out of which 221 were returned. The returned copies were analysed using percentage statistic.

## Results

Research Question 1: What are the strategies for ensuring physiological security of secondary school teachers in Kwara State?

Table 1: Strategies for physiological security of teachers in Kwara State

Items	A	D	Total	%A	%D
1. I feed well daily	119	102	221	53.8	46.2
2. I have access to drinkable water	171	50	221	77.3	22.6
3. I enjoy health facilities	142	79	221	64.3	35.7
4. I do not have accommodation problem	130	91	221	58.8	41.2
5. I get money to provide what I need to live well	106	115	221	48.0	52.0
Total	668	437	1105	60.5	39.5

Data in Table 1 is on physiological security enjoyed by the teachers. Analysis shows that 53.8% of the respondents had food security, 77.4% had access to drinkable water, 64.3% enjoyed good health facilities, 58.8% did not have accommodation problem while 48% were financially secure. The respondents had 60.5% positive disposition towards their access to food, water, health facilities, and accommodation.

Research Question 2: What are the strategies for ensuring environmental security of secondary school teachers in Kwara State?

Table 2: Strategies for environmental security of teachers in Kwara State

Items	A	D	Total	%A	%D
6. I enjoy security of life	71	150	221	32.1	67.9
7. My properties are secure	83	138	221	37.6	62.4
8. I do not have fear of retirement on my job	170	51	221	76.9	23.1
9. My pension benefit is guaranteed	162	59	221	73.3	26.7
10. I find school policies easy to implement	192	29	221	86.9	13.1
Total	678	427	1105	61.4	38.6

In Table 2, the respondents who agreed that they enjoy security of life on the school premises were 71 in number. This represents 32.1% of the respondents. Similarly, 37.6% expressed that their properties were secured in the schools. In terms of job security, many of the teachers (76.9%) seem to be comfortable on their jobs. Also, many of them (73.3%) are hopeful of getting their benefits after retirement. School policies seem not to be harsh as 86.9% of the respondents are favorably disposed to the policies. The percentage for overall positive responses was 61.4.

Research Question 3: What are the strategies for ensuring social security of secondary school teachers in Kwara State?

Table 3: Strategies for social security of teachers in Kwara State

S/No	Items	A	D	Total	%A	%D
11.	I interact easily with my colleagues	120	101	221	54.3	45.7
12.	Staff are free to form clubs in my school	86	135	221	38.9	61.1
13.	I am free to discuss my affairs with my school principal	99	122	221	44.8	55.2
14.	Social activities are organized in my school	123	98	221	55.7	44.3
15.	Co-workers do attend my social programmes whenever I invite them	142	79	221	64.3	35.7
Total		570	535	1105	51.6	48.4

Data in Table 3 is on strategies adopted by school administrators for ensuring social security. In the Table, teachers' opportunity to interact with colleagues attracts 54.3% positive response; teachers' freedom to form associations is 38.9% positive; teachers' freedom to interact with their head teachers is 44.8% positive. Teachers' opportunity to socialize with coworkers after school hours attracts 64.3% positive responses. Total positive response on social security is 51.6%. Negative response in this regard is 48.4%.

### Discussion

The study revealed that physiological needs of the teachers were not adequately met in their schools. This implies that the teachers were yet to satisfy their food, water, health, and housing needs. Irregularity and insufficiency in salary payment and inadequate provision of other welfare services could pose threat to teachers' retention and loyalty on the job. This could negatively affect teachers' productivity and achievement of educational objectives. As observed by Kofi Annan (Human Security Initiative, 2011), security, peace and freedom cannot be achieved in the midst of starvation and poverty.

The study also revealed that security of life and properties are not fully guaranteed in the schools. Respondents expressed no fear of retirement probably because they preferred to retire and quit the unsafe school environment. This implies that they were not comfortable in their school environment. It also implies that they feel insecure whenever they are in school. This situation does not augur well for teaching and learning, as the teachers would be occupied with security rather than concentrating on their works.

Another finding in the study was that teachers' social security was inadequate. Teachers' responses indicated that their social security fell around 51.6%. However, higher level of socialization could avail them opportunity to learn from one another, solve personal and professional problems and work for the progress of the school. Principals should therefore encourage further socialization and utilize it positively to achieve school objectives. In a conducive social atmosphere, differences, which could generate crises in school organization, could be easily resolved. Therefore, a school climate that is conducive to teaching and learning must be provided for teachers to be productive and for educational objectives to be actualized.

## Conclusion

Analysis of responses shows that physiological needs of the teachers such as feeding accommodation, and finances were not adequately satisfied. This implies that many of the teachers could be experiencing food and economic insecurity. Environmental needs of the teachers were inadequately met as many of the teachers expressed low level of security of life and properties. Many of the teachers also expressed low level of social security because their social needs were not adequately met. The following recommendations are therefore worthy of note.

## Recommendations

- (i) Staff personnel services in schools should include safety and security. Therefore, physiological, environmental and social aspects of security should be improved upon in Kwara State secondary schools. Specifically, salaries and other entitlements should be paid regularly and promptly. Salary payment could enhance teachers' satisfaction of their physiological needs. Besides, it is capable of satisfying social and environmental needs of the teachers.
- (ii) Strategies for environmental security should be improved upon. School administrators and other personnel in schools should be security conscious. School fence, school gate and security personnel should be provided. Moreover, school policy should not pose threat to teachers' job security and physical wellbeing.
- (iii) Teachers' social security should also be improved. They should be allowed and encouraged to socialize with one another through formal and informal groups. Formally, the administrator could set up committees on different aspects of curricular, co-curricular and extra- curricular activities in the school. Moreover, informal associations, clubs and societies should be allowed to operate in the schools. These would give opportunity for interaction, exchange of ideas and relief of emotional tension.

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