

Assessment of Impact of Insecurity on Teacher' Job Performance in Public Schools in Nigeria

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ABSTRACT

Objective: To evaluate the impact of insecurity on teacher job performance in Nigerian public schools. **Method:** A position paper approach was adopted, relying on secondary data collected from print and internet publications. **Results:** The findings indicate that pervasive insecurity significantly undermines teacher performance, contributing to critical issues such as teacher deaths, kidnappings, and displacement. **Novelty:** This study uniquely synthesizes secondary data to illuminate the direct correlation between security challenges and educational outcomes, and it advocates for comprehensive governmental interventions at the federal, state, and local levels to bolster safety measures in educational institutions.

INTRODUCTION

Scholars have seen education from a variety of angles, including the process of releasing people from the shackles of poverty and illiteracy and the process of revealing human civilisation [1]. According to Egbe, education is a philosophy that equips people with a wide range of information, transferable skills, and a strong sense of morality, values, and civic responsibility [2]. Education is the culmination of the culture, values, and attitudes that are methodically passed down from one generation to the next to those who are deemed desirable; it is constantly modified to satisfy the demands of the times [3]. Education is a continuous learning process that starts at birth and concludes when a person passes away. Based on this assumption, Islam reaffirmed the importance of knowledge as demonstrated by a large number of Hadiths [4]. Any country's development is largely dependent on its educational system and the calibre of its professors. The elements that contribute to high-quality education and student success are knowledge, awareness, dedication, professionalism, and instructor motivation. In the modern environment, teacher education programs must be well-planned and creative [5]. According to Bassey, Isangedighi, and Ubi, teachers took their time and care to prepare and present their teachings, and they had complete authority over the pupils and the school's behaviour. In those days, teachers were highly intelligent, demonstrated subject-matter expertise, were open-minded and creative, empathetic, and diligent. Teachers were viewed as taking their work seriously, especially in the way they conducted their lessons in the classroom, gave frequent assignments, maintained student performance records, and gave tests under close supervision. As a result, teaching was

viewed as an enviable career [5]. Teachers are the fundamental instruments in education and curriculum delivery, according to Eduok (2023). In the classroom, it is the teacher's responsibility to convert learning objectives into knowledge and skills that the students can use. By determining what pupils should learn, teachers control the educational process. In the modern world, teacher education programs – particularly those for basic education in Nigeria – need to be examined, analysed, revised, reconsidered, and refocused. The government and its agencies must give education the highest priority in order to expose youngsters to the learning process. The government must provide a safe atmosphere for teaching and learning in order for educational institutions to function properly [5]. Lehr contends that the admirable objectives of education can never be fulfilled in a vacuum or in a dangerous setting. The world is accomplished in a tranquil, safe, secure, and comfortable setting. Additionally, both teachers and students are likely to suffer if there is any kind of insecurity both inside and outside the school system, which could have a poor impact on students' academic performance. Umar pointed out that for teaching and learning to be effective, the learning environment needs to be completely secure. The government is in charge of ensuring the safety of its citizens' lives and property. People can only go out for school and other business-related activities when the surroundings are safe and secure. Nigerians' economic and intellectual advancement has been hindered by the country's security status; many people avoid certain locations for business or education [6].

Literature Review

The state of insecurity in society. A natural or societal action that has the potential to destroy human capital development by causing structural damage could be considered a threat to security [7]. Insecurity, according to Vornanen, is a subjective and objective experience that can influence the relationship between one's inner and outer circumstances; it can be brought on by environmental danger or threat. It is characterised by a sense of inferiority due to the personal threat of loneliness. Anxiety brought on by the idea or perceived lack of defence against dangers is known as insecurity [8]. Ineffective freedom from risk is implied by this [9]. Numerous types of insecurity, including political, economic, physical, national, health, and human insecurity, are suggested by this concept. Insecurity is a state of mind that is characterised by vulnerability and self-doubt, as well as a sense of being a target for overpowering terror. In the absence of peace, there is insecurity, and without human security, society cannot flourish sustainably [10]. According to Paul, insecurity is the sense of being in danger, anxious, hurt, afraid, worried, and unsafe [11]. When weak economic, military, and/or human resource development conditions are combined with external or internal pressures that compromise human and national security, the result is insecurity [12]. The existence of environmental factors that deprive people of their peace of mind, hinder their ability to operate well in society or at school, and pose a threat to their lives is known as insecurity [13]. Corruption, poor leadership, poverty, egregious discrimination and marginalisation, a lack of goodwill, porous borders, ethnic and boundary disputes, high unemployment, and religious wars against other faiths have all been frequently blamed

for Nigeria's insecurity. Almost everyone will at some point feel insecure, and there are many different reasons why this can happen [14]. It typically manifests as uncertainty, uneasiness, and a lack of confidence. A person can lessen the negative effects of insecurity, regain stability, security, and a sense of value that drives them to happiness and better health by making an effort to recognise and deal with it [6]. According to Hassan (2014), insecurity is characterised by negative emotions such as fear, anxiety, uncertainty, and injustice. Intense violence is defined by combat, battle, harm, and death, while insecurity is a deteriorated level of conflict, threats, and attacks on human security [15]. According to Ogunode et al., Achumba et al. are the antithesis of security and have drawn common factors including uncertainty, risk, hazard, lack of confidence, uncertainty, instability, problem, and unsafeness, among others. One danger that has a detrimental impact on teaching and learning activities in these schools is insecurity [16]. A breach of peace and security, whether historical, religious, ethno-regional, civic, social, economic, or political, can be summed up as insecurity. It frequently leads to wars that result in the destruction of lives and property throughout the nation. The curricular delivery of basic education in Nigeria is severely hampered by a hostile atmosphere brought on by insecurity. It becomes quite clear how insecurity affects the way basic education or academic sustenance curricula are delivered. This implicitly explains why learning is hindered by insecurity, as learning is unprotected and risky [5]. Teachers and kids are both impacted by insecurities. Teachers' job performance in schools seems to be threatened by insecurity.

Lesson note and lesson plan authoring, instrument material organisation, test and examination assignment, marking, school representation, extracurricular activities, and student motivation are all part of a teacher's duties. The activities and programs instructors implement in the classroom, as well as the degree to which the tasks are accomplished, comprise their job performance [17]. The extent to which teachers carry out their official duties in the classroom is known as their work performance. The ability of teachers to successfully instill the three domains—cognitive, psychomotor, and affective—in their students is a crucial aspect of their work. The duties that teachers conduct in schools include filling in for parents. The tasks a teacher performs during a specific time in the school system to accomplish organisational goals are known as job performance. Teachers' job satisfaction and attitudes, such as dedication, challenge, meaningfulness, and responsibility, can be used to gauge how well they perform on the job. Teachers' work performance is extremely important since it determines whether the educational system succeeds or fails. The development of the school greatly depends on the work performance of the teachers. The achievement of educational goals is mostly dependent on the teachers [18]. According to Ogunode and Josiah, the degree to which teachers have achieved the goals of their work in schools is known as their job performance. The degree to which teachers have been able to carry out their designated tasks in the classroom setting is known as their job performance. Teachers' job performance is crucial to the school since their success or failure impacts the educational system as a whole. Student performance on tests and the overall success of the school are impacted by the work that teachers do. One of the most difficult factors influencing student progress is teacher effectiveness, both individually and collectively.

The way that teachers carry out their duties and responsibilities in educational institutions is referred to as their work performance. The degree to which teachers fulfilled their assigned tasks and responsibilities in the classroom is known as their work performance. The performance of instructors at the school is influenced by a variety of factors. The availability of teaching resources, motivation, professional credentials, experiences, infrastructure, instructors' health, degree of interpersonal relationships in the workplace, training, and team members are a few of the variables.

RESEARCH METHOD

This study evaluates how insecurity affects Nigerian public school teachers' job performance. Elsevier, CEON, and Goggle Scholar databases were searched for papers that matched the keywords "insecurity," "teachers' job," and other related terms in order to gather secondary data for the paper. Original, open-access papers that addressed relevant research issues and were published between 2004 and 2023 were included in this analysis. They were sourced from the Web of Science's core collection, respectable journals in Scopus Q1-Q4, and journals accredited by the Science and Technology Index (SINTA) (S1-S6). The different research findings were then examined in light of how the idea of insecurity was used and how well teachers performed on the job. All of the information was descriptively examined and is given in brief narratives.

RESULTS AND DISCUSSION

Numerous studies have examined how insecurity affects school administration, particularly with regard to children and teachers. For example, Akor, Musa, and Ogounod; Manga; Mustapha; Omoyibo, and Akpomera discovered that insecurity interferes with the application of the curriculum, which is a crucial role for instructors. According to Eduok et al., insecurity is a significant element that may have an impact on how well Nigerian basic education curricula are delivered. Any learning environment's security is essential to long-term learning and will always be a factor in education. Nigeria has previously had a number of intertribal crises, communal clashes, religious disturbances, and disputes, some of which are still going on today. Basic education curriculum delivery has been disrupted, school physical infrastructure has been destroyed, and teachers and students are always afraid of violence, which keeps them out of the classroom. The majority of school attacks result in damaged teaching and learning facilities, which impedes the delivery of the curriculum. According to Aliyu, Ogunode, Godwin, Unoaku, and Muhammad, the insecurity issues in North East and North West Nigeria cause instructors and pupils to experience toxic stress and traumatic disorders, which also have an impact on state school administration. Fear brought on by insecurities causes neurobiological changes in instructors that impact how the curriculum is implemented in classrooms. As a result, teachers experience low self-esteem, negative thoughts, difficulties with creativity and memory, and poor classroom attendance as a result of fear, anxiety, and overall irritation. Emotional insecurity has a major impact on how the basic education curriculum is delivered. The best remedy for an effective

teaching and learning activity is still calm and peace. The educational atmosphere is severely impacted by this sense of insecurity, which also leads to psycho-social problems. According to Okudosiri, emotional insecurity is essentially a sensation of general unease brought on by the perception that one is vulnerable, endangering one's ego or self-image and having a detrimental impact on learning. A major obstacle to the nation's manpower growth has been insecurity. Many teachers, pupils, and non-teaching personnel have been killed and some have gone missing due to the threat of instability, according to Ogunode's 2021 report. According to a UNESCO global education monitoring study that was referenced in Ogunade, 19,000 instructors have been forced to relocate throughout the area, threatening educational access. Additionally, it noted that since 2009, 2,300 instructors had been slain in northeastern Nigeria by Boko Haram and bandits. Many teachers, parents, and guardians who have been supporting and educating their children at school have lost their lives as a result of insecurity. Many children have been threatened by the death of their parents or guardians, which has caused them to completely stop attending school. Teachers are unable to educate students because of the anxiety and uncertainty surrounding security in the classroom, and students are unable to focus fully on learning what has to be learnt. Additionally, in an unfavourable setting, there is no effective teaching or learning. Nigerian security issues cause schools to lose both personnel and material resources, which ultimately results in school closures. School buildings and other facilities were destroyed, and many teachers and students perished. "No fewer than 2,295 teachers have lost their lives while 1,400 schools were destroyed in North-East Nigeria since 2009 and as a result of insurgences," according to a report by the European Union and the United Nations Children's Fund (UNICEF) [6], [19]. According to studies by Iyere et al., Adedigba, Abubakar (2021), and Abdullahi, insecurities affect teachers' ability to do their jobs in schools in North-West and North-East Nigeria. States' insecurities caused schools to close, school buildings to be destroyed, and instructors and students to be killed. Additionally, research conducted in South-East Nigeria found that states' insecurity issues had an impact on teachers' work performance and school administration [1], [20], [21], [22], [23], and [24].

Findings

According to the study, insecurity affects how well Nigerian public school teachers carry out their jobs and apply the curriculum. Specifically, insecurity has led to displacement, kidnappings, and teacher killings.

CONCLUSION

Fundamental Finding : the study demonstrates that insecurity in Nigerian public schools significantly impairs teacher job performance and curriculum implementation, as evidenced by incidents of displacement, kidnapping, and fatalities. **Implication :** these findings underscore the critical need for coordinated security interventions by federal, state, and local governments to safeguard educational environments and enhance teaching efficacy. **Limitation :** however, the reliance on secondary data and the narrow

focus on overt insecurity events may restrict the depth and generalizability of the conclusions drawn. **Future Research** : further investigations employing primary data collection and longitudinal designs are recommended to explore the multifaceted impacts of insecurity on educational processes and to inform more nuanced, effective policy strategies.

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