

PROVISION OF SECURITY: A PANACEA FOR EFFECTIVE LECTURERS PRODUCTIVITY IN UNIVERSITIES IN RIVERS STATE

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Abstract

The paper examined provision of security: a panacea for effective lecturers productivity in universities in Rivers State. In reality, security can be understood as a strong sense of assurance that someone, a group, or a country will not have anything valuable taken away from them without their permission. Human security encompasses ideals like respect for human rights, ethical leadership, availability of healthcare and education, and the knowledge that each person has the freedom to realize their own potential. The paper went further to discussed onprovision of security for effective lecturers productivity in universities, effects of communal conflict on lecturers productivity in universities, effects of kidnapping on lecturers productivity in universities, effects of cultic activities on lecturers' productivity in universities. Lecturers' productivity is influenced by insecurity. A secure environment guarantees lecturers' marginal productivity; in an insecure environment, that productivity is negligible. Overall, the quality of lectures, efficient classroom management, and students' academic performance on internal and external exams, as well as the relationships between administrators and lecturers, lecturers and students, and students and students themselves, could all be used to gauge a lecturer's productivity. The paper also enumerated some adverse effects of insecurity which includes; malicious destruction of lives of stakeholders in the education sector, heinous crimes like armed robbery, rape, kidnapping black mailing prostitution examination malpractice, poor academic performance, among others

Keywords: Security, productivity, cult activities, Communal conflict, kidnapping

Introduction

Realizing the value of education, the Federal Republic of Nigerian government declared in its 1999 constitution that all children in the country have

the right to an education, regardless of their gender, ethnicity, tribe, religion, or race. It is reasonable to say that a calm and accommodating school environment would enable the Federal Republic of Nigeria's grand vision for education—one that is expressed in the constitution—to be realized. According to Lehr (2014), the noble goals of education can never be achieved in a vacuum. They would be achieved in a conducive and peaceful atmosphere. No wonder, Okai (2013), noted that education is a veritable tool for development; this is because it has the capacity to transform the society to an appreciable position. Education provides a platform through which development acquires its meaning. Education can be seen as the most fundamental tool for development Okai (2020). If there is a feeling of insecurity within and outside the school environment, both students and lecturers are likely to be deterred and this may inhibit academic performance of the students. The responsibility of university lecturers in raising a crop of students who can critically think for themselves, honour the opinions and feelings of others, value the dignity of labour, appreciate those values stipulated in the national goals so as to be useful citizens should be honoured by all. It therefore goes without argument that priority attention should be given to university lecturers for optimal productivity. A safe school climate is very necessary for effective and efficient teaching and learning. On the other hand, insecurity is a social disorder that hinders lecturers' effectiveness and results in low productivity in their workplaces, while security of lecturers' lives guarantees confidence.

The implications of the above ideas are that lecturers must always demonstrate mastery and good knowledge of subject content for effective teaching in the classrooms. (Sithole&Solomon, 2014) noted that if lecturers feel safe and secured in their work places, they will be committed and satisfied. In return, their happiness and satisfaction are shown and translated into high levels of teachings in the classrooms.

Insecurity in universities can manifest itself in various forms which can adversely affect university lecturers' productivity. Cultic activities, communal conflicts, verbal aggression, fighting, parents' verbal and physical aggressions against lecturers are some of the situations that pose threat to the productivity of lecturers' productivity.

Another form of insecurity has been identified in Akintunde and Selzing-Musa (2016) which also is closely related to lecturers' productivity is environmental insecurity. The environment in which lecturers teach ought to be safe, friendly, calm and free from external and internal insecurity. Insecurity could come in form of school-community border disputes which could pose

serious threats to the lives of lecturers. Porous school boundary could attract the community to step into the school environment to claim some parts of the school environment. In an attempt to reclaim the land that is in dispute from the community, clashes could erupt and the situation poses serious insecurity challenge. Obviously, this situation could lead to poor attendance to school on the part of lecturers and students alike.

Communal conflicts have been observed to be one of the major contributors of insecurity and fears among lecturers in Rivers State. A communal conflict is seen as a form of conflict between two or more communities that are organized as shared communal identities. On the other hand, it could be viewed as a social situation in which at least two or more groups struggle to get at the same time an available set of scarce resources. Communal conflicts are usually in violent forms depicting the fact that the parties involved use violence to gain dominion over some disputed and perceived indivisible resources, perhaps a piece of land or political power.

Cultism as a form of insecurity is a fraternity that has a feeling of friendship and support which exists between members of a group: the ideals of liberty, equality and fraternity (Ezeikel, 2010). There is an unprecedented increase in the activities of the cult members in all the levels of education in Nigerian schools in general and Rivers state in particular. The cult members embrace violence and conflicts by instilling fears and terror in schools and as such, their actions could result to untimely deaths of both lecturers and students. Some of the activities of cult members are seen as displaying aggressive behaviours to their lecturers and to fellow students, sexual abuses, initiating other students into their fraternity and fighting among others. A cultist will always have interest in controlling other students, lecturers, administration, power, the entire school environment and in fact influence his or her marks in tests and examinations.

There are also manifestations of negative attitudes in form of violence, killings and maiming crimes, terrorisms and examination malpractices. The truth is that the cult activities in schools do spur insecurity and fears among lecturers and students. Political thugs are most times members of the cults. Their activities are almost the same with those of the cult members. The little difference could be seen in the fact that their activities may be outside the school environment but their actions cause insecurity and wanton distraction of lives and properties. Their major characteristics are lust for money, alcoholism, drugs intake, sexual abuse and power tussle. This situation undoubtedly has created unsafe school climate for teaching and learning.

Above all, there may not be positive school climate to foster high productivity on the part of lecturers. A positive school climate that is safe for teaching and learning could be viewed as a condition where all the lecturers and students feel comfortable, happy, wanted and loved, valued and appreciated, accepted and respected, secure and free to interact with each other without fear of intimidation by anyone or group. It therefore goes without argument that when all the stakeholders push towards insecurity challenges and reforming the school climate including every other thing that affect teaching and learning, then there will be high productivity of lecturers in Rivers State. Having looked at insecurity in various ways; communal conflicts insecurity, insecurity arising from physical attacks on lecturers, school environmental insecurity, organized violent groups insecurity coupled with weak school security systems; this study therefore seeks to investigate insecurity and lecturers' productivity in public universities in Rivers State.

Theoretical Framework

This study anchored on Maslow hierarchy of needs theory of 1954 cited in Ngohilee (2019). Maslow (1954) in his theory of "Human Motivation" came up with five hierarchal needs which could be applied by any organization to achieve employee loyalty and productivity (Gordon, 1965). The theory outlined that basic needs should be attained first before the second, third, fourth and fifth needs. If the first need is not attained before the other in a hierarchal structure, the motivation to maximize productivity would be lacking because human being is an organism which strives for action to satisfy wants. To that effect, Maslow structured his hierarchy needs as seen and discussed below:



Diagram of Maslow's Hierarchy of Needs

1. **Physiological needs**- These are the basic needs of air, water, food, clothing and shelter. In other words, physiological needs are the needs for basic amenities of life.
2. **Safety needs**- Safety needs include physical, environmental and emotional safety and protection. For instance- Job security, financial security, protection from animals, family security, health security, etc.
3. **Social needs**- Social needs include the need for love, affection, care, belongingness, and friendship.
4. **Esteem needs**- Esteem needs are of two types: internal esteem needs (self- respect, confidence, competence, achievement and freedom) and external esteem needs (recognition, power, status, attention and admiration).
5. **Self-actualization need**- This include the urge to become what you are capable of becoming / what you have the potential to become. It includes the need for growth and self-contentment. It also includes desire for gaining more knowledge, social- service, creativity and being aesthetic. The self- actualization needs are never fully satiable. As an individual grows psychologically, opportunities keep cropping up to continue growing.

The relevance of Maslow's Hierarchy of Needs Theory to the Study is that the management has to meet the various needs of the lecturer for the attainment of high productivity. When the security needs of the lecturers are met, they will

certainly give their best. As such, the school management have to make the security of staff a top priority.

Conceptual Review

Security

Security is generally perceived as human security. In actual sense, security could be seen as a great feeling of safety, that something of value would not be taken away from an individual, group or nation without their consent. Anan (2000) also added that human security involves such values as human rights, good governance, access to education, health care together with the fact that every individual has the opportunity and choice to meet his or her potentials.

Security could be attributed to basic human needs that promote learning. Even psychologists see security as critical for human survival. Akintunde (2015) agreed that lower needs of man like food, shelter and security must be met before other higher needs of education or intellectual/cognitive needs. The inability of an individual to meet the needs of security could trigger stress in that individual and prevent him from meeting higher needs as expected. As individuals are instinctively pushed to acquire available resources to maximize satisfaction, they do so to actualize their physical, physiological and psychological cravings. Therefore security is not limited to physical protection from attack. It also involves a conducive environment that ensures peace of mind to an individual that would spur him or her to greater heights to function effectively in a given society. That was why Shuaibu (2015) submitted that a safe school is one that breeds peaceful, positive or cordial relationship among students, lecturers and administration. But poor human relations between teacher and student could obstruct mental growth of student which could lead to insecurity and teacher low productivity.

Insecurity

Whenever people have a feeling of self-doubt, or feel vulnerable and susceptible to injury or harm particularly for a sustained period, insecurity is at work. An emerging or subsisting threat to ones comfort, physical, psychological, emotional wellbeing and related others tantamount to insecurity. This is why in administration, one talks of security of tenure with respect to jobs. Whenever and wherever people feel that they cannot be certain of not being harmed whether physically or psychologically or emotionally, there is insecurity. Insecurity in this paper is viewed from a wide perspective.

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Insecurity is a social disorder that features threat to human lives and organizational activities. In recent times, no place can be qualified to be regarded as school if it does not possess basic security measures that will guarantee safety of lives and properties. It is obvious that many lecturers and students alike are caught up in conflicts that results to insecurity both to lives and the school properties. Worrisome enough is when an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning and the prevailing peace within and around the schools which often has ripple effects on effective teaching and learning and activities of such schools (Akintunde and Selzing-Musa, 2016). Security is synonymous with feelings of being safe, freedom from dangerous attacks and protection from physical harm. Security of lecturers also implies presence of factors in the school environments that enhance peace and happiness so as to spur the lecturers to effectively function in their duty posts. Insecurity could come in form of school-community border disputes which could pose serious threats to the lives of lecturers. Porous school boundary could attract the community to step into the school environment to claim some parts of the school environment. In an attempt to reclaim the land that is in dispute from the community, clashes could erupt and such situation poses serious insecurity challenge. Obviously, this situation could also lead to disruption of school activities and poor attendance to school on the part of teachers and students alike (Akintunde and SelzingMusa, 2016).

Provision of Security for Effective Lecturers Productivity in Universities

A nation besieged by fireworks of insecurity is drifting to catastrophic avalanche which could infuse disintegration of her political and economic structure. This could lead to loss of dear ones, investments, national income, political instability, hunger and starvation. Above all, the nation would not compete favourably with other nations economically, politically and socially because other nations would be afraid to invest or exchange diplomatic relations with that country. Taking Nigeria as a point of reference, Imhonopi and Urim (2012) reported that since 2009, the number of violent crimes such as communal killings, kidnapping of individuals, ritual killings and rape, car snatching have become unbearable. Boko Haram insurgency, suicide bombings, human sacrifice, politically motivated killings, youth restiveness, ethnic clashes, and armed robbery attacks have increased. Despite the efforts of the government to fight this insecurity, Egwu (2001) observed that various ethnic militia who are disgruntled with marginalization and resource control together with separation from Nigeria

fan the ember of insecurity. Others are ethnic hate groups, religious bigotry, political rivalry and north and south dichotomy; they aggravate the scale and magnitude of insecurity in Nigeria.

Other authors, Achumba et al., (2013) in their contributions saw insecurity as want of safety, danger, hazard and uncertainty. They equally viewed it as want of confidence indicating state of doubt, inadequate guidance, unprotected and unsafe, instability and trouble. In further consideration, they attributed insecurity to a state of not knowing, a lack of control and a state of helplessness to take proactive action against forces that indicate harm or calamity to individual or group in a vulnerable way. Beland (2005) called insecurity a state of fear or anxiety due to absence or lack of protection. This means that insecurity is lack of protection from personal danger or harm. In other words, a teacher who is faced with personal insecurity cannot maximize productivity because of fear of being vulnerable to sudden attacks and loss of life in his or her operational environment.

Effects of Communal Conflict on Lecturers Productivity in Universities

This type of conflicts that breeds insecurity in a society is a function of distrust among ethnic and religious groups. These groups operate in fear and mistrust of one another and at any moment they display aggression and violent confrontation leading to bloodshed. Achumba et al, (2013) and Salawu (2010) stressed that the frequent and constant religious and ethnic conflict within the two religious groups is the major security challenge that affects the social and political life of Nigeria. Islam and Christianity are the two religious groups around which Nigerian politics is played (Ibrahim & Igbuzor, 2002). The also noted that most of the time violence and insecurity in communities break up because of the way and method the Nigerian leaders handle development challenges and the distribution of national resources unequitably. In the process, schools are deserted, lecturers and students/pupils run for their lives and teacher productivity is affected.

Effects of Kidnapping on Lecturers Productivity in Universities

Kidnapping refers to criminal offence which involves abduction a person against his freedom and subjugates him to the threat of murder or assassination and requesting for ransom before his release. It is a criminal and traumatic behaviour orchestrated by gangster with the mindset of abducting human being for ransom. Abraham (2010) define kidnapping as an act of seizing, taking away and keeping a person in custody either by force or fraud. However, it includes snatching and seizing of a person in order to collect a ransom in return or settle

some scores of disagreement among people. Goldberg (2000) argues that kidnapping is a criminal act involving seizure, confinement, abduction, subjection, forcefulness, acts of threats, acts of terror and servitude. Dode (2007) saw kidnapping as a process of forcefully abducting a person or group of persons perceived to be the reasons behind the injustice suffered by another group. It is “a lowcost, high-yield terror tactics”. This was the initial case in the Niger Delta region of Nigeria. Thomas and Nta (2009) defined kidnapping as robbery of the highest rank. According to them, it is an organized and systematic robbery which is not as deadly as armed-robbery, but more profitable than the former.

It therefore means that in an environment where kidnapping takes place, teachers will not be able to perform their duties effectively, just like as experienced. According to Uzorma&Nwanegbo-Ben (2014), kidnapping is the act of seizing and detaining or carrying away a person by unlawful force or by fraud, and often with a demand for ransom. You can imagine a situation where lecturers are seized for ransomed; education will then have to suffer poor productivity. According to Turner (2008), the phenomenon began in the Niger Delta region as a freedom fight by militants protesting the degradation of their environment by oil industry activities. According to Demola (2011) it soon turned into a money making avenue through kidnapping of expatriate oil workers for huge ransoms.

kidnapping”, particularly when the act is carried with the intention of keeping the child permanently as against collecting a ransom or other things the ‘child stealer’ is agitating for. Ugwulebo (2011) cited Uzorma, &Nwanegbo-Ben, (2014) on the phenomenology of hostagetaking and kidnapping, noted that “kidnapping as an organized crime, is better noticed when a victim’s relations are bringing the ransom.” Osumah and Aghedo (2011) argue that kidnapping is “an engagement for economic survival, securing political and business advantage over rivals and co-competitors”

Effects of Cult Activities on Lecturers’ productivityin Universities

The term cultism could be applied to a wide range of groups and could convey different meaning by different users. Okwu (2006) saw cultism as a system of religious belief and practices or ideology. Cults are a group of people who share and propagate peculiar secret beliefs divulged only to Member’. Occultism or possession of mystical power is often associated with cults. The veracity of this is difficult to ascertain because of their secret modus operandi. Cult can be seen as a group of people that are devoted to a particular cause. In real sense cult per se is not evil, it is rather the anti-societal behaviour of its

members that make it to be evil and a cause of concern to society. According to the Free Encyclopedia (2010), the literal and traditional meaning of the word ‘Cult’ is derived from the Latin word ‘Cultus’ meaning ‘Care’ or ‘Adoration’. To the sociologist of religion, the term is used to describe ‘a loosely knit organization not characterized by tolerance and open mindedness in matter of belief and practice, while in the media and everyday conversation the word suggests a spurious, secretive, sinister and harmful group. Lalich and Langone (2006) made the following remarks about the behaviour of cultists – the group displays excessively zealous and unquestionable commitment to its leader and distorts the peace of the schools. The 14 authors noted that questioning, doubts and dissents are discouraged or even punished. Rotimi (2009) asserted that the secret cult phenomenon is not new in Africa. Furthermore in citing Thomas (2002), the author stated that cultist groups enjoy subtle support and patronage from both government and school authorities. Cult members were sometimes used by politicians for revenge and for setting personal scores. He went on to state that in some cases, past members who had migrated to foreign countries some times remitted money to support their former cult groups. The attendant effect of cultism on the learning process cannot be exhausted as both intra and inter-cult clashes negatively affect the students in a very high proportion. It sometimes leads to incarceration, rustication or expulsion of both innocent and student members (Opaluwah 2009).

A lot of lives and properties have been destroyed through cult violence (Mgbekem 2004). Young undergraduates who are supposed to be leaders in future have fallen victims of trigger happy cultists (Jamiu 2008). Our youth population is being gradually decimated due to cult activities. The peace on institution is adversely affected whenever there is cult invasion, this may result in suspension of academic activities for some time.

Those who eventually enlist in secret cult group might have been compelled to do so because of “Sagging egos” that need to be boosted. Others join in order to have a sense of belonging and the need to be. Still others may join because of the need for financial assistance, to secure girl friends or for self protection. Ivagher, et al., (2016) and Nnam (2014), explicitly stated some of the adverse effects of cultism to the education system which includes but are not limited to:

Effects of Cultism to The Education System

The adverse effects of cultism to the education system includes:

A. **Malicious Destruction of Lives of Stakeholders in the Education Sector:** Cultists unleash mayhem on lecturers, students and members of school

managements, to the extent that some have been killed or permanently maimed through violent acts such as shooting, stabbing, acid baths and other dangerous attacks. Such attacks destabilize the educational system by creating palpable fear in the hearts of its stakeholders.

B. Heinous crimes like armed robbery, rape, kidnapping black mailing Prostitution: Cult members engage in robbery and other dangerous crime to terrorise their victims and usually to make money needed to sustain their expensive lifestyles, procure arms, buy protection from corrupt law enforcement agents, pay hospital bills when attacked and pay for legal fees when their members are arrested for crimes.

C. Examination Malpractice: Cultism invariably leads to examination malpractice as cult members, who do not study hard, attempt to compromise evaluation procedures through the use of inducement, sheer aggression or blackmail. This ultimately attenuates standards and quality assurance in the Nigerian education system.

D. Poor Academic Performance: The reign of terror unleashed by cults in educational institutions inhibits learning by creating fear and tension in the school environment. Learning is known to thrive best in an atmosphere devoid of elements of threat, therefore, it takes its toll on academic performance of students. Cultists also fail to study hard while attacking rivals or their victims or worse still while attempting to evade attack.

E. Destruction of Property: Cults are known to destroy the property of their victims or school, to draw attention o their grievances. Houses, vehicles, stationery, and other facilities belonging to educational institutions have been razed or utterly damaged by cults. The economic implications recession, is best imaged.

F. Disruption of School Calendar: School managements have been compelled to shut down their institutions, sometimes for a long time, as a result of mindless destruction of lives and property due to cultism. This elongates or disrupts the school calendar. Ethnic militia could be called an organized violent group that exist in towns and villages in many states in Nigeria. They can organize themselves into secret cults, vigilantes or political thugs to fight for one thing or the other. Olabanji and Ese (2014) called them organized violent groups who contribute to security challenges in Nigeria in different dimensions and forms. Further he outlined some factors that motivate their existence.

Conclusion

This study has demonstrated the link between lecturers' productivity and insecurity in Rivers State's public universities. The study found that teachers become weaker and less motivated to give their all in both teaching and learning because they are afraid of being kidnapped, which makes them avoid going to school. Thus, insecurity factors like abduction, cultic activity, and interpersonal strife demonstrated favorable correlations with the productivity of lecturers in Rivers State's public universities. This demonstrated the overall productivity of instructors at Rivers State's public universities. Consequently, at Rivers State's public universities, security influences the productivity of lecturers. Thus, in Rivers State's public universities, having security increases the productivity of effective lecturers.

Suggestions

Based on the findings of this study, the researcher itemized the following suggestions should be adhered:

1. To increase productivity in public universities in Rivers State, the government and the host communities should work together to provide security.
2. In order to achieve national goals, the government should start raising public awareness of the dangers of kidnapping.
3. In order to provide local security measures for the institution, university administrators need to stay up to date on security issues and collaborate with the host communities.
4. In order to prevent crises with the communities, administrators of universities are advised to strengthen their relationships with them on a school-community level.
5. In order to understand and implement better measures, vice chancellors and chief security officers of various institutions should regularly review the issues of security challenges.

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