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EXPLORING THE CONNECTION BETWEEN TEACHERS WORKPLACE SAFETY/SECURITY, CHALLENGES AND JOB PERFORMANCE IN SECONDARY SCHOOLS IN DELTA STATE

IVWURIE, Ukpesiri and Anho Joseph Efe
08035413324
efejosiff2018@gmail.com

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND FOUNDATIONS,
FACULTY OF EDUCATION
DELTA STATE UNIVERSITY, ABRAKA

ABSTRACT

This paper used analytical review and discussion to explore the nexus between safety and security challenges and teachers job performance in secondary schools in Delta State. The challenging work environment of Nigerian secondary school teachers seem not interest education stakeholders as they face growing pressure to enhance students' academic results. Institutions ought to offer sole and secured leadership for maximum performance of staff. The current safely and security conditions throughout Nigerian generally and Delta State in particular appear to influence teachers' performance perceived in their lack of commitment, generated by fear leading to limited dedication, occupational stress intimidation, robbery, kidnapping, cult actions in educational facilities. Teachers therefore appear to be losing the enthusiasm and devotion which once complemented their tasks and responding less to school related activities, truancy, absenteeism and complete lack of compliance to rules and regulations which were the norms because of insecurity and it's aftereffects. It is consequently important to ask what safety and security issues are predominantly affecting teachers' job performance and secondary schools administration in Delta State. The findings which emerged are; in Delta State's public secondary schools, the following are the most common workplace safety and security issues that affect teachers' job performance: arson, malicious damage, robbery, theft, theft, kidnapping, hostage-taking, cultism, fire outbreak, industrial accident, job stress, rape or sexual assault, vandalism, environmental workplace hazard (pollution), fighting, and bullying or intimidation among others and the most common forms of workplace safety and security issues and teachers' job performance in Delta State's public secondary schools are significantly associated.

KEYWORDS: Administration, Safety and Security, Dedication, Commitment, Job Performance

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INTRODUCTION

Background to the Study

Unresolved administrative dissatisfactions create crime and crisis situations before turning into more severe events if they remain unaddressed immediately. From observation of trends show that urban public schools possess student populations with higher diversity which creates more extensive safety concerns for educational administrators.

Multiple concerns regarding Nigeria's deteriorating educational standards persist across the nation leading to threats against fulfilling the established educational objectives hence stakeholders in Nigeria fail to applaud the current level of education outputs from schools. The school teacher faces intensive public condemnation because people accuse him of being lazy, lethargic, selfish, uncommitted and incompetent thus perceived to be responsible for both weak students' performances and school system deterioration. The harsh public responses toward Nigerian school teachers demonstrate that workplace support issues have ceased to matter because teachers' demands are erroneously consistently dismissed as selfish. The challenging work environment of Nigerian secondary school teachers do not seem to interest education stakeholders as they face growing pressure to enhance students' academic results. This raises important doubts about the potential achievement of educational targets because teachers who need to lead these pursuits face low morale and lack of drive due to various safety threats and the wrong perception of their work schedules.

The development of educational, socio-human and monetary/financial progress relies on maintaining a healthy safe and secure learning environment. Management and administration performance declines together with teacher and staff accomplishments and student results when schools face safety and security challenges since the workplace becomes unsafe and threatening to physical well-being.

In Anho (2022), the security and safety condition of the school workplace represents an essential human resource management responsibility for all school heads to demonstrate their competence in administration. Organizations must offer safe and secure leadership while carrying full responsibility for their choices and non-actions hence it becomes essential to establish a secure workplace for maximum performance. The school contains multiple individuals who bring diverse values along with wants and needs that show their safety and security mindsets. Employee performance stands as the staff members' successful accomplishment of work tasks according to institution-determined metrics and established acceptance criteria. An employee's perceived performance reflects his general assessment regarding his actions alongside his organizational contribution for reaching success goals. Workplace performance of employees becomes measurable through their output achievements and operational efficiency combined with outcome effectiveness along with product quality standards and financial profit indicators.

The teacher emerges as the vital element for achieving essential quality preparation because he implements curricula, chooses appropriate learning approaches and possesses subject knowledge. Through their meaningful interpretation the teacher fulfills an essential role by turning national educational objectives and visions into appropriate learning experiences that benefit students. Teachers ensure the evaluation of educational outcomes including purposes and targets.

A distinct group of teachers spread across Delta State public secondary institutions currently demonstrate negative practices during their work hours through fear, careless

behavior and frequent absences and nonattendance to duties as well as their disregard for rules alongside inadequate examination monitoring and poor administration of student and school records. The present situation in educational institutions draws attention to school workplace safety and security which teachers handle daily resulting in negative performance outcomes, Anho (2022).

The assessment of cost-effective performance investigates program activities from a perspective focused on their input-output relationship. Akangbou (2008) defines performance as output divided by input according to his research. The current safety conditions throughout Nigeria appear to influence teachers' job performance through their lack of commitment combined with their fear as well as their limited dedication and duty-based commitment. Students create an environment characterized by occupational stress alongside ill health and intimidation through their cult activities as well as robbery and violence and the threat of kidnapping in educational facilities. The purpose of this research is to assess how school workplace safety issues and security concerns impact teacher job performance throughout public secondary educational institutions in Delta State. This study also sought solutions to minimize or eliminate these workplace challenges.

According to Rono (2001), head teachers who lack human resource management skills struggle to address conflicts in their educational institutions. At the same time some head teachers bring about school conflicts through their poor leadership abilities. According to Franken and Wallen (2000), well-prepared school manager principals resolve conflicts efficiently by stepping in before heated differences escalate. An unaddressed problem condition turns into a much harder or more time-consuming fix. The reason students destroy school properties along with performing harm to staff and students and sometimes causing fatal consequences. School administrators must take absolute caution to prevent deadly weapon entry at every school day. School administrators through their position as principals need to exhibit both “objectivity and reliability” when resolving school dilemmas.

Such constructive management strategies become effective in reducing school crime occurrences because a versatile principal adapts these strategies to every situation for school safety cultural improvement. Kipyego (2013), reports that successful principals adjust their conflict-management approaches for different situations yet certain leaders fail to use constructive methods leading to school operational problems that harm staff-student relations. Schools necessarily face both staff-student conflict and security issues that require administrators to develop essential skills for effective resolution.

Unskilled management of problem situations leads to lower teaching effectiveness and decreased productivity as well as weakens trust relations and enhances secrecy while reducing available information noted Anho (2018) while Gryan & Tandohoffin (2014) maintained that properly managed school problems lead to enhanced organizational innovation together with greater creativity because educational institutions should boost communication pathways and provide suitable leadership development programs. According to Osakwe (2013) school principals must understand human behavioral intricacy to create solutions for upcoming disciplinary challenges while the government needs to develop strategies to enhance teacher mentality through social and psychological enhancement programs which will boost student emotional and psychological need attention. Mainly through this collaborative approach schools will become safer and more minimally criminal while benefiting from enthusiastic commitments toward fighting school crime.

In Anho's assertion (2022), school managers need extensive training followed by repeated training about crisis management because their lack of experience and ignorance leads to property damage and life losses. Instructional programs for crime reduction and school security should be evaluated by school heads and teachers through such methods as cognitive-behavioural instruction of self-control and behavioural instruction of social competency skills.Teacher performance relies on different elements although the working setting remains a crucial matter for every worker since job success is difficult to achieve if employees lack comfort and peace of mind. All employees - lecturers/teachers need secured environment in their workplace to achieve improved work performance since dangerous conditions in the workplace produce poor job performance and an unsafe workplace culture. This is why organizations worry about workplace safety and security policies.

The responsibility to ensure school safety and security stands among the main administrative duties which secondary school principals need to handle. The workplace environment of a school maintains superior safety culture if both managing staff and employees understand safety fundamental principles while focusing on these issues as an organizational priority. Under a safety culture all business personnel embrace safety because the organization considers it vital (Neal, Graffin and Hart, 2010). Safety and health operate within the context of all organizational areas without any separation assafety culture belongs inherently to the fundamental corporate culture of organizations (Bishop 2003) hence safety culture in the education arena belongs to the operation of schools.

A school functions as an employment area where multiple personnel maintain distinctive values as well as desires, needs and organizational expectations. The cultural elements in an organization appear through its shared principles and collective set of principles and accepted proper conduct standards. Positive organizational cultures enable employees to develop appropriate behaviors which enhance organizational safety measures and improve workplace relationships (McFerran and Breaf, 2009).

Organizational attitudes together with individual attitudes determine how safety culture evolves according to Neal et al, 2010. Safety culture depends heavily on the workplace environment together with the systems and operational processes found in the organization. An organization demonstrates its safety and security culture through environmental conditions alongside its management and employee behavioral attitudes.

Laborers who face hazardous scenarios in dangerous or unprotected work areas develop serious health issues leading to physical injuries plus psychological conditions and accidents or injuries. Such conditions create various negative consequences for employers while simultaneously impacting all related parties including co-workers and business associates and clients, customers, employees and their family members and friends (Schlienger and Teufel, 2003). The extent of individual employee reaction depends on hazard severity while organizations must bear costs including reduced efficiency, increased absenteeism and disharmony along with poor moral and increased workers turnover. Robin (2003) explains that an organization with safety culture depends on all its people to develop behavioral approaches that combine safety and security awareness with prevention methods and educational measures.

The safety and security culture within an organization consists of documented procedures and policies which support shared and accepted behaviors, attitudes, beliefs and procedures throughout all operational areas. It is an employers that shape secured and safe behaviour and practice, which in turn creates a climate and exchanges positive

relations.Regardless of the size and scope of operations, the safety and security of school employees is the foundation for its development, strength, and competitiveness. Therefore, it is essential to invest in employees and look for sources of their comfort because their performance and productivity are reliant on their safety, health, and welfare at work. Employees' safety and welfare boosts their motivation, intellectual potential, self-development, commitment, and performance, all of which should be of interest to everyone, regardless of the circumstances. As a result, the employees are regarded as a valuable resource for their company. When an employee performs well, the organization performs as a whole, which eventually increases the organization's effectiveness, efficiency, and success (Amstrong, 2009).

1.2 Statement of the Problem

School environments which are unsafe represent a lethal situation because they create significant health issues for workers and dangerous conditions emerge from accidents that stem from the lack of safety and security knowledge. Physical and psychological illness and death together with injury and damages are typical outcomes from such hazards.

Education sector depends on teachers as they provide growth together with strength alongside productivity. Job performance and productivity of teachers depend entirely on their safety and security as well as emotional and welfare state in Nigerian schools and schools within Delta State.

Workplaces contain individuals with distinct values along with diverse wants, needs expectations and safety and security cultures of their employees including teachers—these positive factors enable smooth adaptation while strengthening work attitudes while sustaining beneficial workplace safety and security ethics based on workplace conditions. A protected workplace environment enables the advancement of human talent and capital development so safety and security problems in educational settings can cause teacher performance degradation that leads to below-average student academic results.

Under its legal mandate Nigeria must provide constitutional safeguards for protecting lives and property as well as human and financial well as material assets from complete or partial damage. Various sources show without doubt that Nigeria has not succeeded in protecting its people especially through incidents such as kidnapping and ritual killings and robbery. The current state of safety and security in workers' places of employment receives negative and alarming reactions from all staff members including teachers throughout Delta State.

This state of affirmation appears to be having a negative impact on teachers' work performance as they appear to be losing the enthusiasm and skills with which they once completed their assigned tasks, responding less firmly to school-related activities, and not wanting to return to school early rather than closing early. Furthermore, it appears that truancy, absenteeism, and complete lack of discipline are the norm because insecurity breeds fear, property loss, and death, which limits school administration, teacher commitment, and job performance, all of which have an impact on students. In order to manage and ensure teachers' job performance in Delta State's public secondary schools, administrators may be wondering how these conditions could be addressed in terms of teacher safety and security.

A sovereign state depends on this essential social agreement that links masses to government and state for ensuring national defense protection of people and property. The legal framework requires states to safeguard against human and material resource losses and inflictions and total destructions that promote human capital growth in sovereign domains. A

secure state creates opportunities for human capital development but an insecure nation exposes its fundamental development bases to attacks leading to human capacity losses (Jega, 2002).

It is important to ask what safety and security issues are affecting Delta State's public secondary school administration and teachers' job performance, as well as what management solutions may be available.

REVIEW OF RELATED LITERATURE

Objectives of Safety and Security

Any country's security operations are directed by a set of principles. Thus, as a social phenomenon, security generally aims to accomplish specific goals and objectives, such as the following.

i. Security guarantees the preservation of government schools,property and personnel as well as the lives and property of citizens.
ii. to create a calm and serene environment in which people and organizations (schools)can carry out their legal activities.
iii. to establish procedures and opportunities for threat assessment, timely threat neutralization, and the exposure of threat agents to legal repercussions.
iv. The state and its citizens are surrounded by walls of defense (separation) and a barrier created by security.
v. It ensures a safe working and living environment, fosters peace and order, and increases confidence in safety.
vi. It lays the groundwork (bedrock) for political, socioeconomic, and developmental stability.
vii. Security reduces anxiety and attack fear.
viii. It improves social justice, resolves societal issues, and reveals criminals, their operations, and their hiding places.
ix. It identifies dangers and discourages violence (Bassey, 2010).
x. According to Egwu (2001), security creates the conditions necessary for a stable social and political order to endure.
xi. A society's security keeps criminal activity at bay. A crime is defined as an act that violates a law intended to prevent harm to society as a whole or to a member of it, and as such, is subject to the penalties specified by the law (Sharma, 2004).

It is impossible to overstate how important security is. But before man considers how to eat, clothe, and protect himself, he must ensure life. Only then can he discuss politics, culture, and ideology. Security is the only absolute that gives life purpose and substance. According to the Committee for the Defense of Human Rights (CDHR, 2000), security is the state of not being threatened, stressed, strained, or afraid of losing one's life or other valuables.

Principles of Security

According to Ufot, et al., (2014), security has its own set of principles, rules of engagement, and methods of operation.

1. Security Intelligence: Obtaining timely and accurate intelligence about the target, particularly the organization, tactics, and motivations of those who pose a threat to it, is essential to any successful security plan.
2. Threat assessment is the process of promptly identifying and gaining access to indicators of potential or actual threat areas or dangers that may affect the safety or operations of a person, location, building, or other entity. It entails prompt

intelligence gathering and threat indicator analysis for improved threat perception and proactive planning.

3. All security planning and operations must be founded on the goals they are intended to accomplish, which are typically national security goals.
4. Effective planning is essential to any successful security operation and must be coordinated with a variety of elements, including the sociocultural, political, legal, legislative, and economic aspects of that society. The goals to be accomplished and the security framework of that society must be at the center of all planning.
5. Command and control: An organization's administration, coordination, and guidance are facilitated by this centralized control and command structure for all security planning and operations. This prevents resource and effort duplication in any disciplined organization and aids in the judicious use of personnel and resources. In addition to outlining the chain of command and communication channels from a central location to the other system components, it also outlines the authority hierarchy and issues directives for subordinates to follow.
6. Liaison with other sister-related agencies or establishments is necessary for any effective security. This is a must since, according to Dike's (2010) Multi-Track and levels 1, 2, and 3 Security Models (MTSM), effective security is a function of everyone in any society. Therefore, in all facets of security operations, close coordination (networking) with other security agencies, outfits, and establishments is required. It is particularly crucial for intelligence sharing, security operations, and planning. An inter-personal and inter-departmental interface known as a security liaison helps two parties or an entity work with other stakeholders. These interactions frequently occur beforehand when planning and organizing a function, or between departments and security agencies. It facilitates advance-party arrangements to guarantee seamless operation organization and security planning and operations.
7. Containment: Finding and evaluating security risks and issues is insufficient; containing them is crucial. Every security operation's containment stage involves enforcing security countermeasures, which must be supported by the relevant laws and penalties. For example, a search operation cannot be conducted without a search warrant that has been approved and signed by a judge or magistrate in the area where the incident occurred. The purpose of this legal provision is to support search operations.
8. Security Re-appraisal: It is necessary to reevaluate security data. To ascertain the efficacy of the intended measures in light of fresh information pertaining to an incident or event, all security issues must be reexamined or reassessed.

Safety/Security Challenges of Conflicts and Wars Hazards

According to Anho (2022), schools in Nigeria are in a vulnerable state of helplessness when it comes to the security and safety of both teachers and students. This is because of the kidnapping of 110 Dapchi and 300 Chibok female students, both of whom were in the country's northern region. He adds that there is fire and that it is difficult to locate fire extinguishers; fire drills are not ingrained in the culture; and teachers and even students generally don't know enough about safety. Should a child's life be jeopardized or destroyed due to the school's failure to take reasonable steps to ensure students' safety, the school will be held legally responsible. Both public and private schools run the risk of losing students and revenue because security breaches may force parents to pull their kids out of school and cause teachers to leave for other places. Since security is a basic human need, these have a significant effect on teachers' pedagogical commitment.

According to Jagielski (2015), before concentrating on academic success and achievement, educational leaders must endeavor to establish a safe environment at their school. As previously mentioned, school administrators need to make sure that they are making the best use of their limited resources in order to protect students and staff while maintaining school security and safety.

Graeme (2004) investigated labor relations and violence in the transportation industry. The study's population consisted of 2,000 drivers who were members of the Nigerian Union of Road Transport Workers (NURTW), and the sample size consisted of 150 employees who were selected from various units and parks in the southeast region of Nigeria. ANOVA was used to analyze the outcome. The results highlight the strong correlation between violence and employee relations, suggesting that meaningful interactions between coworkers cannot occur when violence is present. Peace and safety in the workplace are essential for a positive employee-employer relationship.

The work mentioned above focuses on industrial relations and violence in the transportation industry. However, it is relevant to this work because it addresses violence as a safety and security issue in schools, which impacts Delta State secondary school administrators, teachers, students, parents, and visitors in general. Many education stakeholders want to keep our schools safe, and this is not just a response to one of Maslow's needs. It is the responsibility of all educators to ensure the safety of both teachers and students while adhering to the limitations of the resources at their disposal. According to Miskel (2011), a country's security rests on two key pillars: (1) maintaining and defending the socioeconomic order against threats from both inside and outside the country, and (2) advancing a preferred international order that reduces the threat to fundamental values and interests as well as to the domestic order. For Nwolise (2016), security is a comprehensive condition that implies that a territory must be secured by a network of armed forces; that a democratic and patriotic government must guarantee the sovereignty of the state, which must be guarded by the military, police, and the populace; and that the people must be protected not only from external attacks but also from the devastating effects of internal upheavals, such as unemployment, hunger, starvation, diseases, ignorance, homelessness, environmental degradation, pollution, and socioeconomic injustices.

According to official reports, since 2009, terrorist sect attacks have killed over 3,000 innocent people (Jimada, 2017). The majority of the victims, according to checks on the number of casualties in their attacks, were defenseless Nigerians, such as women and school-age children. Nigerian schools have seen an increase in security issues in recent years. Suicide bombings and criminal activity with concerning scope and repercussions were among the many and varied security issues. Their issues served as a warning that Nigeria's educational system was not safe and secure. From the research of Okunola (2008), additional issues related to school insecurity include food and facility insecurity, erosion, land degradation, air and water pollution, and other antisocial crimes in schools. In an entrepreneurial scheme project, Westaby and Lowe (2005) examined the impact of youth restlessness among artisan workers. Due to the study's small sample size of 150, the population was the same as the sample. The results demonstrated that when safety is given proper management attention, young people are more willing to listen to and understand the organization's trainers. Positive management attitudes toward safety behaviors also encourage young people to behave in a safe and orderly manner.

Safety/Security Challenges: Islamist Extremism/ Boko Haram Crises

According to Gimba and Mele (2007), extremist Muslims face difficulties because they frequently appear to lack any knowledge of how to run society, particularly contemporary, cosmopolitan societies. Nigeria's growing religious extremism continues to pose a serious threat to the country's human capital development. These extremist groups frequently reappear to wreak havoc on the Nigerian government. Afilul Sunnah Wal Jama 'ah (Yobe Taliban), an Islamic fundamentalist organization, launched a 12-day reign of terror on the Nigerian State on January 29, 1994, killing seventeen people, including police officers, according to Malogo (2009).

Many students and teachers have died as a result of the Boko Haram crisis, which is one of the main causes of insecurity, particularly in the North. The nation is currently experiencing brutal terrorism, and schools are not exempt. Three Air Force officers were killed and numerous students were injured when unknown gunmen attacked Nigeria Air Force School Kano on December 18, 2011. 276 female students were abducted from the government secondary school in the Nigerian town of Chihok, in Bornu State, on the evening of April 14–15, 2014 (Fox News, 2014). Over the course of the following few months, 57 of the schoolgirls were able to flee (BBC News, 2016), and some have spoken about their capture at international human rights conferences (Bring Back Our Girls, 2015). According to the Nigerian president's office, a child born to one of the girls who was deemed by medical professionals to be around 20 months old was also released (CNN News, 2016). Since then, there have been multiple calls for the release of the 219 surviving girls (Lamb, 2016).

According to newspaper accounts, Boko Haram hoped to use the schoolgirls as bargaining chips in exchange for some of their commanders being imprisoned (Lamb, 2016). In May 2016, Amina Ali, one of the missing girls, was discovered. Six schoolgirls had died, she said, but the remaining five were still present. Later in the week, a second girl was found, but her name is not among those who were initially reported missing, raising concerns among her parents (BBC News, 2016). In October 2016, 21 girls were set free (Opeyemi, 2016), and the following month, another girl was saved (News24, 2016). While 82 additional girls were released in May 2017, another was discovered in January 2017 (McElroy, 2017). The possibility that Boko Haram would attack Nigerian universities had the potential to increase anxiety and unease. Due to a lack of members, the sect is currently pressuring secondary school students, particularly those attending Northern Nigerian schools, to join them. Numerous students were shot dead, and schools were set on fire.

Safety/Security Challenges: Kidnapping and Hostage Taking

Kidnapping is a brutal kind of hostage-taking where the perpetrators threaten their victims in return for financial and maternal benefits. A person's fundamental human rights are violated when they are falsely imprisoned against their will by another person. Therefore, according to Goldberg (2010), kidnapping is a crime that includes seizure, confinement, abduction, subjection, forcefulness, acts of terror, threats, and servitude.

Some Baptist College Kaduna students were abducted in early August 2021 and subsequently released in groups. One staff member was abducted, and two Nigerian Defense Academy employees were killed. This is a very unsettling case. Students from Lagos State Model College in Igbonla-Epe, Lagos, were abducted between 2016 and 2017 and held hostage for a ransom of N1 billion, which was eventually lowered to N600 million and then to N20 million.

In the majority of the federation's states, kidnappers have instilled a lifelong fear in the educational community. Fighting the threat of kidnapping is a serious security challenge for parents, educators, school administrators, community leaders, policymakers, the government, and non-governmental organizations. People develop psychosomatic disorders as a result of the evil activities in order to protect themselves from kidnapping. Some parents have halted their kids' attendance at schools in the impacted school districts. Human insecurity has caused many people's social lives to change (Tzanelli, 2016), and some people self-incarcerate in their homes and workplaces (David, 2009). In an attempt to avoid being popular, some people construct lovely homes but neglect to complete the exterior walls, giving the impression that they are impoverished. In order to avoid hostage takers, some people are scared to purchase new cars, and some wealthy people even use commercial motorcycles known as "okadas" for social events, school, and market trips (Soyombo, 2009).

Odumbo et al (2017), emphasized that the main causes of kidnapping include a high rate of youth unemployment, extreme poverty, corruption, moral decadence, indiscipline, inflation, a low standard of living, high living expenses, a lack of security personnel, a lack of motivation from law enforcement, a loss of societal value, and the "get rich quick" mentality. According to Wakili (2013), the "quick money syndrome" and "man must survive" mentalities have led many of these outcasts to join a group of kidnappers who target teachers and students they believe to be affluent families in the state capital. According to Wakili (2013), economic indices may not mean much to us until jobs are created because Nigerians cannot find food to eat when they wake up or walk to the hospital to receive treatment. According to Inyang and Abraham (2013), social injustice, the "unfair distribution of the nation's resources," youth unemployment, and poverty are all significant contributors to kidnapping in Nigeria.

Ogbuokiri (2010) demonstrated that the first international security summit, which was hosted by the Nigerian Ministry of Interior from September 16–18, 2010, focused primarily on the threat of kidnapping to the country's human capital base. In Nigeria, kidnapping has become a significant threat to the development of human capital, with people being abducted in schools, workplaces, homes, and other places as they attempt to build their human capacity base. According to Ukpong and Esu (2010), it is clear that Nigeria faces difficulties in both development and security due to the absence of peace, which leads to militancy, murders, kidnappings, and assassinations. Many mass communication students nationwide have voiced their fear of pursuing a career in journalism in light of the rising number of murders and kidnappings of Nigerians, particularly journalists.

Kidnappers have created a lifelong fear in the educational community in most of the federation's states. For parents, teachers, school administrators, community leaders, legislators, the government, and non-governmental organizations, combating the threat of kidnapping is a major security concern. The evil activities have caused people to develop psychosomatic disorders as a means of defending themselves against kidnapping. In the affected school districts, some parents have decided not to send their children to secondary school. Many people's social lives have changed as a result of human insecurity (Tzanelli, 2016), and some people lock themselves in their homes and workplaces (David, 2009). Some people build beautiful homes but leave the exterior walls unfinished, giving the impression that they are poor, in an effort to avoid being noticed. Some people are afraid to buy new cars to avoid hostage takers, and some wealthy people even ride commercial motorcycles called "okadas" to market, school, and social gatherings (Soyombo, 2009).

Marshall et al. (2007) carried out a study in the medical field at a hospital in Nigeria's Niger Delta. Three thousand health workers made up the study's population, and three hundred people made up the sample size. The research design was a cross-sectional survey. Multivariate statistical analysis was used to analyze the data, and the results demonstrated a significant positive relationship between work safety tension and employee performance. When health workers were highly aware of their personal hygiene and workplace safety, their performance was high; however, when job demands increased and they were overburdened with numerous cases at once, their performance declined as a result of errors, tensions, and anxiety.

Even though the aforementioned study focuses on the health sector in Nigeria's Niger Delta, the results are relevant to this study because they show a strong positive correlation between teachers' job performance, workplace safety and security, and challenges.

According to Medupin and Adedoyin (2014), Nigeria's environment is progressively growing increasingly unfriendly to life. They went on to say that in order for the environment to remain safe and suitable for human habitation for both the current and future generations, it is imperative that it be protected. Emodo (2015) claims that environmental health did not officially gain prominence until 1988, when the KOKO toxic waste dumping scandal highlighted the urgent need to establish the Federal Ministry of Environment, the Federal Environmental Protection Agency (FEPA), and other pertinent agencies, ostensibly to address environmental diseases and issues in the nation. Environmental pollution, sanitation, ozone layer depletion, decertification, soil conservation, and other issues are examples of environmentally relevant issues, according to Daramola and Ibem (2010). However, this suggests how urbanization and industrialization affect people's health. According to Schleicher (1995), Superfund sites established by different companies in the US have been determined to pose a risk to the environmental and human health of the communities that surround them. The public was most alarmed by this perceived threat, which raised the possibility of cancer, birth defects, mutations, and miscarriages.

According to the United States National Committee on Pollution, the term "pollution" is derived from the word "pollute," which means to make something dirty or less pure, particularly by adding harmful or unpleasant substances to it (Emodo, 2015). According to the Research Council (1965), pollution is any unwelcome change in our air, land, and water that could negatively impact human life or the lives of other desirable species, as well as any industrial processes, living conditions, or cultural assets that could deplete or deteriorate our raw material resources. According to the definition given above, an environment is disordered and is a result of energy conversion and resource use.

The practice of tricking, luring, coercing, or otherwise removing people from their home, country, or state and transferring them to another location is known as human trafficking. They might be made to labor on exploitative terms or for little or no pay. They might be employed for forced labor, prostitution, and other purposes, involuntary servitude formation. According to Efekodha (2015) in Okorugbo (2020), trafficking for sexual exploitation is the recruitment, transportation, transfer, harboring, or receipt of individuals for the purpose of exploiting them through commercial sex, labor, etc. Prostitution, forced labor, rituals, housekeeping, and other forms of involuntary servitude are just a few of the ways victims can be used. Human trafficking has an impact on school administration because it can result in students contracting STDs, absenteeism, school dropout, adolescent pregnancies, and fatalities. It is also cited as one of the causes of poverty and deprivation.

Safety/Security Challenges: Cultism

A group of criminals, particularly those with guns, or a group of students acting as terrorists within the educational system are examples of cultism, according to Odubunmi (2008). He goes on to say that the group is cult-like once they start meeting behind closed doors. The establishment of a group of initiates or followers around the persona of a god, saint, or even a living being is sometimes referred to as cultism. It might entail applying a specific doctrine found in the corpus of religious beliefs. Cultism, according to Ogunbameru and Daodu (2013), is any organization whose operations are not only kept secret from the public but also conducted at strange hours of the day and frequently go against the norms and values of daily life.

Experts in educational sociology and psychology have long been interested in studying cultism. The use of dangerous weapons, sexual harassment, declining undergraduate standards, and uncommitted and less dedicated lecturers are just a few of the issues that can be found in Nigerian tertiary institutions today. According to Pemede (2010), the issue of cultism and its related problems—such as rape, extortion, killing, maiming, stealing, and other social vices—in our higher education institutions have left a lasting impression on the typical Nigerian.

According to Ogunsanya (2010), cultism on campus developed as a result of socially unacceptable behaviors such as the proliferation of media, the importation of foreign culture, the internet, and junk magazines, all of which overwhelm young people and cause them to succumb to their effects. According to Badejo (2014), there may be a connection between the drug use of certain students and the threat of cultism in our educational system. According to Oni's (2015) thesis, aggression has the second-highest direct effect (4 to 33 percent) and indirect effect (0 to 24 percent) on cult membership. Thus, 0–5% of the overall impact of cult membership can be attributed to aggression.

Cultism in Nigeria may be caused by a number of factors. This could include the dissatisfaction of young people without jobs and the decline of moral standards in our culture. For example, Ajayi, Haastrupt, and Osalusi (2010) contend that a lack of moral values in society is the root cause of cultism in Nigeria, particularly in the south-south. Additionally, Mgbekem (2014) claims that instead of absorbing moral and decent values, today's youth have adopted immoral values. However, Okeowo (2014) connected Nigerian society's lack of norms to young people's desire to join cult groups.

The external political forces also contribute to the rise of cultism in schools. Therefore, the militarization of Nigerian politics has been defined by Adewale (2015) as the introduction and promotion of a violent culture in our society, which has then permeated and become ingrained in schools. School gangsters are used by politicians and other powerful people or organizations to combat their rivals and adversaries. Cults' actions create anxiety and insecurity wherever they are practiced, but particularly in educational settings. It is still true that cultism has negative effects on the parents, the larger community, and the cultists themselves.

Oluwatobi and Babatunde (2010) investigated the problem of ganstinsm and cultism in Nigerian universities, using Lagos State University, Ojo, and AdemranOgunsanya College of Education, Oto-Ijanikin, as case studies. A total of 100 students, 50 from each institution, participated in the study to examine the origins, causes, and effects of the current violent behaviors and aggressive tendencies among Nigerian students on the moral development of the students. The results show that the actions of gangsters and cults on the two campuses and

in other higher education institutions in Nigeria are the height of moral decay and have an impact on students' moral and academic growth. Therefore, it implies that Nigerian institutions will continue to foster and produce indisciplined individuals if there are no resources available to fight these two deadly school diseases. The authors suggested that before children could be admitted to school, parents should be required to sign a deed of undertaking, that the school security department should be outfitted with cutting-edge security devices, that colleges and universities set up a well-equipped guidance and counseling unit, and that Religious Education be made a required core subject.

Safety/Security Challenges: Cybercrime

Cybercrimes, which include hacking into organizations or into personal information on the internet, are committed via the internet or computer networks. According to Aishwarya, Irsbad, Shruthi, and Bhoomika (2017) and Filipa and Marlene (2016), viruses can spread via email attachments, links clicked, or software downloaded illegally. It also entails taking over the system's stored data and either wiping the file completely or infecting it to render it unreadable.

To determine the sample size of 11,89 students, Odekule (2022) used 177,745 secondary school students from the South-South States of Nigeria, with 24034 from Bayelsa, 89,825 from Delta, and 63,886 from Edo States. He then used Taro Yamane's Formular to determine that there were 397 students from Bayelsa, 398 from Delta, and 398 from Edo State, respectively.

The most recent and common cybercrime among Nigerian youths, according to the results of a self-made questionnaire used to collect data, is cyberstalking, in which the perpetrator follows the victim online, keeps tabs on them, and uses their online information and activities to harass them verbally and through intimidating tactics. The results also show that this has a significant psychological impact on the victims, who are frequently compelled to part with large sums of money, particularly if the threats border on blackmail.

Additionally, the results show that cyberbullying is common among young people. This is used to harass or abuse victims, particularly their peers, in the neighbourhood or at school. It entails the persistent use of hostile language and behaviour online. Online rumours, threats, hate speech, and even sexual remakes of other people-whether they be classmates or teachers are used to accomplish this.

Safety/Security Challenges: Sexual Harassment and Rape

The Nigerian school system particularly tertiary institutions experience increasing alarm about sexual harassment cases. Achara, Onyemaechi and Ufomba, (2020) define social harassment as an unwanted sexual advance when one organization member directs attention toward another member. Generally, sexual harassment as unwelcome sexual advances, request of sexual favours and other verbal or physical conduct of sexual nature when; submission to or rejection of such conduct by an individual is used as the basic for employment decisions affecting such individuals, submission to such conduct is made either explicitly or implicitly on a term of condition of an individual’s employment, or such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment.

Working conditions characterized as hostile or offensive or intimidating toward the recipient constitute additional sexual harassment types that involve unwanted discourses

about someone's physical attributes by associates who create distress and impairment for the targeted individual in their performance (Achara, Onyemaechi and Ufomba, 2020).

The Nigerian educational system experiences various kinds of sexual harassment in addition to complete institutional prostitution which creates substantial embarrassment for educational administrators and the broader society. Various researchers led by Ajayi and Adeniji (2009) as cited in Irubor (2019) found that sex harassment affects numerous lecturers who are mostly inexperienced staff from both sexes and students become uncomfortable when they wear improper clothing. Lecturers succumb to performing sexual acts with students because the students use sexual temptation to achieve better examination results and grades. Some have referred to this as "campus prostitution.". According to Anho (2022), this serves a number of functions, such as negotiating for grades and scores or serving as a source of income and real estate. The quality of teaching and learning, school administration, and teachers' job performance are all impacted by sexual harassment and campus prostitution. Even though this is unacceptable in Nigerian society, it is becoming so prevalent that some lecturers and students do not find it objectionable.

Rape

A rape counts as sexual assault yet sexual assault cannot become rape under all situations. Federal and legal statutes define rape by explicitly stating that sexual penetration done without consent counts as a crime. According to the Federal Bureau of Investigation (FBI) rape exists when any part of the body or object penetrates the virgin or anus or when a sex organ inserts into another person’s mouth without the knowledge or consent of the victim. Any sexual attack that includes pressure to perform sexual activities does not necessarily require physical force. The perpetrators employ self-interest along with threats to pressure victims into non-consensual sexual activity and some abusers employ blackmail to make victims comply by threatening harm to either their family or victims directly.

Therapeutic definition states sexual assault includes all sexual encounters which victims cannot or will not comprehend. The victim may experience sexual assault when any type of sexual activity takes place against their will because of force or manipulation or sleep or drug/alcohol influences. The study by Igbenedio (2023) examines sexual assault effects on teachers' work performance through his research on Edo State public secondary schoolteachers and students populations of 2878 and 166,216 respectively. The research utilized an expo-facto design as the study methodology. The researchers employed questionnaires as their primary data collection instrument and utilized mean scores together with standard deviations to address the research question yet depended on Pearson Product Moment Correlation Coefficient Statistics for testing the proposed hypotheses. The research established that nudity and prostitution together with rape and sex for mark represent the most frequent types of sexual assault within educational settings. The research showed sexual assault comes in multiple types which negatively influence teaching performance and academic success of students.

The teaching workplace environment of Delta State consists of multiple personnel types along with distinct attitudes leading to both beneficial and detrimental staff conduct. The workplace welcomes people who demonstrate different behaviours that could be unhelpful to both their coworkers and themselves. The workplace displays a higher occurrence of disruptive and antisocial behavior that involves rudeness and unsupportive conduct and hostile intentions and disrespectful actions. In addition to being one of the reasons why employees are unable to perform the tasks required of them, unsafe working

conditions are a significant factor in the development of a negative attitude toward the teaching profession (Chris, Provencher, Fogg, Thompson, Cole, Okaka, Bosco, and Gonzalez-Morales, 2022). Knowing the degree to which employees can carry out their performance responsibilities in spite of these unfavorable circumstances is essential (Sood and Kour, 2022). One of the main causes of feeling mistreated at work is the perception that coworkers and other important people at school are rude or disrespectful to oneself or to one another.

EmployeeJob Performance

Job performance is associated with effectiveness, efficiency and quality while effectiveness measure the extent to which an employee achieve the output requirements intended efficiency is a measure of how well resources are being used to produce output or result. It is a comparison of actual achievement during a given period and quality refers to the desired characteristics of the achieved output or result. These could be timeless, reliability, accuracy frequency accessibility, convenience, rating time and response time.

Campbell (2016) describes job performance as an individual level variable; performance is something a single person does which differentiates it from more encompassing constructs such as organizational performance and national performance which are higher level variables. Performance is a multidimensional phenomenon whose elements include effectiveness, efficiency, economy, productivity, quality and behaviour Obadan, (2009).

A number of measures can be taken into consideration when measuring employee job performance, for instance, using productivity, efficiency, effectiveness, quality and profitability measures (Ahuja. 2006) profitability is the ability to earn profits consistently over a given period of time,it is expressed as the ratio of gross profit to sales or return on capital employed (Wood &Strangster 2002). Efficiency and effectiveness - efficiency is the effort to produce the required outcomes by using a lower resources as possible while effectiveness is the effort of employees to meet the required objective or goals. (Stone 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert, 1995). It is the measure of how the firm, individual and industry convert input resources into finished goods and services. The measures of what quantity of output is produced per unit of resources employed (Lipsey, 1989). Quality is the feature of a products or services that has the capacity to satisfy the stated or implied needs (Kotler and Armstrong 2002). It is improvingly achieving better products and services at a progressively more competitive price (Stoner, 1996).

Employee performance is the successful execution of tasks by an employee as set and measured by a firm, to pre-.defined acceptable standards while efficiently and effectively utilizing available resources within a changing environment. (Aguinis, 2009). Perceived employee performance means the general beliefs of the employee about his behaviour and his contribution to the success of the firm. Employee performance can be taken into three different perspectives and that makes it possible for one employee to perform better than others, determinants of performance can be such as “declarative knowledge” procedural knowledge” and ‘motivation” (McCIoy, Campbell and Cudeck 1994). Human resources practices have positive impact on performance of an employee. Carison, Kacmar, Wayne and Grzywacz (2006) proposed five human resource management acts and systems that impact performance which are setting competitive compensational level, training and development level, performance appraisal level, recruitment package and maintaining morale.

Tessema and Soeters (2006) evaluated study on eight human resources practices involving recruitment and selection processes, placement processes, training, compensation, employee job performance evaluation, promotional appraisal procedure, grievance procedure and retirement or social security in relation with the perceived employees' performance. Hence it was concluded that these human resources practices have a positive and significant associations with the perceived employee performance. Furthermore, Daft (1988) observed that it is the responsibility of firms' manager to ensure that the firm strive to and hence achieve high performance levels. It means that managers have to set the required levels of performance for any period of time. It can be done by setting goals and standards which employee performance can be measured against. Firms endeavour to make sure their workers are contributing to high quality production or services by the process of employee performance management.

From the literature of Koopmans et al (2011), Anho (2022), Okorugbo, Egwunyenga, and Anho, (2024a and b) several indicators have been used to measure the various constructs of employee (teachers) performance. Task behaviour has been measured with task behaviour, job specific tasks proficiency, non-job specific task proficiency, productivity, work quality, job knowledge, technical proficiency, job skills, working accurately, showing concern for time. Available indicators on contextual performance include interpersonal behaviour written and oral communication, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision and leadership, management and administration, communication competence, effort, leadership, administration competence, interpersonal competence, compliance with and acceptance of authority, adherence to rules, industriousness, thoroughness, attendance, recognizing problem, showing responsibility and initiative, suggesting solution, cooperation, creativity, accountability, adaptability, empathy, dependability, emotional control, analytical skill, effort and helping others. Available indicators on counterproductive behaviour include down time behaviour, destructive/hazardous behaviour, off-task behaviour, unruliness, theft, drug misuse, absenteeism, aggressive, fighting or arguing with coworker, insulting or gossiping about coworker (Koopmans et al, 2011).

Schools in Nigeria are in various state of helplessness, government/proprietors have responsibilities as school managementare to ensure the safety and security of both teachers and students.

Findings

From the discussion, the following findings emerged:

1. Security and safety conditions of the school workplace represent an essential human resource management responsibility which should be guarantee for all school head to demonstrate their competency in administration.
2. The teacher emerges as the vital element for achieving essential, quality preparation because he implements curricula choses, appropriate learning approaches and possess subject knowledge.
3. The observation of teachers spread across Delta State public secondary institution currently demonstrate negative practices during their work hours through fears which draws attention to school workplace safety and security problems handled daily resulting in negative performance outcomes.
4. Unskilled management of problem situation leads to lower teaching effectiveness and decreased production.

Recommendations

1. Government security should guarantee the preservation of schools, personal and official properties, as well as staff and students live
2. Security should reduce anxiety; create a calm safe, serene working milieu, foster peace and order and increase confidence in safety to school work.
3. Safety and security has its set of principals' rules and engagement and methods of operation which school management and administrators should practice and adhered to.
4. Security training should be organized stakeholders including heads of schools, teachers, students and parents.
5. School management and administration should mitigate against working conditions characterized by hostile, offensive, intimidating, distressful, embarrassment, treat to life and property, cyber-bulling, teachers' harassment, cultism activities, rape and sexual assault of teachers, kidnapping and religious extremism.

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