



PRINCIPALS' SECURITY MANAGEMENT PRACTICES AS DETERMINANTS OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN SOUTH-EAST, NIGERIA

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Abstract

The study investigated principals' security management practices as correlates of teachers' job performance in public secondary schools in South-East, Nigeria. The participants were 394 respondents obtained through multi-stage sampling procedure. Two instruments were used for data collection- Principals' Security Management Questionnaire (PSMQ) and Teachers' Job Performance Questionnaire (TJPQ). A reliability test was carried out and the reliability index obtained for PSMQ was 0.78 and TMQ 0.81 respectively using Cronbach Alpha method. Regression analysis was used to answer the research questions while regression analysis of variance was used in testing the hypotheses at 0.05 level of significance. The findings of the study revealed a significant high positive relationship between physical security management practices of principals and teachers' job performance and a significant high positive relationship between physical security aids management practices of principals and teachers' job performance was also revealed. Principals should endeavour to improve physical security practices in schools and principal should collaborate with the state government to ensure that adequate physical security aids are provided in schools.

Keywords: electronic security aids, physical security management practices, physical security aids, job performance

Introduction

Security and its management form one of the basic responsibilities of secondary school principals in enhancing job performance of teachers. The management of security in schools remains one of the key issues that have attracted the attention of administrators, parents and the public at large in recent times (Ike, 2015). The observed lapses in teachers' job performance in some schools appear to be often as a result of inadequate security management of the school principals. Management entails the coordination of resources, human and materials via the process of planning, organizing, directing and controlling towards attainment of set goals. The school as an organization needs to have safety rules and regulations to ensure protection of each staff and students for enhanced learning to take place. Security of life and property of the school essentially are the primary responsibility of the school principals.

The importance of security of life and property in the school system cannot be overemphasized. This is because without proper security arrangement in the school system,



effective teaching and learning by teachers and students cannot take place. Security is a term defined in different ways by different scholars. Mastisa (2014) defines security as the degree of protection against danger, damage, loss and crime. Security is a form of protection where a separation is created between the assets and the threat. Security in the school can be explained as a situation where students and educators are exposed to any form of danger or risks of physical or moral aggression, accidents or theft. Contextually, security is the precautions taken to safeguard an environment from impending danger or injury. It is a step taken to prevent dangers and threat. These are measures taken to make the school environment safe and conducive for effective teaching and learning to take place. Hence, principals' security management practices is the independent variable, while the dependent variable is teachers' job performance.

Performance is a concept explained in many ways by different scholars. It is a variable that helps to describe the extent of teachers teaching activities in schools. According to Jay (2014), performance is an act of executing a particular task in a sequential and chorological order. Jay further described performance as the skillful combination of right ideas and human behaviors to achieve the desired set of goals and objectives. In other words, performance involves the effective use of skills as strategies by teachers to ensure proper instructional delivery in schools. Saka and Haruna (2012) explain teachers' job performance as the ability of teachers to combine relevant inputs together to improve teaching and learning processes in secondary schools. In a related definition Akinfolarin (2017) explains teachers' job performance as the performance of teaching task and rendering of expected teaching services by teachers. The author further stresses that it has to do with the ability of a teacher to fulfill his/her duties as a teacher. According to Kahler (2016) teacher's job performance is the performance of teaching tasks and rendering of expected teaching services by teachers. Ozuroke et al. (2012) assert that teachers' job performance is the ability of the teachers to utilize various inputs towards improving teaching and learning processes.

Teachers' job performance involves all the efforts of the teachers in order to achieve the desired results on the students' learning outcome. Teachers' job performance as used in this context is all the teachers' activities in their efforts to enable the actualization of the process of teaching and learning and achievement of educational goals in schools. As applied in this study, teachers' job performance is the process whereby teachers carry out their teaching functions effectively as a result of principals' security management practices in secondary schools in Nigeria. Therefore the need for effective management of secondary school becomes expedient. This is because the achievement of the goals and objectives in schools is made possible through the job performance of teachers by principals' application security management in schools. Teachers' job performance can be measured through the following indices: teaching the students regularly, using different methods in teaching, setting high but realistic expectation for students to achieve academically, always making use of improvised materials while teaching, conducting continuous assessment for students, and preparing lesson notes before teaching. Also, teachers' job performance can be measured by inspecting students' academic activities, giving assignments to students after teaching, monitoring students study habit, recording students' academic progress on daily basis, handling some administrative duties, and taking part in extra-curricular activities.

Creating and maintaining secured school environment needs clear understanding and proper management by the principals and other stakeholders in education towards achieving the goals of education in any educational system. Security is explained differently by authors in



different perspectives. Devine and Cohen, (2017) define security as the degree of protection against danger, damage, loss and crime that exists in the society. In another definition, Morrison (2017) explains security as a form of protection where a separation is created between the assets and threat. In another vein, Ike (2015) defines security as a stable relatively practical environment in which an individual or a group may pursue its end without disruption or harm and without fear of disturbance or injury. Moreover, Trump (2010) explains security as the physical protection of property and personnel from hostile acts or influences. Operationally, security entails all management practices taken by principals to protect the life and property of students in school under his care in a given area.

This implies that security is the precaution or management practice taken by the principal to safeguard the school environment from an impending danger. In this study school security management practices refer to principals' security measures to save life of the students as well as the property of the school. Therefore, it is very important that every principal in a given school has to apply some physical security practices to protect the school environment. According to Laura (2014) security management practices are measures and approaches that are adopted by school principals to protect and manage school violence, reduce security risks, and ensure that the school environment is safe for learning. Laura further enumerates security management practices of principals to include physical security management, electronic security management, Information and Communication Technology (ICT), environmental security management practices, security aids management practices and policy procedure security management.

Physical security management has to do with all arrangement made by the principal in the schools to ensure security of life and property of the school in its environment. According to Laura (2014), physical security management practices are measures practically taken by the principals to safeguard the school location as well as its resources. In a related definition Dessler (2018) explains physical security management practices as all strategies employed by the school principals to ensure safety in the school environment. Also Oluchukwu (2018) posits that physical security management practices of principals of schools have to do with all efforts geared towards making the school environment safe for the students and teachers. In this study, physical security management practices refer to steps taken by school principals to ensure safety of the staff and students as well as school facilities. Physical security management practices of principals include cutting down of sharp trees, provision of first aid kit, having a school pharmacy, maintenance of classroom roofs, inspection by sanitary prefect and removal of sharp objects around the classrooms (Oluchukwu, 2018). According to the scholar, other security practices include clearing bushes around the learning environment, sanitizing the playing ground, fumigating the school premises, clean water, lightening and cleaning of the pathways among others.

Adequate physical security arrangement is paramount to the effective management of schools and is an issue that has attracted a great deal of attention and concern from learners, educators, parents, and the public at large. Principals' physical security management practices also include school coordination and administration which contributes to the understanding, maintenance and improvement of the safety of the school population consisting of the school children and school personnel (Dessler, 2018). Effective teaching and learning can only take place in a safe school environment. Physical security management practices also involve adequate arrangements by principals to safeguard the school plant facilities. School plant security techniques



mean taking certain precautions to ensure that there is safety and security of school plant. The precautions are taken before and after the sitting to ensure the continuity of safety of lives and properties in the school programme, if the safety of lives and properties in the school is not guaranteed, such a school cannot boast of a good academic achievement (Oluchukwu, 2018). Unless schools are well suited with buildings adequately constructed and equipment adequately available, utilized and maintained and protected to ensure the safety of the users, effective teaching and learning may not take place as this may affect teachers' job performance.

In the school environment, the importance of principals' security management for effective teaching and learning cannot be over emphasized. Nwobodo and Udebunu (2019) observe that the indices of a secured school are the existence and execution of planned policies which are well drawn for the protection that is provided for the stakeholders within the school, be it learners, teachers or school managers. Most parents and learners maintain that security measures in schools give them feeling of protection and indeed safer for them because school is meant to be an environment conducive for teaching and learning if security is ensured and safety is well managed. Consequently adequate security arrangement in schools helps to ensure that teachers perform their duties effectively

Principals' provision for physical security aides are additional measures that can be used to assist in protecting assets. According to Laura (2014), security aides are things employed by principals in schools to help ensure safety of life and property. Also Stephen (2014) asserts that physical security aides are additional provisions made by principals to achieve safety in school environment. According to the author, such security aides include patrol dogs, guard dogs, other animals such as horses, geese and ostriches, can also be of help. Operationally, security aides are security equipment such as batons, pepper spray, raincoat, rackets, two-way radios, torch light and pockets books, motor cars, quad bikes, electrical patrols aids and boat are all physical security aids. Apart from the above security aids, there is also the application of security technology by principals in security management practices. All these security arrangements give teachers and students a sense of freedom needed for proper teaching by teachers and increased students' learning outcome.

Furthermore, the application of security technology as an adjunct to physical security by principals measures can be excellent tools and a great contribution to the safety of schools and their staff and in reducing violence in campuses. However security technologies have to be applied correctly within the school environment and be maintained after the installation; otherwise they will not be effective. The aim of using security technologies is to reduce the opportunities to commit crimes or violence, to increase the likelihood that someone will get caught and to be able to collect evidence of some of the acts of violence being committed, thus making it easier to prosecute. Manafa and Ohamobi (2021) assert that there are electronic devices used as security aids in schools by principals. Such differences when put in place in school environment by principals helps to remove from the teachers and the students thereby encouraging teaching and learning in schools.

Electronic devices are used in many schools to provide adequate security as safety of the school environment. Such electronic devices help to prevent unauthorized access to school building, enable remote controlled lockdown to isolate safety incident and reduces personnel



requirements for entering and monitoring (Manafa & Ohamobi, 2021). One other security device is the incident response which provides communication interoperability among people using practically any analogue or digital radio system and consolidates all information relating to an incident. Additionally, crime prevention through environmental design combines architectural, technological and personnel changes to increase the ability to monitor and prevent crime. Often, this involves identifying conditions that may contribute to harmful or violent behaviour reallocating making adjustments to resources, accompanied by training, as necessary, to stress them often, a police or resource officer trained in CPTED may be used to examine the school's physical environment as principals school management practices devices (Sprague & Walker, 2014). Operationally, security technologies are electronic devices put in place in schools to ensure security of life of staff, students and property. This arrangement provides adequate protection for the staff and students making teachers' job performance effective.

Achievement of school goals and objectives revolves around effective teachers' job performance in schools. This is because teachers remain the curriculum implementers at the classroom levels. Effective job performance can only be possible in an atmosphere with the necessary conducive environment devoid of security threats in schools. Security of the staff, student and school property remain the responsibility of school principals as the custodian of schools. This, the principals can achieve through appropriate application of security management practices at their disposal. The aforementioned situation creates opportunities for effective job performance of teachers and students achievement of their learning goals in schools.

Currently in secondary schools in South-East Nigeria teachers' job performance is below expectation and unsatisfactory often due to principals lapses on security management practices. There is observed poor physical security arrangement in most schools, lack of fence, poor security outpost which exposes the school environment to insecurity. There are often reports of kidnapping of students, raping by herdsmen and other activities of unknown gun men in and around schools in the area. This ugly trend has continued despite the efforts of the government and the military and other security agencies. The unsatisfactory security issues appear to affect teachers' job performance and students' academic achievement in schools. This situation has become a source of worry to educational administrators, policy makers, parents and other stakeholders in education in Nigeria in general and South-East in particular. Against this background, the researcher is poised to investigate if principals' security management practices relate to teachers' job performance in public secondary schools in South-East, Nigeria.

The aim of the study was to investigate principals' security management practices as correlates of teachers' job performance in public secondary school in South-East, Nigeria. Specifically, the study sought to answer the following research questions;

1. What is the extent of relationship between physical security management practices of principals and teachers' job performance in public secondary schools?
2. What is the extent of relationship between physical security aids management practices of principals and teachers' job performance in public secondary schools?
3. What is the extent of relationship between electronic security aids management practices of principals and teachers' job performance in public secondary schools?



Methods

Design of the Study

The study adopted a correlational survey research design. According to Nworgu (2015), correlational survey design establishes the relationship existing between two or more variables and the direction and magnitude of the relationship between the variables. However, a correlational survey design seeks to establish a relationship/association between two or more variables that would not readily lend themselves to be experimentally manipulated. Madumere-Obike and Nwabueze (2018) posit that, correlational survey design also allows for the computation of a statistical measure called the correlation coefficient, which identifies the relationship between two or more variables that are related in an identifiable pattern. The design is considered appropriate because it enabled the researcher to determine the relationship between principals' security management practices and teachers' job performance in public secondary schools in South-East Nigeria.

Participants

The population of the study comprised 29,248 teachers in 1,392 public secondary schools in South-East, Zone. Abia has 5,320 teachers, Anambra has 6,557 teachers, Ebonyi has 5,142 teachers, and Enugu has 6,049 teachers and Imo with 6,180 teachers respectively. The sample size of the study was 395 teachers was determined using Taro Yamane method $\{n = N / (1 + N(e)^2); n = 30,061 / 1 + 30,061(0.05)^2; n = 395\}$. The Multi-Stage sampling procedure was used to draw a sample size of 394 teachers. Firstly, simple random sampling technique by balloting was used to draw three states from South East, Nigeria, and the states drawn are Abia, Anambra and Enugu. Secondly, 10% of secondary schools in the selected states were drawn using proportionate stratified random sampling technique. They included: 23 secondary schools from Abia State with 515 teachers; 22 secondary schools from Anambra State with 632 teachers; and 27 secondary schools in Enugu State with 764 teachers making a total of 72 secondary schools with 1,911 teachers. Thirdly, a sample of 395 teachers was drawn using proportionate stratified random sampling technique representing 20.7% of the 1,911 teachers. However, 107 teachers came from secondary schools in Abia State, 131 from Anambra State, and 157 from Enugu State making a sample of 395 teachers.

Instruments

Two instruments were used for data collection. They are; Principals' Security Management Questionnaire (PSMQ) and Teachers' Job Performance Questionnaire (TJPQ). The PSMQ developed by the researcher consisted of two sections- I & II. Section I consisted of the demographic (such as teacher) variables of the respondents while Section II consisted of 48 items carefully arranged into six clusters- A, B, C, D, E and F each with 8 items. Cluster A provided information on principals' physical security management practices. Cluster B provided information on principals' physical security aids management practices. Cluster C provided information on principals' electronic security aids management practices. Cluster D provided information on principals' crime prevention management practices. Cluster E provided information on principals' policy procedure management practices while Cluster F elicited information principals' information security management practices. The items were structured on a four point rating scale of Strongly Agree, SA, Agree, A, Disagree, D and Strongly Disagree, SD with assigned values of 4, 3, 2 and 1 respectively.



Teachers' Job Performance Questionnaire (TJPQ) developed by the researcher consisted of two sections, Sections I and II. Section I consisted of demographic variables of the respondents while Section II consisted of 16 items structured in a four point rating scale of Strongly Agree, SA, Agree, A, Disagree, D and Strongly Disagree, SD with assigned values of 4, 3, 2 and 1 respectively meant to measure teachers' job performance in schools.

Validity and Reliability Procedures

The two instruments were subjected to face validity by three experts. The experts were requested to check for the appropriateness of the questionnaires in addressing the research questions to enable them make appropriate suggestions. Their comments led to changing of some items in the teachers' job performance questionnaire and increasing the number of the items to sixteen before the production of the final draft of the instruments for the study. To ascertain the internal consistency of the instruments, the researcher trial-tested the instruments on a representative sample of 20 teachers from 10 secondary schools in Kogi State outside the study area who share to some extent common characteristics. Cronbach Alpha method was used to determine the reliability indices of the Principals' Security Management Questionnaire (PSMQ) which yielded 0.82, 0.79, 0.83, 0.85, 0.78 and 0.69 with an overall reliability index of 0.78 while Teachers' Job Performance Questionnaire (TJPQ) yielded 0.81 reliability index. The above reliability values are high enough to affirm that the instruments are reliable for the study.

Method of Data Collection

The researcher after submitting his letter of introduction to the school authorities in the sampled area used direct method delivery in administering the instruments for the study with the help of three research assistants. The two instruments were administered simultaneously to the respondents in their various locations. The research assistants were instructed on the modalities for the distribution and collection of the instruments from the respondents in a friendly manner. At the end of administration, 394 copies were completely filled and retrieved on the spot from the respondents in their various locations by the researcher with the help of his two research assistants. This method ensures a high return rate of the instrument for the study.

Method of Data Analysis

In analyzing the data, linear regression was used to answer research questions one to six (1-6), while multiple regression was used to answer research question seven (7). Multiple regression was used to determine the joint relationship of research questions 1,2,3,5, and 6 on teachers' job performance. In testing the hypotheses, t-test associated with linear regression was used to test hypotheses one to six (1-6), while Analysis of Variance (ANOVA) associated with multiple regression was used to test hypotheses seven (7) at a 0.05 alpha significant level.

Results

Result in Table 1 shows that, the correlation coefficient (R) between physical security management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria was 0.764 with adjusted regression square (R^2) given as 0.582.. This indicates that, there is a positive relationship between physical security management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria to a high extent. This means that the better the physical security management practices of principals, the better the teachers' job performance. Besides, the coefficient of determination of ($R^2 = .584$) implies that 58% variation



in the job performance of teachers is attributed to principals' physical security management practices. In other words, 42% variation in the job performance of teachers is attributed to other factors.

Table 1. Physical security management practices of principals and teachers' job performance in secondary schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Decision
1	.764	.584	.582	2.65293	High and Positive Relationship

R = Correlation coefficient, R^2 = Coefficient of determination

Result in Table 2 reveals that, the t-test value associated with linear regression on the extent of relationship between physical security management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria is 23.437. The hypothesis was rejected as it shows a probability value of 0.00, which is less than the alpha value of 0.05. Therefore, there is a significant relationship between physical security management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria.

Table 2: t-test - Physical security management practices of principals and teachers' job performance in secondary schools

Coefficients^a

Unstandardized Coefficients				Standardized Coefficients	t	P-value	Alpha level	Decision
Model	B	Std. Error	Beta					
1	(Constant)	10.802	.962		11.232	0.00	0.05	Rejected/Significant
	Principal Physical Security Management Practices	.695	.030	.764	23.437	0.00		

Data in Table 3 showed that, the correlation coefficient (R) between physical security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria was 0.706 with adjusted regression square (R^2) given as 0.498. This indicates that there is a positive relationship between physical security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria to a high extent. This means that the higher the physical security aids management practices of principals, the higher the teachers' job performance. Besides, the coefficient of determination of ($R^2 = .499$) implies that 50% variation in the job performance of teachers is attributed to principals' physical security aids management practices. In other words, 50% variation in the job performance of teachers is attributed to other factors.

Table 3. Physical security management practices of principals and teachers' job performance in secondary schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Decision
1	.706	.499	.498	2.91037	High and Positive Relationship



Data in Table 4 showed that, the t-test value associated with linear regression on the extent of relationship between physical security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria is 19.752. The hypothesis was rejected as it shows a probability value of 0.00, which is less than the alpha value of 0.05. Therefore, there is a significant relationship between physical security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria.

Table 4. t-test - Physical security aids management practices of principals and teachers' job performance in secondary schools

Coefficients^a

				Unstandardized Coefficients	Standardized Coefficients Beta	t	P-value	Alpha level	Decision
Model				Std. Error					
B									
1	(Constant)	15.564	.901			17.273	0.00	0.05	Rejected/ Significant
	Principals Physical Security Aids Management Practices	.554	.028		.706	19.752	0.00		

Data in Table 5 showed that, the correlation coefficient (R) between electronic security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria was 0.624 with adjusted regression square (R^2) given as 0.388.. This indicates that there is a positive relationship between electronic security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria to a high extent. This means that the better the electronic security aids management practices of principals, the better the teachers' job performance. Besides, the coefficient of determination of ($R^2 = .389$) implies that 39% variation in the job performance of teachers is attributed to electronic security aids management practices of principals. In other words, 61% variation in the job performance of teachers is attributed to other factors.

Table 5. Electronic security aids management practices of principals and teachers' job performance in secondary schools

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Decision
1	.624	.389	.388	3.21267	High and Positive Relationship

Data in Table 6 showed that, the t-test value associated with linear regression on the extent of relationship between electronic security aids management practices of principals and teachers' job



performance in secondary schools in South-East, Nigeria is 15.807. The hypothesis was rejected as it shows a probability value of 0.00, which is less than the alpha value of 0.05. Therefore, there is a significant relationship between electronic security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria.

Table 6. t-test - Electronic security aids management practices of principals and teachers' job performance in secondary schools

Coefficients^a

				Unstandardized Coefficients	Standardized Coefficients Beta	t	P-value	Alpha level	Decision
Model		Std. Error							
1	(Constant)	18.303	.952			19.235	0.00	0.05	Rejected/ Significant
	Principals Electronics security Aids Management Practices	.467	.030		.624	15.807	0.00		

Discussion

The evidence from research question one as shown in Table 1 revealed that, there is a positive relationship between physical security management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria to a high extent. This means that the better the physical security management practices of principal, the better the teachers' job performance. Further analysis showed that there is a significant high positive relationship between physical security management of principals and teachers' job performance in secondary schools in South-East Nigeria. The findings of the study is consistent with that of Urhiewhu et al. (2018) who in their findings reported a positive relationship between physical security management practices of principals and teachers' job performances in their study. The findings also corroborate with the findings of Asodike and Nwabueze (2017) and the result of Xaba (2016) who in their respective studies found out that there was a significant positive relationship between physical security management of principals and teachers' job performances in secondary schools. The above result is not surprising because when teachers are well secured in their teaching environment with the necessary enabling support, they are bound to reciprocate such gesture with their dedication to duty and therefore enhanced job performance in schools. Consequently, a physical security free environment provides teachers opportunities to mobilize instructional materials to ensure effective classroom instructional delivery needed to enhance students' academic achievement in schools.

Furthermore, the findings that, there is moderate positive relationship between physical security management practices of principals and teachers' job performance is not surprising



because teachers normally do their jobs more efficiently when they are sure of physical security in their schools. In other words, effective physical security management practices of principals engender teachers' effective job performance. It is natural that when there is effective security in an organization, workers (teachers) will move about freely, concentrate, focus and perform their jobs efficiently for the achievement of school goals.

The result of the study revealed that, is a positive relationship between physical security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria to a high extent. This result implies that the higher the physical security aid management practices of principals, the higher the teacher job performance. Further analysis indicates a significant high positive relationship between physical security aids management of principals and teachers' job performance in secondary schools in the area. The above result is supportive of the result of Nwaobodo and Udebunu (2019) and Yusuf and Amed (2016) who found out in their studies that physical security aids has positive relationship with teachers' job performance in schools. The result is also in line with the findings of Agbonkpolor et al. (2020) who reported in their studies a positive relationship between principals' security aids management practices of principals and teachers' job performance in Edo state, Nigeria. This implies that security aids are needed in schools to encourage teachers to be effective in their teachings thereby improving their job performance. The result above is expected since appropriate security aids management by school principals creates sense of freedom to teachers and commitment in the performance of their responsibilities in schools. It also enables teachers to interact fairly with the students since such interaction is necessary in encouraging good students/teacher relationship that promotes harmonious environment for teachers' job performance in schools as well as students' learning outcome. The finding that there is positive relationship between physical security aids management practices of principals and teachers' job performance is expected because provision of security aids to schools such as patrol dogs, batons, pepper spray, torch lights, rain coat and pocket books, among others in schools will normally scare away criminals, thieves and hoodlums from the schools. This will enable teachers to carry out their jobs effectively without fear or molestation. In other words, physical security aids management of principals will bring about improved teachers job performance.

The findings of this research question revealed that, there is a positive relationship between electronic security aids management practices of principals and teachers' job performance in secondary schools in South-East, Nigeria to a high extent. Consequently, this implies the better the electronic security aids management practices of principals, the better the teachers' job performance in secondary schools. Similarly, the analysis indicated a significant moderate positive relationship between electronic security aids management practice of principals and teachers' job performance in secondary schools. The above findings are in consonance with the findings of Henry and Abang (2019) in Uyo and Leandiri (2011) in Jos Plateau state, who in their respective studies reported a significant positive relationship between electronic security aids management practice of principals and teachers' job performance in secondary schools. The result is also supportive of the finding of Matsitsa (2011) in South Africa who reported in his study a significant positive relationship between electronic security aids management practice of principals and teachers' job performance in secondary schools. The importance of electronic security aids cannot be over emphasized in the teaching learning process especially at this era of unknown gun men activities, herdsmen, kidnappers and banditry across the states of the nation.



The finding that there is moderate positive relationship between electronics security aids management practices of principals and teachers' job performance is not surprising since electronic aids such as mobile phones, electronics bells, and radio in different locations help to provide security information to principals and teachers. These electronic devices help to prevent unauthorized access to school buildings, enable remote controlled lockdown to isolate safety incidents and reduce personal requirements for entering and monitoring security situations in schools.

Conclusions

Based on the findings, the researcher concluded that, principals' security management practices promote teachers' job performance in public secondary schools in South-East, Nigeria to a high extent. Adequate principals' physical security, electronic security aids, crime prevention, policy procedure and information security management practices had shown to be essential in enhancing the job performance of teachers in schools. Principals of schools should endeavour to improve physical security practices in schools. The principal should collaborate with the state government to ensure that adequate physical security aids are provided in schools. The principals should liaise with the government to provide functional electronic security aids in schools

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