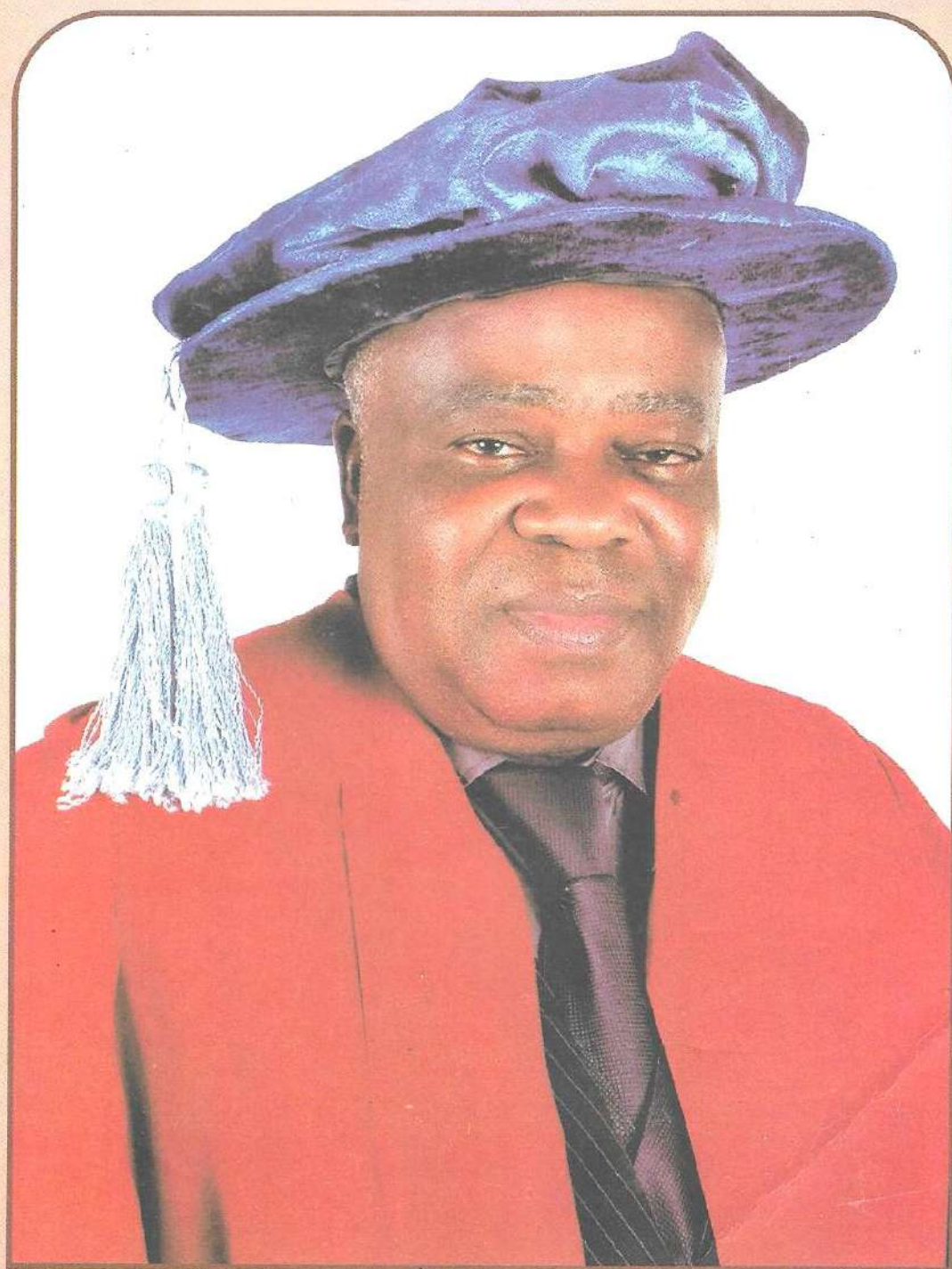


Discourse on the
**STATE OF EDUCATION
IN NIGERIA**

A Book of Readings in Honour of
Professor Israel Olu Osokoya



EDITED BY
EMERITUS PROFESSOR MICHAEL OMOLEWA

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MANAGING EDUCATION FOR HUMAN SECURITY: FOCUS ON TEACHERS' JOB PERFORMANCE IN KWARA STATE, NIGERIA.

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Abstract

This study investigated the teachers' job performance in managing education for human security in public senior secondary schools in Kwara State. To achieve this, two hypotheses were formulated and tested. Descriptive design was used for the study. The researchers constructed questionnaire titled Teachers' Job Performance and Human Security Questionnaire (TJPHSQ) was used for data collected. Pearson Product Moment Correlation statistic was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that there was a significant relationship between teachers' competency, classroom management and human security. It was therefore, recommended that teachers should continue to display appropriate competency by maintain good mastering of subject matter in order to improve quality education for human security. Furthermore, teachers should continue to maintain appropriate classroom rules and regulations to generate enthusiasm for learning among students as well as maintain a neat physical environment that is conducive for learning so as to achieve human security.

Introduction

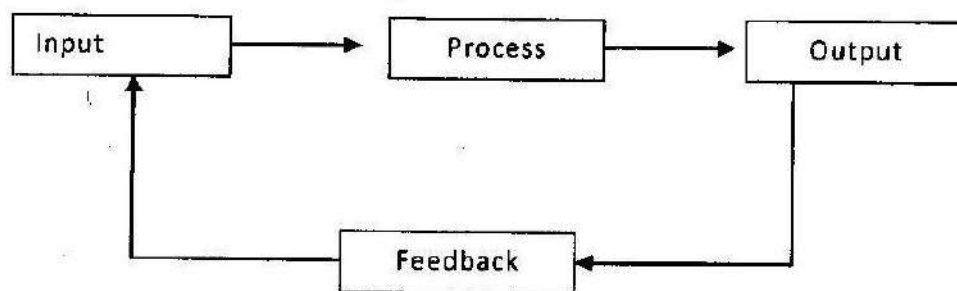
Education is the process of acquiring skills, knowledge, attitudes, abilities, values, competences and generally, the acceptable behaviour to enable individuals live successfully and contribute to the development of society. In Nigeria, education has been described as a tool for national development, hence the importance of making it more effective has become paramount in society. Owwoye (1999) cited in Kadir (2014) asserted that variables of job performance such as effective teaching, well-prepared lesson notes, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers'

performance could be measured through annual reports of their activities in terms of performance in teaching, lesson preparation, lesson presentation, classroom management, mastery of subject matter, teachers' commitment to job and extra-curricula activities for in order to achieve human security.

The state of insecurity in the country has brought many negative effects, including large numbers of internally displaced persons. Illiteracy is one of the major causes of insecurity and is a very strong factor turning people against their own country. The issue of BOKO HARAM in the northern part of the country that came up with the ideology that education is bad where as education is the only way out of nation insecurity. The literacy rate is one of the major distinctions between the developed and developing countries like Nigeria. Thus every citizen must be accorded the opportunity to undergo formal education. By this formal education, ignorance and other forms of excessive and barbaric behavior will be wiped out from the society. Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi, 1993; Okeniyi, 1995) cited in Kadir (2014). However, Peretemode (1996) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employees behave differently under different conditions. If citizens were given opportunity of attaining secondary school that will change their actions and response to civic duties would change for the better.

The theoretical framework of this study based on the Social System Theory. Postulated by Parson (1977). According to the author, Social System Theory can be used clearly and concisely to understand the school structure, process as well as outcome and their interactions within a school system. Simply put, the school as a system has various input that are processed to produce output with feedback as represented in figure 41.1.

Figure 41.1: The General System Model



Source: Adopted from Parson, 1977:35

School system consists of input, process and output. School input includes resources such as human resources, equipment, money, technology and so on. This means schools admit students and secure other resources such as finance and materials from the environment. Students admitted are processed by teachers through transforming available resources to create new products in terms of classroom management as well as good mastering of subject matter in order to train the students for future services, which is the output of the school. The school uses public opinions to get feedback on the quality of products whether the opinions are good or bad in order to ensure human security.

Chidobi&Okenwa (2015) investigated effective management of secondary school education as an instrument for national security and sustainable development in Nigeria. A Sample of 270 principals was selected for the study. The data collected were analyzed using mean and standard deviation and t- test statistics. The findings showed that lack of qualified and dedicated teachers hinder effective administration of secondary school for national development. This study is germane to the current study in that teachers' performance was seen as an instrument for achieving national security. However the study left a lot of gap in that it did not examine the performance of teachers in terms of classroom management and competency. Statement of the Problem.

There are number of factors that cause insecurity in Nigeria. These include terrorism, kidnapping, oil theft, cultism and so on, since the country returned to democratic rule in 1999. These and many other related issues prompted the researchers to carry out this study on how teachers' job performance could be used to promote human security in public senior secondary schools in Kwara State, Nigeria.

Objectives of the Study

The objectives of this study are to:

- (1) Investigate relationship between teachers' competency and human security in public senior secondary schools in Kwara State.
- (2) To find out the relationship between teachers' classroom management and human security public senior secondary schools in Kwara State.

Research Questions (RQs)

The following research questions were raised and answered in this study:

RQ1: What is the extent of teachers' competency on human security in public senior secondary schools in Kwara State?

RQ2: How do teachers manage their classroom in public senior secondary schools in Kwara State?

Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated and answered:

Ho1: There is no significant relationship between teachers' competency and human security in public senior secondary schools in Kwara State.

Ho2: There is no significant relationship between teachers' classroom management and human security in public senior secondary schools in Kwara State.

Research Methodology

The study adopted a descriptive research design. The population of this study was 6,715 teachers and 279 principals in public senior secondary schools in Kwara State. Samples of 162 principals were drawn from 162 public secondary schools across the three senatorial districts by the use of Krejcie and Morgan (1971) table for determining sample size from a given population. Stratified random sampling technique was used to select 162 teachers. This was to ensure that all categories of teachers were given an equal chance of being selected.

The instruments used for data collection for this study was researcher's constructed questionnaire titled Teachers' Job Performance and Human Security Questionnaire (TJPHSQ) was used for the study. The instrument is in two sections A and B. Section A contains personal information of principals, while section B elicits data concerning teachers' job performance. The instrument was validated by the experts in the Department of Educational Management, University of Ilorin, Nigeria. Its reliability was determined with the use of Chronbach's Alpha to obtain reliability indexes of 0.75. The instruments for the study was personally administered to the principals in the sampled schools. This method facilitated on the spot collection of the completed copies of the instrument. Pearson Product Moment Correlation Coefficient statistical was used to test the hypotheses at 0.05 significance level.

Data Analysis and Results

Frequency counts and percentage were used to provide answers to the research question raised.

Research Question 1: What is the extent of teachers' competency on human security in public senior secondary schools in Kwara State?

Answers to research question are found in table 41.1.

Table 41.1: Teachers' Competency in Public Senior Secondary Schools in Kwara State.

S/N	Teachers' competency	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Teachers display good knowledge of subject matter during lesson.	120	74	42	26
2.	Teachers involve students adequately and appropriately during lesson.	102	63	60	37
3.	Teachers uses a clear, fluent and accurate voice and language.	106	69	56	31
4.	Teachers utilize the teaching aids appropriately during lesson.	108	65	54	33
5.	Teachers provide prompt and effective feedback to students	123	76	39	24
	Total	559	69	251	31
	Average	112	69	50	31

Table 41.1 showed that, on the average, about 69% participant agreed that teachers competency is adequate in the selected public secondary schools in Kwara State. Furthermore, it is showed that majority of the participants 76% agreed that the the teachers provide prompt and effective feedback to students while 63% of the participants agreed that the teachers involved students adequately and appropriately during lesson.

Research Question 2: How do teachers manage their classroom in public senior secondary schools in Kwara State?

Table 41.2 presents the frequencies and percentages of the responses of principals to answer the research question.

Table 41.2: Extent of Teachers' Classroom Management and Human security in Public Senior Secondary Schools in Kwara State.

S/N	Teachers' competency	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Teachers utilizes appropriate classroom rules and regulations appropriately.	118	73	44	27
2.	Teachers are consistently aware of students' activities in the class.	112	69	50	31
3.	Teachers effectively deals with classroom incidents.	102	63	60	37
4.	Teachers generate enthusiasm for learning among the students.	105	65	57	35
5.	Teachers maintain a neat physical environment that is conducive for learning.	126	78	36	22
	Total	563	70	247	30
	Average	113	70	49	30

Table 41.2 revealed that, on the average, majority of the participants 70% agreed that the teachers in the selected public secondary schools in Kwara State appropriately manage their classroom. Furthermore, it is shown that majority of the participants 78% agreed that the teachers maintain a neat and physical environment that is conducive for learning while 63% of the participants agreed that the teachers effectively deals with classroom incidents.

Hypotheses Testing

The null hypotheses formulated to guide the study were tested, using Pearson product- moment statistic technique at 0.05 level of significance as follows:

H01: There is no significant relationship between teachers' competency and human security in public senior secondary schools in Kwara State.

Table 41.3: The Relationship between Teachers' Competency and Human Security in Public Senior Secondary Schools in Kwara State.

Variable	N	$\bar{X}$	Sd	Df	Cal-r	P.value	Decision
Teacher competency	162	10.80	4.390				
				160	0.85	.000	Rejected
Human security	162	3.12	2.004				

Table 41.3 indicates that there was a significant positive correlation between teachers' competency and human security, $r(162) = 0.85$, $p < 0.05$. The hypothesis that there was no significant relationship between teachers' competency and human security in senior secondary schools in Kwara State was, therefore, rejected.

H02: There is no significant relationship between teachers' classroom management and human security in public senior secondary schools in Kwara State.

Table 41.4: Relationship between Teachers' Classroom Management and Human Security in Public Senior Secondary Schools in Kwara State.

Variable	N	$\bar{X}$	Sd	Df	Cal-r	P.value	Decision
Decision making	162	8.04	3.466				
				160	0.80	.000	Rejected
Sustainable national development	162	4.21	1.841				

Table 41.4 indicates that the Pearson product-moment correlation test revealed a significant positive correlation between teachers' classroom management and human security in public senior secondary schools in Kwara State, $r(162) = 0.80$, $p < 0.05$. The hypothesis that there was no significant relationship between teachers' classroom management and human security in public senior secondary schools in Kwara State was, therefore, rejected.

Summary of Major Finding

The results of data analysis to answer the two research questions raised and the two hypotheses formulated to guide the study show that, majority of the public secondary school teachers maintained appropriate competency in discharging their duties. Furthermore, majority of these teachers adequately manage their classrooms as part of their job performance in achieving human security. The results show that teachers' job performance had positive significant relationship with human security in their schools.

Conclusion

The findings of this study show that teachers should continue to display appropriate competency for quality education. Teachers should continue to maintain adequate classroom management for effective teaching and learning in order to enhance human security.

Recommendations

- (1) Teachers should continue to display appropriate competency by maintain good mastering of subject matter, involved students adequately during lesson, uses a clear, fluent and accurate language, act as provide prompt and effective feedback to students in order to achieve quality education for human security.
- (2) Teaches should continue to maintain appropriate classroom rules and regulations, effectively deals with classroom incidents, generate enthusiasm for learning among students as well as maintain a neat physical environment that is conducive for learning for the achievement of human security in public senior secondary schools in Kwara State.