Innovations

School Workplace Safety and Security Challenges, and Lecturers Job Performance in Delta State Colleges of Education, Nigeria

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Abstract

School workplace safety and security challenges and lecturers job performance in Delta State colleges of education, Nigeria used the expost-facto design adopting the comparative descriptive survey method with 1257 lecturers drawn from the three (3) colleges of education. The stratified random sampling technique was used to sample 640 i.e. 51% of the population. The instrument was self constructed questionnaire tag "Questionnaire on School Workplace Safety and Security Challenges Lecturers Job Performance" (QSWSSCLJP). The literature reviewed, problems of the study, research questions and hypothesis formulated guided the construction. The instrument was validated by colleagues, used the split half technique and the Pearson Product Moment Co-relational (PPMC) statistics 'r' to obtain a reliability coefficient of 0.86 for school workplace safety and security challenges and 0.80 for lecturers' job performance which give the total reliability coefficient of 0.83. After distribution and retrieval of the questionnaire, 575 were returned which accounted for 90% return rate. The mean scores and standard deviation were used to answer the research questions while the PPMC and the linear regression statistics were used to test the hypotheses formulated at 0.05 level of significance. The acceptance bench mark was set at 2.50, using an adopted likert four(4) points rating scaling of Strongly Agreed = 4 points, Agree = 3 points, Disagreed = 2 points and Strongly Disagreed = 1 point. The data obtained were analyzed and presented on tables. The findings indicated some prevalent school workplace safety and security challenges in Delta State colleges of Education, Nigeria, and there was significant relationship between school workplace safety and security challenges and lecturers' job performance. The suggested innovative management options also have significant relationship with lecturers' job performance. It was recommended that the implementation of the suggested innovative management options is a panacea to the challenges.

Keywords: 1.Workplace safety, 2.ecurity, 3.challenges, 4.job performance, 5.innovation, 6.management option.

Introduction/Background of the Study

A healthy, safe and secured school environment allows for growth on socio-human and monetary/financial development. Therefore, safety and security challenges in institutions certainly bring decline in performance of management/administrations, lecturers, staff and students', becomes unsafe, unhealthy and

in-secured environment can be life threatening and hazardous to physical, physiological and psychological wellbeing in the workplace.

Workplace safety and security is among the administrative task of human resource management of school heads, as well secured, healthy and safe workplace (school) is accepted as indication of good management and administration as a result, management is expected to provide safe and secured leadership and takes responsibility for any action or inaction.

It is therefore imperative to relate all employees and students to a good safe and secured workplace to enhance performance. The school like every other workplace is filled with people who have diverse values, wants, needs, desires and expectations which reflects their safety and security culture.

College of education lecturers like other lecturers in higher institutions of learning are saddled with the primary responsibility of teaching, course advising, mentoring and counseling of students, participating in faculty and department committee works, involvement in research and curriculum development and community services. Lecturers work schedule involve them in the overall administration of the institution to achieve the set out mission and vision of the institution on which their job performance is determined.

Employee performance is the successful execution of tasks by an employee as set and measured by the organization or institution, to pre-.defined acceptable standards. Perceived employee performance means the general beliefs of the employee about his behaviour and his contribution to the success of the organization or institution.

Employee job performance can be measured using productivity, efficiency, effectiveness, quality and profitability measures Ahuja (2006). In colleges of education and other higher institution of learning, the measures are; qualification, experience, researches and publications, administrative responsibilities, conferences attended, lecturing work load and community services.

To effect the need quality preparation is the teacher; he is to implement the curriculum, the method suitable for learning, the knowledge of the subject matter to be taught, among others. The teacher plays a very meaningful role in translating the national educational mission and vision into meaningful learning experiences for students. Therefore it is the teacher that ascertains whether or not the desired educational results, aims and objectives have been achieved.

Teachers' performance involves all the activities carried out by the teacher to attain the desired effects on students. It involves how he participates in the overall running of the school. Therefore, teachers' performance is the accomplishment of school goal expectations. However, observation has shown that teachers seem no longer enthusiastic, devoted, motivated and committed to their duty which used to characterize his teaching profession that solicits respects from members of the society.

Some teachers in recent times are observed to manifest unwholesome attitude towards discharging their duties they exhibit fear, non-challant attitude to work, absenteeism, truancy, total disregard to rules and regulation, no thorough supervision of examinations, poor keeping of students/school records among others. Several reasons have been advocated for this state of affairs but of interest to this research is the school workplace, safety and security, challenges that teachers are confronted with daily which could affect teachers' job performance.

Performance attempts to look into and assess the cost effectiveness of the programmes and activities' input in consideration of its output. Based on this, Akangbou (2008) sees performance as a measure of the ratio between output and input. From observation with the prevalent safety and security challenges in Nigeria, there seems to exist some of level of poor performance of some lecturers with the demonstration of lack of commitment, fear, lack of dedication, and commitment to duty due to the work environment in which they find themselves. There seem to be occupational stress, ill health, intimidation and threat from students due to cult activities, robbery, kidnapping and violence challenges in the colleges. The lecturers as a reaction to these are getting disengaged and such disengagement produce mediocre results which is not expected hence this research is out to investigate the impact of school workplace, safety and security challenges, and lecturers job performance in delta state colleges of education, Nigeria and provide positive innovative management options to ameliorate or totally eradicate such challenges.

Theoretical framework

This research's theoretical framework was based on Abraham Maslow's Hierarchy of needs of 1943 with some of the basic assumptions identified by Peretomode (2012) as humans' wants and needs which are universal, and arranged in hierarchical order. From the basic physiological, safety and social needs to the complex, ego and self-actualization needs. The lower needs must have been reasonably satisfied before the higher-level needs and sufficiently motivated.

This theory is related to this research as school workplace safety and security challenges on lecturers' job performance relates. Maslows' (1943) physiological needs of physical requirements for survival including; food, clothing, shelter, sexual needs while safety needs include that of personal, psychological, physical and financial security and providing safe and secured working conditions, social needs, feelings of belongingness, reception, intimacy and friendship among others if not present or provided, the higher order of ego and self actualization which involves personal sense of work accomplishment, competence, growth, achievement and performance will not be satisfied. Therefore providing school workplace safety and security will propel lecturers' job performance before any other need.

Review of related literature

School workplace environment could be seen as the physical, social, psychological and technological conditions that directly or indirectly impact on job performance negatively or positively. Workplace environment requires safe, secured, comfortable, conducive and congenial milieu. Workplace is the totality of conditions under which a person or group of persons work it includes; politics, rules, culture, resources, tools, working conditions, relationship, location and other internal and external factors such as work procedures and processes.

Obiebi, (2012) studied security challenges and administration of secondary schools in South-South geopolitical zone, Nigeria. The study used descriptive survey method of the ex-post-facto design. The population of the study consist 2858 public and private secondary schools/principals in the 6 states of the south-south geopolitical zone, Nigeria. The study used the multi stage sampling technique to select 20% of the population to have 572 sample figure. A self-developed questionnaire tag; Security Challenges Questionnaire (SCQ) was used to generate data. The study used the cronbach alpha statistics to obtain a reliability coefficient of 0.78%. The mean scores and standard deviation provided answers to the research questions while the t-test was used to test the hypotheses formulated at 0.05 level of significance.

The findings among others indicated that public and private secondary schools in south-south geopolitical zone of Nigeria experience security challenges which influence the administration of secondary schools. Although, the above study was on security challenges and the administration of secondary schools in south-south geopolitical zone of Nigeria, this work is on school workplace safety, and security challenges in Delta State colleges of education and lecturers job performance. It is related to this study as both used the descriptive survey method of the ex-post facto design to research on safety and security challenges, questionnaire to generate data, mean scores and standard deviation for analyses of the data from the research questions and Pearson Product Moment Correlation statistics.

Types and causes of school safety and security challenges: Urbanization and Industrial Pollution

Urbanization is the concentration of human population into discrete areas leading to the transformation of land for residential, commercial, industrial and transportation purposes, United States Environmental Protection Agency (2012). Urbanization results from gradual increase of migrations from rural to urban areas. Urbanization leads to overcrowding, traffic congestion with air and noise pollution, unparallel immigration, parks migration, compacted housing/space and unhealthy life style which also have bearing on health, safety and security of schools and institutions in such areas.

Industrialization is associated with urbanization; it has great environmental negative, effects on dwellers including school administrators, teachers, visitors, students and parents. Industrial pollution is the result of physical, chemical or biological contamination on air, land and water that may or will harmfully affect human life or those of other desirable species.

To Okorugbo (2020), large classroom/school size is a major safety and security challenge because secondary school increase in population without corresponding increase in resources, affect teachers' input and students' output. Similarly, Edeh (2020) listed ineffective school and teachers' and poor students' supervision, information gap, teachers and students indiscipline as courses of school safety and security challenges, while Okorugbo (7) listed truancy, fighting, damaging of school properties, threat to teachers' and students' life among others as the causes.

Accounting for over populations effects on schools Anho (2011) states that there is education awareness and consciousness among the Nigerian populace which has lead to increase in school enrolment without commensurate increase in schools "carrying capacity" with dare consequences characterized by overcrowded classrooms, inadequate facilities, ill-equipped laboratories, libraries, hostels and halls of residence. This problem may also be attributed to lack of adequate financing and maintenance of existing facilities.

Oshili (2020), studied effects of school size on secondary schools' management in South-South geopolitical zone of Nigeria. The research design was the ex-post facto using co-relational descriptive survey method. The population of the study was 1,696 public secondary schools in the 6 states of Akwa Ibom, Bayelsa, Cross-River, Delta, Edo and River States. The multi stage sampling technique was use to select the sample 208 size of the public secondary schools i.e. 339.

A self developed "questionnaire on effects of school size on school management" (QESSMGT) was used. The reliability of the instrument was obtained with test-re-test method and the Pearson Product Moment Correlation to obtain a coefficient of 0.78 'r' at 0.05 level of significance. The mean score and standard deviation were used to answer the research questions and the Pearson Product Moment Correction statistics for the test of hypothesis.

The findings showed that large schools have security challenges which negatively influence school management through available facilities and equipment, communication level, and discipline.

Enifome (2020) studied the effects of urbanization on school health, safety and security using Warri Metropolis (Warri South Local Government Area) Delta State Nigeria. The design of the study was ex-post-facto and the descriptive survey. The population of the study was made up of 1184 taken from 17 public schools/principals and 1167 teachers. The stratified random sampling technique was use to sampled 10% of the population to have 118.

The instrument was a self constructed questionnaire tag: "Questionnaire on effects of urbanization on school health, safety and security (QUSHSS). The instrument had a reliability coefficient of 0.80 using the Pearson Product Moment correlation statistics and test re-test method.

The mean and standard deviation were the statistics used to provide answers to the research questions and the Pearson Product Moment correlation statistics was used to test the hypotheses at 0.05 level of significance. The findings indicated that, urbanization affects school health, safety and security in Warri metropolis (Warri South Local Government Area) Delta State, Nigeria. These include; noise, water and air pollution, overcrowding of classrooms/schools, water logging/flooding, kidnapping, intrusion/trespass into the school compound by on wanted visitors, stealing and robbery, presence of solid/human wastes in school compound/classes, and limited access to safe drinking water among others.

Enifome's work was on the effects of urbanization on school health, safety and security in Warri metropolis. Although it is based on only Warri metropolis in Delta State, it is however related to this work in topics and variables, treated, the literatures reviewed, the design of the study, instrument and statistics used for data analysis.

Noise pollution has great impact on school management, administration, management, teaching and learning. Noise, therefore, could be best described as unwanted sound caused by human activities. Noise in all ramifications could cause sleeplessness, deafness, depression and irritability. Emodo, (2015), posited that Noise have not only caused pollution but have worsened severe case of the already polluted environment.

Achalu and Achalu, (2007), explains noise to be any sound that is irritating, annoying or disturbing that interferes with ones' concentration or task. According to Hamza, (2008), Noise is a sound, especially a loud or unpleasant one, series or confusion of loud sounds, irregular fluctuations accompanying a transmitted signal. Also, Naggi, Dhillion and Dhlwal (1999), noted that prolonged noise causes stress that is associated with headaches, fatigue, nausea, high blood pressure, sleep disturbance and sexual impotence.

To Emodo (2015) unplanned housing projects with inadequate provision of latrine or water closet toilet as the sewage system, constitute a significant source of water pollution in Nigerian societies, including schools especially in urban environments as sewage and waste products are discharged into water bodies, some residents take delight in defecating on the ground surface, sometimes directly into nearby stream or water channels. He further asserted that the environment is highly polluted in the process of execution, processing and disposal of minerals. In Niger Delta area to be specific, most oil spillages come from Vessels, pipelines, oil terminal and bulk storage facilities, which are sometimes caused by accidental or deliberate sabotage. Consequently, Emodo, (2015) also affirmed that the blowout of offshore oil and gas wells, the dumping of drill muds and oil soaked waste, the destruction of drilling rigs are primary sources of water pollution. Water pollution kills fishes, aquatic animals. Different water-borne diseases such as; typhoid, dysentery, cholera etc. equally affects schools. People also litter the environment with polyethylene bags, empties of canned foods and drinks and sachet water bags among others, which has the capability of blocking the courses of water channels, streams and rivers resulting in flooding. This has great implication on school health, safety and security if not properly handled. lwugo, (1992), in Otiono, (2012), posited that undoubtedly, solid waste has immediate and serious environmental problems confronting developing nations including Nigeria.

This depicts that school and human health has become severely threatened due to exposure to human waste, toxic and hazardous wastes occasioned by population growth because of proliferation of industrialization.

Types and causes of school safety and security challenges: Global Warming; Farming and agriculture pollution

The agricultural and hunting activities of farmers in Nigeria have far- reaching effects on the environment and human health. These events undoubtedly alter the natural vegetation of the environment. Kelvin and Lewis (2015), posited that, humans have destroyed enormous tracts of natural vegetation, excavated large areas of land, considerably modified the land scope and even created new grounds, many habitats are also destroyed, plants and animals are killed and the ecosystem is upset. Fishermen activities have also made the water, streams, rivers and even sea environment to be heavily polluted due to the use of dangerous chemicals which also affects immediate school environment, farms and lawns.

Types and causes of school safety and security challenges: Kidnapping

Kidnapping is a violent form of hostage tacking by means of intimidating their captives in exchange for maternal and monetary gains. It is false imprisonment violation of the individuals' fundamental human rights. Hence, Goldberg (2010) argue that kidnapping is a criminal act involving seizure, confinement, abduction, subjection, forcefulness, acts of threats, acts of terror and servitude.

The United Nations Children Emergency Fund (UNICEF), in Vanguard Newspaper of 10th September (2021) put the number of kidnapped children in Northern Nigerian at 1000 in 2018 and number of uncountable students and kidnapped in the past five years forcing many schools in Northern Nigerian to shut down. Most recently, in early August 2021 some students of the Baptist College Kaduna were kidnapped and are being released in batches. The kidnapping of one staff and the killing of two Nigerian Defense Academy staff is disturbing. The wanton killings in Jos, Plateau State which led to the closure of all schools and the effects on teachers and students is also a case in point. From 2016 and 2017, students of Lagos State Model College, Igbonla-Epe Lagos were kidnapped and demanded for 1 billion naira ransom but later reduced to N600 million naira and later reduced to 20 million.

Accounting for the reasons for kidnapping, Odumbo, et al., (2017) indicated that colossal rate of youth unemployment, abject poverty, corruption, moral decadence, indiscipline, inflation, poor standard of living, high

cost of living, inadequate of security personnel, poor motivation of law enforcement agency, loss of societal value and get rich quick syndrome among others are the major reasons why people go into kidnapping. To Wakili (21) the mentality of "man must survive" and "quick money syndrome" has brought many of these misfits, into group of kidnappers; targeting both students and teachers who they perceive to be a family of high financial prospect in the state metropolis. Similarly, Inyang and Abraham (2013) opined that "issues of poverty and unemployment of youths as well as social injustice and 'unfair distribution of the nations' resources are potent causes of kidnapping in Nigeria".

Kidnappers have created perpetual fear among the educational stakeholders in Most States of the federation, parents, teachers, school administrators, community leader, policy maker, government and NGOs are seriously facing. The nefarious activities prompt people to have psychosomatic disorder and to avoid being kidnapped, some parents have stopped their children from attending schools in those affected education districts and the social life of many people has changed due to human insecurity, and some people are subjected to self- imprisonment in their homes and offices David, (2019). Some people build nice houses and fail to finish the exterior walls, presenting themselves with the look of poverty. Some people are afraid of buying new vehicles, and even some rich people resort to using commercial motorcycles called 'okada' to market, school and social outings to elude hostage takers, Soyombo, (2009).

The United Nations Resident and Humanitarian Coordinator for Nigeria, Edward Kallon, in his address on 2021 World Humanitarian Day warned the Federal Government of Nigeria on the dangers of attack on schools and abduction of students and staff According to him, "the collective future of Nigeria is under threat with kidnapping which affects hundreds of children's in Nigeria". Edward therefore called for more effort to protect students and ensure uninterrupted teaching and learning to avoid parents withdrawing their children from school and also avoid children being traumatized parents, scared and total disorganization of the school.

Types and causes of school safety and security challenge: Cultism

Odubunmi (2018) describes cultism as a group of criminals especially those who are armed and use guns or group of students acting as terrorists within the school system. The word cultism may be referred to as the formation of a group of initiates or adherents who holds their meetings in secret involving some rituals and rites hence Ogunbameru and Daodu in Kporhobo (2021) defined cultism to be any form of organization whose activities are not only exclusively kept away from the knowledge of others but such activities are carried out at odd hours of the day and they often clash with accepted norms and values of everyday life.

Research on cultism has long been the interest of educational sociologists and psychologists' experts. An examination of the Nigerian tertiary institutions today would reveal the use of dangerous weapons, sexual harassment, dwindling in the standard of the undergraduate, uncommitted and less dedicated lecturers to mention few hence Pemede (2019) reported that the problem of cultism with its associated problem like killing, extortion, rape, maiming, stealing and other social vices in our tertiary institutions have permanently imprinted the issue in the mind of the average Nigeria.

Several factors might explain the causes of cultism in Nigeria. This may include; frustration among jobless youths and fallen moral standard in our society. For instance, Ajayi, Haastrupt, and Osalusi (2010) believe the cause of cultism in Nigeria and especially in the south-south is due to fallen moral values in society. Similarly, Okeowo (2014) linked youths desire to join cult groups to the state of normlessness that exists in Nigeria society.

While Ogunsanya (2010), reported that cultism on campus emerged as a result of social, unacceptable behaviour of media explosion, importation of foreign culture, the internet and junk magazine inclusive which overwhelm the youths so that they fall prey to their effects. To Badejo (2014), cultism menace in our educational system might not be unconnected with drug which some students use.

Another facilitating factor in the growth of cultism in school is the external political forces. Hence, Adewale (2015), has identified militarization of Nigeria polity as that which has introduced and encouraged culture of violence in our society; and that subsequently found its way into and entrenched in schools. The politicians and some highly placed individuals or groups use school gangsters to deal with their enemies and opponents. The impact of these cult activities are such that constitute fears and insecurity anywhere they

operate more especially the school environment. The fact still remains that the parents, the wider society and the cultists themselves suffer the consequences of cultism.

Oluwatobi and Babatunde (2010) examined the issue of cultism and gangterism in Nigerian tertiary institutions, focused on Ademran Ogunsanya College of Education Oto-Ijanikin and Lagos State University, Ojo as case study. The current aggressive tendencies and violent behaviours of Nigerian students were investigated, the genesis, causes and their effects on moral development of the learners were equally considered 100 students, 50 from each institution were involved in the study. The findings reveal that cults and gangsters' activities in the two campuses and other tertiary institutions in Nigeria is an epitome of moral decadence thus, affect their academic and moral development.

Cultism is associated with bullying and intimidation of staff and students and it is a reoccurring issue in the administration of higher institutions. Keashly and Neuman (2016) cited in Okorugbo (2020) sees bullying as all forms of harassment, offending and excluding or negatively affecting someone's work tasks. Bullying and intimidation are characterized by acts of repeated intentional willful harm, which occurs between a perceived powerful one against the less powerful one. Bullying goes with threat and intimidation and remains inimical to freedom, cooperative, humane and creative learning and work environment. Most cult activities have been associated with bulling and intimidation of staff and students.

Types and causes of school safety and security challenges: Human Trafficking and sexual harassment

The term human trafficking is when and where humans are tricked, lured, coerced, removed or caused to be removed from their place, home, country, state to another. They may be forced to work with no or low payment or on terms which are exploitative, for sexual exploitation, prostitution, forced labour among others. Forming of involuntary servitude and trafficking. Trafficking is the recruitment and transportation, transfer, harbouring or receipt of persons for exploitation, commercial sex, labour, etc. This means victims are used in a variety of situations for various, purposes including forced, labour, ritual purposes, prostitutions, house helps and other involuntary servitude. Reasons given for human trafficking are poverty and deprivation.

Human trafficking affects school administration, teachers' and students' performances, contacting sexually transmitted diseases, absenteeism, school dropout, teenage pregnancies, and loss of life among others.

Agency for cooperation and research in development cited in Nzelegu (2017) see sexual harassment as any unwanted gesture or act of sensual and sexual nature i.e. these acts when carried out without the expressed permission of the victim. Most times such acts are imposed by physical force, threats, or intimidation.

Job performance

Job performance refers to the degree of achievement of the mission and vision of a workplace. Most researchers such as; Sajiba P., Malik M.S., Farheen N, Zarqa A and Saddat H.K. (2016) used the term "performance" to express the range of measurements of transactional efficiency input and output. Various efficiency inputs expected to yield efficient output include; time, safety, security, experience, efforts, education, loyalty, motivation, and other key job satisfiers.

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).

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, mating time and response time.

Forms of Employee Job Performance

Employee performance is now widely discussed in three basic forms; task, contextual and the counter-productive work behaviour.

Task performance: Is the core technical behaviour and activities involving the accomplishment of duties and obligations that are specific in nature in a job description Aguinis, (2011) other names used for task performance are job specific proficiency, technical proficiency or in-role performance Koopmans. Bernards, Hildebradandt, Schaufeli, Devet and Van Der-Beek (2019)

Counter Productive Work Behaviour (CWB)

Is the employee behaviour that intentionally hinders a firm goal accomplishment. The word "intentional" is a key aspect of this definition. It is an intentional bad or negative behaviour that has the potential to impact negative consequences to a firm. CWB are behaviour that is intended to impact a detrimental effect on a firm and its members. It involves overt acts, examples are aggression and theft or mere passive acts, deliberately refusing to follow instructions or executing job incorrectly Cambell (2016).

Methodology

The research design is an expost-facto design adopting the comparative descriptive survey method. The population consisted 1257 lecturers 733 from the Colleges of Education Warri; 397, from the College of Education Agbor and 127 from the College of Education and Mosogar. The lecturers were chosen as they formed the majority of the work force and are more accessible to the researcher. The sample is 640 i.e. 51% of the population using the stratified random sampling technique.

The instrument used was a self constructed questionnaire titled "Questionnaire on School Workplace Safety and Security Challenges on Lecturers Job Performance" (QSWSSCLJP). The literature reviewed, problem of the study, research questions and the hypotheses formulated guided the construction of the questionnaire which have 2 sections, while section 1 solicit answers/responses on respondents', biodata such as; institutions, position and status of staff. Section B have items on the variable of study such as; types of school workplace safety and security challenges, causes and its impact on lecturers' job performance and innovative management options.

The instruments were validated by colleagues in the departments of Educational Management and Foundations, Health and Safety and a specialist in test and measurement in the department of Guidance and Counselling. The internal consistency of the instrument was obtained through the use of the split-half reliability technique on 10 respondents for each college i.e. 30 lecturers who were not sampled for the main study.

The two sets of data obtained were analysed using the Pearson Product Moment co-relational statistics 'r' to obtain a reliability coefficient of 0.86 at 0.05 level of significance for school workplace safety and security challenges and 0.80 for lecturers' job performance, while the total reliability coefficient is 0.83.

With the assistants of 3 research resource persons, 6 weeks were used to distribute and retrieve the questionnaire and 575 questionnaires were retrieved well filled, this accounted for 90% return rate. Therefore 575 was the total sample figure.

The mean scores and standard deviation were used to provide answers to the research questions while the Pearson Product Moment Correlation and the linear regression statistics were used to test the hypotheses at 0.05 level of significance. The mean score of 2.50 was set as the acceptance bench mark, therefore, any score below 2.50 was rejected. The items were subjected to an adopted 4 point likert type rating scale of Strongly Agreed = 4 points, Agreed = 3 points, Disagreed = 2 points and Strongly Disagreed = 1 point.

Presentation and analysis of data

Research Question 1: What are the prevalent types of school workplace safety and security challenges in Delta State colleges of education?

Table 1: Prevalent types of school workplace safety and security challenges in Delta State colleges of education

S/N	Items/Statements N = 575	$\bar{X}$	SD	Decision
1	Arson	2.87	.90	+
2	Malicious damages	2.98	.78	+
3	Stealing/theft	2.94	.82	+
4	Robbery	1.67	0.76	-
5	Kidnapping	2.79	0.85	+
6	Murder	2.64	.99	+
7	Treat to life	3.16	.67	+
8	Fire outbreak	2.70	.92	+
9	Accident	3.04	.71	+
10	Job stress	3.31	.75	+
11	Rape/sexual assault	3.05	.79	+
12	Vandalism	3.26	.82	+
13	Environmental workplace hazard (pollution)	2.79	.81	+
14	Fighting	2.96	.78	+
15	Bullying/intimidation	3.24	.73	+
	Total	**2.89**	**0.81**	

Source: Researcher's Field Work 2020.

Table 1 shows mean scores and standard deviation of respondents on prevalent types of school safety and security challenges in Delta State Colleges of Education. The indication is all the items except item 4 – Robbery are the prevalent types of school workplace safety and security challenges.

Research question 2: What is the relationship between the prevalent types of school workplace safety and security challenges and lecturers' job performance in Delta State Colleges of Education?

Table 2: Mean score analysis on the relationship between the prevalent types of school workplace safety and security challenges and lecturers' job performance in College of Education

Variables	N	Mean $\bar{X}$	SD	r	r²	Decision
Prevailing Types of school safety and security challenges	575	16.76	1.95	0.052	0.003	Positive relationship
Lecturers' job performance		32.64	7.88			

Data in table 2 shows mean score analysis on the relationship between the prevalent types of school workplace safety and security challenges and lecturers job performance in Delta State Colleges of Education. The table indicates mean score of 16.76 and standard deviation of 1.95 for school workplace safety and security challenges and mean score of 32.64 and standard deviation of 7.88 for lecturers' job performance. The 'r' = 0.052 and r² = 0.003. **Decision**: Since the 'r' value of 0.052 is greater than r² value of 0.003, it indicates there is a relationship between the prevalent types of school workplace safety and security challenges and lecturers' job performance in Delta State Colleges of Education.

To find out if the relationship was significant or not, hypothesis 1 was tested using linear regression statistics.

Hypothesis 1: There is no significant relationship between the prevalent types of school workplace safety and security challenges and lecturers' job performance in Delta State Colleges of Education

Table 3: Linear regression analysis on significant relationship between prevailing types of school workplace safety and security challenges and lecturers job performance in Delta State Colleges of Education

Model	Sum of square	df	Mean score $\bar{X}$	f-cal	f-crit	Decision
Regression	94.484	1	94.484			Significant reject null hypothesis 1
Residual	35503.714	573	61.961			
Total	35598.198	574		1.525	0.217	

Data in table 3 shows f-calculated of 1.525 with df of 1.573, and the f-critical = 0.217 at 0.005 level of significance, since the f-calculated value of 1.525 is higher than the f-critical value of 0.217, showed the relationship is significant therefore, the null hypothesis of no significant relationship was rejected.

Research Question 3: What are the causes of the school workplace safety and security challenges in Delta State Colleges of Education?

Table 4: Mean scores and standard deviation of responses on causes of school workplace safety and security challenges in Delta State Colleges of Education

S/N	Items/Statements N = 575	$\bar{X}$	SD	Decision
1	Industrial/labour disputes	2.87	0.90	+
2	Lack of prompt responses to health, safety and security challenges	2.98	0.78	+
3	High job demand/high work pressure	2.94	0.82	+
4	Infiltration of school by criminals	2.97	0.81	+
5	Lack of skills in human and non human resources management	2.79	0.85	+
6	Lack of objectivity in working environment	3.26	0.82	+
7	Poor reliability/lack of trust in leadership	3.05	0.83	+
8	Differing values, wants, needs and expectations of management, staff and students	2.64	0.99	+
9	Lack of team work between management staff, management-student, staff - staff, staff - students, and students-students	3.05	0.79	+
10	Low innovation and creativity on safety and security matters	3.24	0.75	+
11	Poor student and staff welfare	3.16	0.67	+
12	Not meeting the needs and expectations of management, staff and students	3.09	0.72	+
13	Poor building/school design	2.75	0.87	+
14	Poor organizational and society safety and security culture	3.01	0.72	+
15	Having unoccupied buildings for a long time (abandon buildings)	2.99	0.95	+
16	Poorly constructed school buildings	2.70	0.92	+
17	Lack of safety and security facilities', equipments' and gadgets' maintenance	3.04	0.71	+
18	Location of schools in isolated, undulating, water logged or industrial areas	3.31	0.75	+
19.	Political interference in workplace administration	2.96	0.88	+
20	Bias in selection, recruitment, placement, transfer promotion, discipline and dismissal of staff	2.98	0.83	+
21.	Communication gap (closed communication)	3.23	0.71	+
22.	Large size of organization/school	3.16	0.69	+

23	Non-challant leadership of management (leadership style)	3.06	0.66	+
24	Non availability of funds	3.11	0.73	+
25	Low knowledge of safety and security tips	3.15	0.78	+
26	Over crowdedness of officials, halls and classes	2.95	0.75	+
27	Interpersonal and intrapersonal problems	3.36	0.76	+
28	Lack of proper workplace orientation	3.20	0.74	+
29	Quest for power/position	3.12	0.73	+
30	Lack of self control	3.06	0.77	+
	Total	2.95	3.19	

Source: Researcher's Field Work 2020.

Table 4 shows responses on the causes of the challenges of school workplace safety and security in Delta State Colleges of Education, Nigeria. All the items mean scores were above the acceptance bench mark of 2.50 therefore, they were considered as the causes of school workplace safety and security challenges in Delta State Colleges of Education.

Research Question 4: What is the relationship between the causes of school workplace safety and security challenges and lecturers' job performance in Delta State colleges of Education?

Table 5: Mean score and standard deviation analysis on the relationship between the causes of school workplace safety and security challenges and lecturers' job performance in Delta State colleges of Education

Variables	N	Mean $\bar{X}$	SD	r	r²	Decision
Causes of school workplace safety and security challenges		17.12	1.95			Positive relationship
Lecturers' job performance	**597**	32.64	7.88	0.005	0.000	

Data in table 4 revealed the mean scores and standard deviation analysis on the relationship between the causes of school workplace safety and security challenges and lecturers' job performance in Delta State colleges of Education.

The mean score for causes of school workplace safety and security challenges = 17.12 and standard deviation = 1.95. The mean score for lecturers' job performance = 32.64 and standard deviation = 7.88. The 'r' value is 0.001 and the r² value is 0.000. **Decision**: Since the r-value is greater than the r² value it indicated that there was a relationship.

To find out if the relationship was significant or not hypothesis 2 was tested using linear regression statistics.

Hypothesis 2: There is no significant relationship between the causes of school workplace safety and security challenges and lecturers' job performance in Delta State Colleges of Education.

Table 6: Linear regression analysis on significant relationship between the causes of school workplace safety and security challenges and lecturers job performance

Model	Sum of square	df	Mean score $\bar{X}$	f-cal	f-crit	Decision
Regression	0.740	1	0.740			Not significant accept null hypotheses
Residual	35597.458	573	62.125	0.012	0.913	
Total	35598.188	574				

Data in table 6 shows f-calculated value of 0.012 and f-critical value of 0.913 at 0.005 level of significance since the f-calculated value of 0.012 is less than the f-critical value of 0.913, it shows that the relationship was not significant therefore the null hypothesis was accepted/retained.

Research Question 5: What are the impacts of the school workplace safety and security challenges on lecturers' job performance in Delta State colleges of Education?

Table 7: Mean scores and standard deviation of responses on impacts of the school workplace safety and security challenges on lecturers job performance

S/N	Items/Statements N = 575	$\bar{X}$	SD	Decision
1	Leads to Health problems for employees (lecturers)	3.16	0.67	+
2	Leads to lecturers' accidents, injuries and deaths	3.09	0.72	+
3	Decrease research output of lecturers	2.75	0.87	+
4	Not making use of appropriate instructional materials	3.01	0.72	+
5	Reduce efficiency and effectiveness of employees (lecturers)	2.99	0.95	+
6	Reduced employees' teaching output	2.70	0.92	+
7	Creates disharmony among lecturers' and management	3.04	0.71	+
8	Increased lecturers' absenteeism from school and lectures'	3.31	0.75	+
9	Leads to lecturers' truancy	2.96	0.88	+
10	Established poor moral and credibility	2.98	0.83	+
11	Increased lecturers' turnover	2.87	0.90	+
12	Loss from the destruction of properties	2.98	0.78	+
13	Psychological emotional problems	2.94	0.82	+
14	Not being involved in community development	2.97	0.81	+
15	Leads to litigation and law suits	2.79	0.85	+
16	Prevents cooperation among lecturers'/management	3.26	0.82	+
17	Creates polarize points of view	3.05	0.83	+
18	Encourage irresponsible behaviour of lecturers	2.64	0.99	+
19.	Generate suspicion among lecturers	3.05	0.79	+
20	Leads to lecturers' attrition	3.24	0.75	+
21.	Redundancy of lecturers	3.12	0.73	+
22.	Disruption of academic calendar	3.06	0.77	+
23	Dented integrity of lecturers awarded scores	2.98	0.78	+
24	Dysfunctional educational environment	2.70	0.92	+
25	Poor lesson delivery/presentation	3.04	0.71	+
26	Untimely computation/compilation of students results	3.23	0.71	+
27	Low quality invigilation of examinations	3.16	0.69	+
28	Delayed and poor marking and correction of students works/assignments	3.06	0.66	+
29	Not emphasizing individual efforts and accomplishment of task	3.11	0.73	+
30	Not showing perseverance and patience	3.15	0.78	+
	Total	**3.03**	**0.75**	+

Source: Researchers Field Work 2020.

Table 5 show responses on the impacts of school workplace safety and security challenges on lecturers' job performance. All the item mean scores were above the acceptance bench mark of 2.50 therefore, considered as impacts of school workplace safety and security challenges on lecturers' job performance in Delta State Colleges of Education.

Research question 6: What is the relationship between the impacts of the school workplace safety and security challenges on lecturers job performance?

Table 8: Mean scores and standard deviation analysis on relationship between school workplace safety and security challenges on lecturers job performance

Variables	N	Mean $\bar{X}$	SD	r	r^2	Decision
School workplace safety and security challenges	575	17.10	1.95	0.036	0.001	Positive relationship
Lecturers' job performance		32.64	7.88			

Data on table 8 shows the mean scores of the impact of school workplace safety and security challenges = 17.10 and standard deviation = 1.96, and lecturers job performance mean score = 32.64 and standard deviation = 7.88. The 'r' value = 0.036 while the r^2 value = .001. **Decision**: Since the r-value of 0.036 is greater than the r^2 value of 0.001, it shows that there was a relationship between impact of school workplace safety and security challenges and lecturers' job performance in Delta State Colleges of Education.

To find out if the relationship was significant or not, hypothesis 3 was tested using linear regression statistics.

Hypothesis 3: There is no significant relationship between the impacts of school workplace safety and security challenges and lecturers' job performance

Table 9: Linear regression analysis on significant relationship between impacts of school workplace safety and security challenges and the lecturers' job performance

Model	Sum of square	df	Mean score $\bar{X}$	f-cal	f-crit	Decision
Regression	45.781	1	45.781	0.738	0.391	Significant reject null hypothesis
Residual	35552.417	573	62.046			
Total	35598.198	574				

Data on table 9 shows the f-calculated value = 0.738 and f-critical value = 0.391 at 0.005 level of significance. Since the f-calculated value is higher than the f-critical value, it therefore means the relationship was significant therefore the null hypothesis was rejected.

Research Question 7: What are the suggested innovative management options to school workplace safety and security challenges in Delta State Colleges of Education, Nigeria?

Table 10: Mean scores and standard deviation of responses on suggested innovative management options to school workplace safety and security challenges in Delta State Colleges of Education, Nigeria

S/N	Items/Statements N = 575	$\bar{X}$	SD	Decision
1	Proper orientation to staff and students on safety and security	3.16	.67	+
2	Improved staff and students welfare	3.09	.72	+
3	Administering disciplinary measures as deterrent according to law	2.75	.87	+
4	Lecturers should be made to understand work schedules/descriptions	2.99	.95	+
5	Lecturers and students should be made to be aware and comply with work place expectations and limitations	2.70	.92	+
6	School environment should be made conducive, safe and secured	3.04	.71	+

7	Provision of work safety and security gadgets by management	3.31	.75	+
8	Management practice of open communication	2.96	.78	+
9	Construction of school buildings to (health, safety and security) specifications.	3.06	.66	+
10	School management, staff and students prompt responds to health, safety and security challenges	2.95	.74	+
11	Cordial team work between management, staff-staff, staff-students and students-students	2.92	.77	+
12	Location of schools/institutions on a plan land, not valley/water log or industrial areas	3.13	.78	+
13	Avoidance of management, teachers/staff and students working under pressure	3.30	.76	+
14	Reconciliation of management, staff and students' values, works, needs and expectations with workplace schedules and culture	2.95	.75	+
15	Thorough screening of staff, students and visitors before entry into the schools/institutions	3.06	.77	+
16	Prompt payment of workers' wages, and emoluments by supervising ministry, school/institutions' management and administration	3.12	.73	+
17	Training and re-training of management, staff and students on the use of modern safety and security gadgets	3.15	.78	+
18	Avoiding political and external influences in the administration of schools	2.92	.74	+
19.	Providing safety and security management guidelines to all staff, students and visitors	2.63	.82	+
20	Management avoidance of industrial/labour disputes	2.93	.74	+

Source: Researcher's Field Work 2020.

Table 7 provided the mean scores and standard deviation of respondents on suggested innovative management options on safety and security challenges on lecturers' job performance in Delta State Colleges of Education, Nigeria.

The table indicated the mean scores of all the items to be above the acceptance bench mark of 2.50 therefore all the items 1 to 20 constituted suggested innovative management options to the impact of safety and security challenges on lecturers' job performance in Delta State Colleges of Education, Nigeria.

Research question 8: What is the relationship between the suggested innovative management options to school workplace safety and security challenges in Delta State Colleges of Education, Nigeria?

Table 11: Mean score and standard deviation analysis on the relationship between the suggested innovative management options to school workplace safety and security challenges and lecturers' job performance in Delta State Colleges of Education, Nigeria.

Variables	N	Mean $\bar{X}$	SD	r	r²	Decision
Innovative management options	575	16.98	2.05	0.069	0.005	Positive relationship
Lecturers' job performance		32.64	7.88			

Data on table 8 shows the mean scores and standard deviation of the innovative management options to school workplace safety and security challenges lecturers' job performance.

The table indicates mean score of 16.98 and standard deviation of 2.05 for suggested innovative management options and mean score of 32.64 and standard deviation of 7.88 for lecturers' job performance. The 'r' = 0.069 and 42 = 0.005. **Decision:** Since the r-value of 0.069 is greater than r² value of 0.005, it indicates that

there is a relationship between the suggested innovative management options and lecturers' job performance in Delta State Colleges of Education.

To find out if the relationship was significant or not, hypothesis 4 was tested using linear regression statistics.

Hypothesis 4: There is no significant relationship between suggested innovative management options to school workplace safety and security challenges and lecturers' job performance in Delta State Colleges of Education

Table 12: Linear regression analysis of significant relationship between suggested innovative management options to school workplace safety and security challenges and lecturers' job performance in Delta State Colleges of Education

Model	Sum of square	df	Mean score $\bar{X}$	f-cal	f-crit	Decision
Regression	171.074	1	171.074			
Residual	35427.125	573	61.822	2.767	0.097	Significant
Total	35598.198	574				reject HO_4

Data in table 12 shows the f-calculated value = 2.767 and the f-critical value = 0.097 and 0.05 level of significance. Since the f-calculated value is greater than the f-critical value, it shows significant relationship. The hypothesis 4 which says there was no significant relationship was rejected.

Discussion of findings

Findings from research question 1 showed the prevalent types of school workplace safety and security challenges in Delta State colleges of Education, Nigeria to include: Arson, Malicious damages, Stealing/theft, Robbery, Kidnapping, Murder, Treat to life, Fire outbreak, Accident, Job stress, Rape/sexual assault, Vandalism, Environmental workplace hazard (pollution), Fighting, and Bullying/intimidation and this agrees with Odubunmi (2018) Oluwatobi and Babatunde (2010) and Obiebi (2012) and listed some of those indicators as prevalent types of school security problems in Nigerian schools.

The second findings from the test of hypothesis 1 showed that there was a significant relationship between safety and security challenges and lecturers' job performance. This agrees with the research of Nkedishu (2019) on institutional climate variable and academic staff job performance in colleges of education in Delta and Edo State and submitted that there was a significant relationship between school climate variables such as safety, security and academic staff job performance.

The third finding arose from research question 3 on the causes of school workplace safety and security challenges in Delta State colleges of education. These include; industrial/labour disputes, lack of response to health, safety and security challenges, high job demand, lack of safety and security facilities, equipments and gadgets use and management among others. This supports the works of Dafiogho (2018), Okorugbo (2020), and Edeh (2020) which advanced reasons on causes of safety and security challenges in schools to include; poor organizational, institutional and society safety and security culture, awareness and prevention, poor constructed school buildings, long size organization, poor leadership style, over-crowdedness of school classes, lack of workplace/school orientation, poor building design, infiltration of school by criminals, high job pressure, unresolved labour disputes, interpersonal and intrapersonal problems among others.

The fourth finding from the test of hypothesis 2 showed positive but no significant relationship between the causes of school workplace safety and security challenges and lecturers job performance supports Obong (2019), Baodu, Dwomo-Fokuo, Boakye, and Kwanning (2014) that security factors alone cannot impact on lecturers job performance as there are other major variables which impact employees job performance like availability of working resources, emoluments and wages, training, development and job satisfaction among others.

The fifth finding from research question 5 showed the impacts of school workplace safety and security challenges on lecturers' job performance in Delta State colleges of education Nigeria which include; health problems, accidents, injuries and death, low research output, reduced efficiency and effectiveness, destruction of properties lecturers' attrition, disruption of academic calendar dysfunctional educational environment, poor lesson delivery/presentation, leads to litigation and law suits, increase disharmony, truancy and absenteeism among others.

The sixth finding from the test of hypothesis 3 indicates a statistical positive significant relationship between the impacts of the school workplace safety and security challenges on lecturers' job performance. This is in consonance with the study of Uline and Ischannem-Moran (2006) that teachers' perception of the quality of school building and available facilities affects job performance. Also the finding supports Robbins (42016 which states that stress and workload affects workers job performance. The findings also supports Enifome's (2020) research that urbanization impact on school health, safety and security challenges and how the potential of disrupting academic activities with kidnapping, intrusion/trespass, stealing and robbery of staff. The work of Naggi, et al (1999) on the effects of noise on employees, which include; high blood pressure, ear damage and hearing loss, physical and mental deterioration, fatigue and general work attitude is also related to this research finding.

The seventh findings from research question 7 indicated some suggested innovative management options to the school workplace safety and security challenges and lecturers' job performance This finding is in line with the works of Obiebi (2020) Enifome (2020), Okorugbo (2020), Oshili (2020), Oluwotobi and Babatunde (2010), Nkedishu (2019), Dafiogho (2018), and Edeh (2020) which listed most of the suggested possible innovative management options to school safety, environmental, health and security challenges.

The eight finding from the test of hypothesis 4 indicated statistical positive significant relationship between the suggested innovative management options to school workplace safety and security challenges and lecturers' job performance. This finding supports Ugwo (2016) on the relationship of non academic work environment, and job performance in colleges of education in Delta State. It is also related to the work of Okorugbo (2020) who sees positive relationship in school management and administration of safety and security and secondary school students' safety. Dafiogho (2018) research on application of modern security technology and effective administration of tertiary institutions in Delta State is also related to this finding.

Conclusion

Based on the findings of this study, it was concluded that prevalent school workplace safety and security challenges impact on lecturers' job performance in Delta State colleges of education, Nigeria. These prevalent challenges include; Arson, Malicious damages, stealing/theft, robbery, kidnapping, murder, treat to life, fire outbreak, accident, job stress, rape/sexual assault, vandalism, environmental workplace hazard (pollution), fighting, bullying/intimidation and cultism. The research also concluded that there are possible suggested innovative management options to ameliorate or eradicate the challenges.

Recommendations

Arising from the findings, the suggested possible innovative management options are recommended to be implemented by school managers, administrators, lecturers, non-lecturers, students, parents and all educational stakeholders in colleges of education other higher institutions of learning, secondary and primary schools to solve the problems associated with school workplace safety and security challenges.

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