

Provision of Security: A Panacea for Effective Lecturers Productivity in Universities in Rivers State

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Abstract

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

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

Introduction

Realizing the value of education, the Federal Republic of Nigerian government declared in its 1999 constitution that all children in the country have the right to an education, regardless of their gender, ethnicity, tribe, religion, or race. It is reasonable to say that a calm and accommodating school environment would enable the Federal Republic of Nigeria's grand vision for education—one that is expressed in the constitution—to be realized. According to Lehr (2014), the noble goals of education can never be achieved in a vacuum. They would be

achieved in a conducive and peaceful atmosphere. No wonder, Okai (2013), noted that education is a veritable tool for development; this is because it has the capacity to transform the society to an appreciable position. Education provides a platform through which development acquires its meaning. Education can be seen as the most fundamental tool for development Okai (2020). If there is a feeling of insecurity within and outside the school environment, both students and lecturers are likely to be deterred and this may inhibit academic performance of the students. The responsibility of university lecturers in raising a crop of students who can critically think for themselves, honour the opinions and feelings of others, value the dignity of labour, appreciate those values stipulated in the national goals so as to be useful citizens should be honoured by all. It therefore goes without argument that priority attention should be given to university lecturers for optimal productivity. A safe school climate is very necessary for effective and efficient teaching and learning. On the other hand, insecurity is a social disorder that hinders lecturers' effectiveness and results in low productivity in their workplaces, while security of lecturers' lives guarantees confidence in discharging their duty and enhances high performance.

Being in a secure environment, feeling safe, and being shielded from harm are all synonymous with security. In order to support instructors in carrying out their duties to the best of their abilities, the security of the lecturers also refers to the existence of elements in the educational settings that promote harmony and contentment. Thus, it validates that a safe school environment promotes harmonious coexistence, a positive school climate, and friendly interactions between instructors and instructors, instructors and administrators, and instructors and students. Insecurity could be seen as negative feelings that involve fears, anxieties, uncertainties and injustice. In other words, it is a social disorder that features threat to human lives and organizational activities. In recent times, no place can be qualified to be regarded as a school if it does not possess basic security measures that will guarantee safety of lives and properties. It is obvious that many lecturers and students alike are caught up in conflicts that result in insecurity both to lives and the school properties. In their contributions, Achumba, et al., (2013) viewed insecurity from two angles. The first is that insecurity could be seen as the condition in which one is open to dangerous threats that could be harmful to an individual. Viewed from the second angle, insecurity is the situation in which a person is exposed to risks and diverse anxieties. These mean that these anxieties imply unhappy emotions that individuals experience in anticipation of certain misfortunes. From the on-going definitions of insecurity, the writer discovers that there are commonalities on the views of scholars which pointed at the fact that insecurity is where there is no peace, safety and security for lecturers to perform their duties without fear of being attacked. From the researcher's opinion, insecurity is a situation where lecturers are not safe or protected to discharge their duties maximally. Insecurity makes staff to work in an environment that is harmful and poses a threat to lives, but security provides a safe climate for staff to work effectively for high productivity. Lecturers' productivity implies the ability of a lecturer to show very appropriate professional features through sound training which is necessary for teaching, students' good result and achievement of effective teaching in universities. Lecturers' productivity manifests in their being knowledgeable about their subject matter, manifestation of competencies in teaching and learning of students. All these actually help in great measure in the attainment of stated university goals. The implications of the above ideas are that lecturers must always demonstrate mastery and good knowledge of subject content for effective teaching in the classrooms. (Sithole & Solomon, 2014) noted that if lecturers feel safe and secured in their work places, they will be committed and satisfied. In return, their happiness and satisfaction are shown and translated into high levels of teachings in the classrooms. Insecurity determines the rate of productivity of lecturers. In a secured environment, the marginal productivity of lecturers is ensured but in an insecure

environment, lecturers' productivity is very minimal. In all, lecturers' productivity could be measured based on quality of lectures, effective classroom management, and students' academic performance both in internal and external examinations, administrators – lecturer relationships, lecturer – lecturer relationships, lecturer – student relationships, and student – student relationships. Insecurity in universities can manifest itself in various forms which can adversely affect university lecturers' productivity. Cultic activities, communal conflicts, verbal aggression, fighting, parents' verbal and physical aggressions against lecturers are some of the situations that pose threat to the productivity of lecturer's productivity.

Another form of insecurity has been identified in Akintunde and Selzing-Musa (2016) which also is closely related to lecturers' productivity is environmental insecurity. The environment in which lecturers teach ought to be safe, friendly, calm and free from external and internal insecurity. Insecurity could come in form of school-community border disputes which could pose serious threats to the lives of lecturers. Porous school boundary could attract the community to step into the school environment to claim some parts of the school environment. In an attempt to reclaim the land that is in dispute from the community, clashes could erupt and the situation poses serious insecurity challenge. Obviously, this situation could lead to poor attendance to school on the part of lecturers and students alike.

Communal conflicts have been observed to be one of the major contributors of insecurity and fears among lecturers in Rivers State. A communal conflict is seen as a form of conflict between two or more communities that are organized as shared communal identities. On the other hand, it could be viewed as a social situation in which at least two or more groups struggle to get at the same time an available set of scarce resources. Communal conflicts are usually in violent forms depicting the fact that the parties involved use violence to gain dominion over some disputed and perceived indivisible resources, perhaps a piece of land or political power. Communal conflicts are closely linked to insecurity and lack of freedom of movement at the affected areas even in universities within and around the areas. Communal clashes could pose serious threats to lecturers' lives, who are victims of aggressive behaviours. It has adverse effects on universities organisational level. Therefore, in order to achieve the goals of university education, the issue of insecurity from communal clashes should be addressed in a manner that lecturers should have conducive environment for optimal productivity. Cultism as a form of insecurity is a fraternity that has a feeling of friendship and support which exists between members of a group: the ideals of liberty, equality and fraternity (Ezeikel, 2010). There is an unprecedented increase in the activities of the cult members in all the levels of education in Nigerian schools in general and Rivers state in particular. The cult members embrace violence and conflicts by instilling fears and terror in schools and as such, their actions could result to untimely deaths of both lecturers and students. Some of the activities of cult members are seen as displaying aggressive behaviours to their lecturers and to fellow students, sexual abuses, initiating other students into their fraternity and fighting among others. A cultist will always have interest in controlling other students, lecturers, administration, power, the entire school environment and in fact influence his or her marks in tests and examinations. There are also manifestations of negative attitudes in form of violence, killings and maiming crimes, terrorisms and examination malpractices. The truth is that the cult activities in schools do spur insecurity and fears among lecturers and students. Political thugs are most times members of the cults. Their activities are almost the same with those of the cult members. The little difference could be seen in the fact that their activities may be outside the school environment but their actions cause insecurity and wanton distraction of lives and properties. Their major characteristics are lust for money, alcoholism, drugs intake, sexual abuse and power tussle. This situation undoubtedly has created unsafe school climate for teaching and learning. Above all, there may not be positive school climate to foster high productivity on the part of lecturers. A positive school climate

that is safe for teaching and learning could be viewed as a condition where all the lecturers and students feel comfortable, happy, wanted and loved, valued and appreciated, accepted and respected, secure and free to interact with each other without fear of intimidation by anyone or group. It therefore goes without argument that when all the stakeholders push towards insecurity challenges and reforming the school climate including every other thing that affect teaching and learning, then there will be high productivity of lecturers in Rivers State. Having looked at insecurity in various ways; communal conflicts insecurity, insecurity arising from physical attacks on lecturers, school environmental insecurity, organized violent groups insecurity coupled with weak school security systems; this study therefore seeks to investigate insecurity and lecturers' productivity in public universities in Rivers State.

Theoretical Framework

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



Diagram of Maslow's Hierarchy of Needs

1. **Physiological needs**- These are the basic needs of air, water, food, clothing and shelter. In other words, physiological needs are the needs for basic amenities of life.
2. **Safety needs**- Safety needs include physical, environmental and emotional safety and protection. For instance- Job security, financial security, protection from animals, family security, health security, etc.
3. **Social needs**- Social needs include the need for love, affection, care, belongingness, and friendship.
4. **Esteem needs**- Esteem needs are of two types: internal esteem needs (self- respect, confidence, competence, achievement and freedom) and external esteem needs (recognition, power, status, attention and admiration).
5. **Self-actualization need**- This include the urge to become what you are capable of

becoming / what you have the potential to become. It includes the need for growth and self-contentment. It also includes desire for gaining more knowledge, social- service, creativity and being aesthetic. The self- actualization needs are never fully satiable. As an individual grows psychologically, opportunities keep cropping up to continue growing.

The relevance of Maslow's Hierarchy of Needs Theory to the Study is that the management has to meet the various needs of the lecturer for the attainment of high productivity. It would make management to refocus the lecturers to actualize their professional dreams in the school. In other words, the lecturers' input in the school due to the theory application would increase their marginal productivity and excellent result of students. When the security needs of the lecturers are met, they will certainly give their best. As such, the school management have to make the security of staff a top priority, there should be friendly relationship with the school community to avoid communal violence perpetrating into the institution arising from the community hence the reverse will be the case if the security of lecturers are not taken care of.

Conceptual Review

Security

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

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

Insecurity

Whenever people have a feeling of self-doubt, or feel vulnerable and susceptible to injury or harm particularly for a sustained period, insecurity is at work. An emerging or subsisting threat to one's comfort, physical, psychological, emotional wellbeing and related others tantamount to insecurity. This is why in administration; one talks of security of tenure with respect to jobs. Whenever and wherever people feel that they cannot be certain of not being harmed whether physically or psychologically or emotionally, there is insecurity. Insecurity in this paper is viewed from a wide perspective. Insecurity is a social disorder that features threat to human lives and organizational activities. In recent times, no place can be qualified to be regarded as school if it does not possess basic security measures that will guarantee safety of lives and properties. It is obvious that many lecturers and students alike are caught up in conflicts that results to insecurity both to lives and the school properties. Worrisome enough is when an individual does not have control over a situation but has to rely on the

cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning and the prevailing peace within and around the schools which often has ripple effects on effective teaching and learning and activities of such schools (Akintunde and Selzing-Musa, 2016). Security is synonymous with feelings of being safe, freedom from dangerous attacks and protection from physical harm. Security of lecturers also implies presence of factors in the school environments that enhance peace and happiness so as to spur the lecturers to effectively function in their duty posts. It therefore confirms that safe school environment encourages peaceful co-existence, positive school climate, cordial interactions among lecturers and lecturers, lecturers and principals, students and students, and lecturers and students for the overall benefit of the school. School environmental insecurity is being identified to have a close relationship to lecturers' productivity whether negative or positive. The environment in which lecturers teach ought to be safe, friendly, calm and free from external and internal insecurity. Insecurity could come in form of school-community border disputes which could pose serious threats to the lives of lecturers. Porous school boundary could attract the community to step into the school environment to claim some parts of the school environment. In an attempt to reclaim the land that is in dispute from the community, clashes could erupt and such situation poses serious insecurity challenge. Obviously, this situation could also lead to disruption of school activities and poor attendance to school on the part of teachers and students alike (Akintunde and SelzingMusa, 2016). According to Ojukwu and Nwanma in Ojukwu (2017), since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen. On a daily basis the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombing, abductions, rape, cultic activities and a high rise in ethnic and communal clashes, which have become regular occurrences and have characterized life in Nigeria (Nwangwa, 2014 in Ojukwu, 2017). It was against this background, that Nwadiani (2016) advocated the introduction of school environmental design (SED) which according to him is related to school mapping. He further stated that school environmental design (SED) if made to work can help prevent safety and health hazards through the following:

- **Natural Surveillance:** This is the act of arranging physical facilities and features in schools to ensure and maximize visibility.
- **Natural Access Control:** This involves all conscious activities to control who comes into the school and where and how far they can go to. They have to be guided with security in mind. In short you work with the assumption that every visitor is a potential threat. They should be checked thoroughly but with dignity.
- **Territorial Reinforcement:** By this approach, the school land and boundaries are properly demarcated by fencing, landscaping and signs flavoured with aesthetic like flower and tree planting.
- **Continuous Maintenance:** A workable culture of maintenance should be put in place, such that all school architecture and other facilities function maximally (pp 27-28).

Provision of Security for Effective Lecturers Productivity in Universities

A nation besieged by fireworks of insecurity is drifting to catastrophic avalanche which could infuse disintegration of her political and economic structure. This could lead to loss of dear ones, investments, national income, political instability, hunger and starvation. Above all, the nation would not compete favourably with other nations economically, politically and socially because other nations would be afraid to invest or exchange diplomatic relations with that country. Taking Nigeria as a point of reference, Imhonopi and Urim (2012) reported that since 2009, the number of violent crimes such as communal killings, kidnapping of

individuals, ritual killings and rape, car snatching have become unbearable. Boko Haram insurgency, suicide bombings, human sacrifice, politically motivated killings, youth restiveness, ethnic clashes, and armed robbery attacks have increased. Despite the efforts of the government to fight this insecurity, Egwu (2001) observed that various ethnic militia who are disgruntled with marginalization and resource control together with separation from Nigeria fan the ember of insecurity. Others are ethnic hate groups, religious bigotry, political rivalry and north and south dichotomy; they aggravate the scale and magnitude of insecurity in Nigeria. Other authors, Achumba et al., (2013) in their contributions saw insecurity as want of safety, danger, hazard and uncertainty. They equally viewed it as want of confidence indicating state of doubt, inadequate guidance, unprotected and unsafe, instability and trouble. In further consideration, they attributed insecurity to a state of not knowing, a lack of control and a state of helplessness to take proactive action against forces that indicate harm or calamity to individual or group in a vulnerable way. Beland (2005) called insecurity a state of fear or anxiety due to absence or lack of protection. This means that insecurity is lack of protection from personal danger or harm. In other words, a teacher who is faced with personal insecurity cannot maximize productivity because of fear of being vulnerable to sudden attacks and loss of life in his or her operational environment.

Effects of Communal Conflict on Lecturers Productivity in Universities

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

Effects of Kidnapping on Lecturers Productivity in Universities

Kidnapping refers to criminal offence which involves abduction a person against his freedom and subjugates him to the threat of murder or assassination and requesting for ransom before his release. It is a criminal and traumatic behaviour orchestrated by gangster with the mindset of abducting human being for ransom. Abraham (2010) define kidnapping as an act of seizing, taking away and keeping a person in custody either by force or fraud. However, it includes snatching and seizing of a person in order to collect a ransom in return or settle some scores of disagreements among people. Goldberg (2000) argues that kidnapping is a criminal act involving seizure, confinement, abduction, subjection, forcefulness, acts of threats, acts of terror and servitude. Dode (2007) saw kidnapping as a process of forcefully abducting a person or group of persons perceived to be the reasons behind the injustice suffered by another group. It is "a lowcost, high-yield terror tactics". This was the initial case in the Niger Delta region of Nigeria. Thomas and Nta (2009) defined kidnapping as robbery of the highest rank. According to them, it is an organized and systematic robbery which is not as deadly as armed-robbery, but more profitable than the former. The profitability has encouraged those that indulged in it to carry on with the act although there is a law prohibiting it. In criminal law, kidnapping is defined as taking away of a person by force, threat or deceit with intent to cause him/her to be detained against his or her will (Asuquo, 2009 cited in Inyang and Abraham, 2013). Whereas Nwaorah (2009) viewed kidnapping as an act of an angry man

who wants to take any person of value hostage, and who could be rescued by loved ones. In most cases, victims are often released after payment of ransom. According, to Ogabido (2009) “kidnapping” means to abduct, capture, carry off, remove or steal away a person(s). Ngwama (2014) defined kidnapping as false imprisonment in the sense that it involves the illegal confinement of individuals against his or her own will by another individual in such a way as to violate the confined individual’s right to free from the restraint of movement. It therefore means that in an environment where kidnapping takes place, teachers will not be able to perform their duties effectively, just like as experienced. According to Uzorma & Nwanegbo-Ben (2014), kidnapping is the act of seizing and detaining or carrying away a person by unlawful force or by fraud, and often with a demand for ransom. You can imagine a situation where lecturers are seized for ransomed; education will then have to suffer poor productivity. According to Turner (2008), the phenomenon began in the Niger Delta region as a freedom fight by militants protesting the degradation of their environment by oil industry activities. According to Demola (2011) it soon turned into a money-making avenue through kidnapping of expatriate oil workers for huge ransoms. kidnapping”, particularly when the act is carried with the intention of keeping the child permanently as against collecting a ransom or other things the ‘child stealer’ is agitating for. Ugwulebo (2011) cited Uzorma, & Nwanegbo-Ben, (2014) on the phenomenology of hostagetaking and kidnapping, noted that “kidnapping as an organized crime, is better noticed when a victim’s relations are bringing the ransom.” Osumah and Aghedo (2011) argue that kidnapping is “an engagement for economic survival, securing political and business advantage over rivals and co-competitors” In recent times some states in the Northern part of Nigeria such as Yobe and Damaturu metropolis have been invaded by Boko Haram who refused to accept western education. Consequently, the activities of this group of terrorists have forced many children and lecturers to flee from their schools and environments for safety. Eric (2012) reported that it was not only the pupils or students that fled the schools but the lecturers who were targeted for spreading the western education. Bwala (2012) reported as well that as a result of insecurity, school enrolment in the region went down to 28 percent more than any region in the country. The Nigerian Education Data Survey (NEEDS, 2010) cited in Saleh (2011) indicated that constant attacks made it very difficult for teachers and other stakeholders to convince the parents to allow their children to be in schools amidst threats of killings. The effect was a massive dropout of pupils and students from schools. In view of this calamity, school dropout was the worst thing that suffocated Nigerian educational system from colonial era up to independence in 1960 to the present day. In further consideration, Bwala (2012) reported that in Borno State that 85 percent of the school children do not go to school because of insecurity. Consequently, teacher productivity is minimal. The survey as referenced to Yobe State and Damaturu metropolis indicated that pupils of school age in their millions are out of school from 2009 to date because of insecurity. The lecturers, parents, community and the government and stakeholders are perplexed at the development and its consequent effect on the children and the society. Unfortunately, Salith et al., (2012) made an observation that there is a general outcry concerning the quality of education especially at the low level of education in which universities are involved as a result of insecurity of lives ranging from armed robbery, kidnapping, raping and other forms of violence. According to them, majority of lecturers at that level were afraid to come to school to deliver teaching services. This is especially true of Nigeria; there are frequent incidences of particular crimes, such as sectarian violence, ethno-religious conflict, political assassination, ransom kidnapping, campus cultism and electoral thuggery to human rights violations. Thus, insecurity is rife. Oarhe and Aghedo (2010) emphasize this by claiming Nigerian security agencies have largely been ineffective, which has led to a colossal amount of insecurity and violence in the country. Nigerian police avow that as an institution, it has arrested over a thousand

kidnapping and armed robbery suspects in 2017. (Akinloye, 2017) Kidnapping as a security discourse is not new in Nigeria and its prevalence alongside the strain on security it brings needs to be investigated thoroughly (Ngwama 2014; Ebohon and Ifeadi, 2012). To an extent, these assertions hold weight. However, it must be noted that the effectiveness of security in the state is a causal effect of the political order. Politicians are not exempt from the ills they have created through kidnapping. The ineffectiveness of Nigerian security leading to the prevalence of crimes such as kidnapping has multi-causal connotations; among these causal variables, corruption is salient in the reasons and explanation of ineffective security. (Oarhe, and Aghedo 2010)

Effects of Cult Activities on Lecturers' productivity in Universities

The term cultism could be applied to a wide range of groups and could convey different meaning by different users. Okwu (2006) cited Denga (1991) defined cultism as a system of religious belief and practices or ideology. Also, Orukpe (1998) noted that 'Cults are a group of people who share and propagate peculiar secret beliefs divulged only to Member'. Occultism or possession of mystical power is often associated with cults. The veracity of this is difficult to ascertain because of their secret modus operandi. Cult can be seen as a group of people that are devoted to a particular cause. In real sense cult per se is not evil, it is rather the anti-societal behaviour of its members that make it to be evil and a cause of concern to society. According to the Free Encyclopedia (2010), the literal and traditional meaning of the word 'Cult' is derived from the Latin word 'Cultus' meaning 'Care' or 'Adoration'. To the sociologist of religion, the term is used to describe 'a loosely knit organization not characterized by tolerance and open mindedness in matter of belief and practice, while in the media and everyday conversation the word suggests a spurious, secretive, sinister and harmful group' (Albatross, 2006). Lalich and Langone (2006) made the following remarks about the behaviour of cultists – the group displays excessively zealous and unquestionable commitment to its leader and distorts the peace of the schools. The 14 authors noted that questioning, doubts and dissents are discouraged or even punished. Rotimi (2005) asserted that the secret cult phenomenon is not new in Africa. Citing Aguda (1997), the author observed that activities of secret cults, like 'Human Leopards' and 'Human crocodiles', have been recorded in Central Africa. Furthermore, in citing Thomas (2002), the author stated that cultist groups enjoy subtle support and patronage from both government and school authorities. Cult members were sometimes used by politicians for revenge and for setting personal scores. He went on to state that in some cases, past members who had migrated to foreign countries sometimes remitted money to support their former cult groups. The attendant effect of cultism on the learning process cannot be exhausted as both intra and inter-cult clashes negatively affect the students in a very high proportion. It sometimes leads to incarceration, rustication or expulsion of both innocent and student members (Opaluwah 2009). A lot of lives and properties have been destroyed through cult violence (Mgbekem 2004). Young undergraduates who are supposed to be leaders in future have fallen victims of trigger happy cultists (Jamiu 2008). Our youth population is being gradually decimated due to cult activities. The peace on institution is adversely affected whenever there is cult invasion, this may result in suspension of academic activities for some time.

Due to the activities of the cultists and their sponsors who supply them with sophisticated weapons to prosecute communal clashes or to gain upper hand in power struggles, there are illegal weapons in all nooks and crannies of the tertiary institutions. The cultists who are in possession of such illegal weapons sometimes used them for perpetration of crimes (Mgbekem, 2004). Those who eventually enlist in secret cult group might have been compelled to do so because of "Sagging egos" that need to be boosted. Others join in order to have a sense of belonging and the need to be. Still others may join because of the need for

financial assistance, to secure girl friends or for self-protection. Ivagher, et al., (2016) and Nnam (2014), explicitly stated some of the adverse effects of cultism to the education system which includes but are not limited to:

Effects of Cultism to The Education System

The adverse effects of cultism to the education system includes:

A. Malicious Destruction of Lives of Stakeholders in the Education Sector: Cultists unleash mayhem on lecturers, students and members of school managements, to the extent that some have been killed or permanently maimed through violent acts such as shooting, stabbing, acid baths and other dangerous attacks. Such attacks destabilize the educational system by creating palpable fear in the hearts of its stakeholders.

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

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

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

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

F. Disruption of School Calendar: School managements have been compelled to shut down their institutions, sometimes for a long time, as a result of mindless destruction of lives and property due to cultism. This elongates or disrupts the school calendar. Ethnic militia could be called an organized violent group that exist in towns and villages in many states in Nigeria. They can organize themselves into secret cults, vigilantes or political thugs to fight for one thing or the other. Olabanji and Ese (2014) called them organized violent groups who contribute to security challenges in Nigeria in different dimensions and forms. Further he outlined some factors that motivate their existence. Such include failure of the state and institutions, economic disempowerment and the structure of Nigerian federalism. Others include non-separation of state and religion together with politics of exclusion. In addition, they included ignorance and poor political consciousness.

G. The implication of the operation of these groups is that they kill and burn down infrastructure including schools and private residences. Schools are closed and lecturers run for their lives. In Rivers State (Emohua LGA), the military is used to control the situation while lecturers and students are not seen in schools. Kidnapping, rape and other atrocities

become the order of the day while economic and social life are disintegrated. These in effect cause a great disruption in teacher productivity because no teacher can be effective teaching in an atmosphere of fear and life uncertainty with little or no students/pupils in the classroom.

Conclusion

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

Suggestions

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

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

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