Principals' Security Management Practices and Teachers' Job Satisfaction in Public Secondary Schools in Ibesikpo Asutan Local Education Committee

Emmanuel Okon Akpan[1] and Cellina Iboro Williams[2]
[1&2]Department of Educational Management and Planning,
Faculty of Education, University of Uyo, Nigeria
+2348030577565[1] and +2348027228721[2]
emmanueloakpan@uniuyo.edu.ng[1]
and cellinaiboro@gmail.com[2]

https://doi.org/10.56201/ijee.v12.no.3.2026.pg488.505

Abstract
The study examined the extent to which principals' security management practices predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The study was guided by three research questions and three null hypotheses. Correlational research design was adopted for the study. The population of this study consisted of 427 teachers in the eight public secondary schools in Ibesikpo Asutan Local Education Committee. Multi-stage sampling approach was used for selecting 171 teachers which represents 40% of the teacher's population. Researchers'-developed instrument, entitled "Principals' Security Management and Teachers' Job Satisfaction Questionnaire (PSMTJSQ)" was used to gather data for the study. The instrument had Section A and B. Section A was Principals' Security Management Questionnaire (PSMQ) while Section B was Teachers' Job Satisfaction Questionnaire (TJSQ). The instrument was validated by three experts; two from The Department of Curriculum Studies, Educational Management and Planning and one from The Department of Psychological Foundations of Education, Faculty of Education, University of Uyo. The reliability of the instruments was determined using Cronbach Alpha Analysis which yielded reliability coefficients of .646 and .814 for PSMQ and TJSQ respectively. For the sub-variables, the reliability indices of .728, .722 and .763 were obtained for principals' provision of perimeter fence, principals' provision of access control and principals' enforcement of safety drills respectively. Simple Regression Analysis statistics was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings of the study revealed that, principals' provision of perimeter fence, principals' provision of access control and principals' enforcement of safety drills significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The study concluded that effective security management can indeed play a significant role in teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. It was recommended, amongst others that, the Ministry of Education should provide adequate funds to all public secondary schools for the construction and maintenance of perimeter fences. The Ministry should also include perimeter fences in the checklist for school inspection.
*[341 words] **

Keywords: *Principals' Security Management Practices, Teachers' Job Satisfaction, Provision of Perimeter Fence, Provision of Access Control, Principals' Enforcement of Safety Drills*

Introduction

Background of the Study

Education is universally accepted as an essential element in the process of human and national development. It is a dynamic instrument of change. Education can be defined as the act or process of educating or applying discipline in the mind or a process of character training. Education can be provided in three different ways: formal, non-formal and informal. Formal education is a planned and structured type of education where learning is carried out in specially built, purposely designed institutions. Example of such purposely designed institution is the secondary school, which is also regarded as a secondary agent of socialization. Structurally, secondary education is the second level of the Nigerian education system (Federal Republic of Nigeria, 2013). Secondary schools train and educate learners between the ages of 11 and 18+. Public secondary schools are owned by governments. They are funded through mandatory taxation and public funding. They are established to initiate and facilitate desirable changes in the behavior of students under the guidance of qualified personnel called "the teachers".

The teachers constitute a crucial component of the educational workforce. The absence of teachers in secondary schools can hinder the attainment of the educational objectives outlined in the National Policy on Education. Arogundade, (2022) asserted that teaching constitutes the essence of education, and societal advancement is contingent upon the quality of the educators. Teachers are the pivotal element, and no educational institution can surpass the quality of its teachers. They are catalysts for intellectual growth, personal development, and social transformation. In the classroom, teachers are more than just subject matter experts; they are mentors, coaches, and facilitators who inspire and motivate students to reach their full potential. They design and deliver lessons, assess student progress, and provide constructive feedback that helps students to develop their mindsets and build confidence (Skaalvik and Skaalvik, 2018). Teachers are the heartbeat of any educational institution, and their job satisfaction is intricately linked to their performance, well-being, and longevity in the profession. Nwosu *et al.*, (2024) noted that, satisfied teachers create a supportive and engaging learning environment, which in turn boosts their own satisfaction and motivation. Conversely, dissatisfaction can lead to burnout, decreased morale, and a higher likelihood of leaving the profession. Teachers' job satisfaction is therefore essential because, without high level of job satisfaction, teachers may not perform their duties to the best of their ability. Job satisfaction refers to how an employee's view their job whether it is satisfying their needs or not. Job satisfaction involves expectation compared with rewards and it relates to a psychological contract which an individual makes while joining an organization. Teachers' job satisfaction is therefore a positive emotional state resulting from personal appreciation of a job or experience. Gamlath and Kaluarachchi, (2018) defined teachers' job satisfaction as the totality of a teachers' social and psychological well-being relative to their job, and it is a necessary ingredient for personal fulfillment in carrying out one's duties. Job satisfaction among teachers is not just about monetary incentives; it also involves creating an environment where their efforts are recognized and professional growth is encouraged. It encompasses factors such as job security, work-life balance, recognition, autonomy, and interpersonal relationships. Positive and favourable attitudes toward the job indicate job satisfaction, but negative and unfavourable attitudes towards the job indicate job dissatisfaction. High levels of job satisfaction are associated with increased motivation,

productivity, and employee retention (Cunha and Manago, 2019). Teachers' job satisfaction can be measured through contentment, engagement, and fulfillment in their work. A teacher with job satisfaction typically exhibits a positive attitude, enthusiasm, and motivation towards their responsibilities. They tend to be productive, efficient, and committed to achieving their goals. Enweozor (2021) listed some indicators of teachers' job satisfaction to include a sense of purpose and meaning in their work, a feeling of accomplishment and recognition and opportunities for growth and development. The ideal situation for teachers' job satisfaction in secondary schools is the one where teachers feel valued, supported, and empowered to excel in their profession. In this scenario, schools provide a conducive work environment, well-maintained classrooms, secured environment, adequate facilities and other necessary resources. Teachers who are satisfied exude enthusiasm and passion for their work, displaying genuine interests in their students' growth and well-being. Such teachers are likely to be engaged, motivated, and committed to their profession in order to ensure student success. In essence, satisfied teachers embody sense of fulfillment, joy and purpose in their work, making a lasting impact on their students and the school community. In this ideal situation, teachers are motivated, enthusiastic, and committed to providing quality education, leading to improved student outcomes and a positive school culture. Also, the profession is respected, and talented individuals are attracted to teaching, ensuring a bright future for education. In Ibesikpo Asutan Local Education Committee, teachers' job satisfaction in public secondary schools generally seems to be low and is a matter of serious concern. Research suggests that many teachers are dissatisfied with their jobs, citing factors such as poor working conditions, inadequate facilities, poor motivation and staff development strategies. A study by Ukpong (2020) found that public secondary school teachers in Akwa Ibom State are less satisfied with their jobs compared to their private school counterparts. This anomaly is sometimes characterized by all forms of increased absenteeism, tardiness, lack of participation in school activities, poor classroom management, poor lesson planning, decreased communication with students, parents, or colleagues and above all, poor relationships with colleagues. Naylor (2019) asserted that there will be morale decline, resulting in significant detriment to the educational system when teachers are dissatisfied with their profession. Nwosu *et al.*, (2024) opined that the decline in teachers' morale and attitudes are exhibited as a result of the failure of Nigerian secondary school system to address teachers' needs. The authors noted that this condition has affected the secondary school system and has led to a serious collapse and decline in education quality. It is important to note that principals employ a range of management practices that could enhance teachers' job satisfaction. These practices according to Skaalvik and Skaalvik (2018) include open communication channels, providing opportunities for professional growth, recognizing and rewarding achievements, promoting collaboration and teamwork, and addressing issues related to workload and job stress. There are many other ways principals can ensure teachers' job satisfaction. Arogundade (2022) observed that, supportive leadership, professional development, safe and secure environment, recognition, appreciation, competitive compensation and work-life balance are practices principals could adopt to increase job satisfaction. The interest of this study is on principals' security management practices. Security management is about protecting an organization's valuable assets such as buildings, equipment and intangible things like data and information. Anyaogu and Alagbaoso (2022) see principals' security management as measures put in place by the principals to prevent crisis and violations of existing rules which are likely to cause security and safety risks. Hamilton-Ekeke (2017) states that Principals' security management practices in schools involve enforcing obedience to rules and regulations like reading labels on laboratory

equipment, wearing safety gadgets, having fire extinguisher in required places, observing road/path signs and obeying highway codes. Vincent, (2025) defined principals' security management practices as the efforts, strategies and policies that school principals put in place to ensure the safety and protection of students, staff, school properties and the learning environment. There are several security managements practices that could be adopted by the principals which could possibly improve teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. In this study, three of such practices are considered; namely: provision of perimeter fence, provision of access control and enforcement of safety drills. Provision of perimeter fence for schools is a fundamental security measure that creates a physical boundary, controlling entry/exit, deterring intruders, defining property, and enhancing overall safety in the school. It allows controlled access, especially when integrated with gates, monitored points, and layered security systems. Williams and Corbin (2017) stated that school perimeter fencing has a significant role to play in providing school security and safety. Perimeter fencing and gates are ideal security solutions for any school. Schools must not only ensure that their students are protected from unauthorized intruders or vandals, but they must also monitor access to the school site to avoid truancy. This physical barrier helps to channel students, staff, and visitors through designated entry points, making it easier to monitor and regulate who enters the school. This is to say that provision of perimeter fence for schools lays the groundwork for effective provision of access control. Provision of access control is a security measure that regulates who enters or exits a school, ensuring only authorized individuals gain access to the premises. These include systems like ID cards, biometric scanners, and security guards at gates, controlling and monitoring movement within the school (Alimba, 2018). Access control is a vital physical security measure that plays a significant role in safeguarding people, assets, and sensitive areas. When regulating who can enter or exit a secured area, theft and potential harm can be prevented. Moreover, access control systems can provide valuable insights into who is in the school premises, allowing for efficient emergency responses and investigations. By regulating who enters the school and monitoring movement within the premises, access control systems provide a clear picture of who is on site (Mubita, 2021). This enables schools to accurately account for students, staff and visitors during emergency situations, making enforcement of safety drills more realistic and effective. Enforcement of safety drills on the other hand refers to the process of implementing and practicing emergency procedures such as evacuation, lockdown, or fire drills, to prepare students, staff, and visitors for potential emergencies. It involves regular practice and training to ensure everyone knows what to do in case of an emergency, aiming to minimize risks and ensure a safe response. Obasi and Madu (2016) opined that, enforcement of safety drills in schools involves mandatory, consistent and documented execution of emergency procedures to ensure that all staff and students can respond correctly and confidently during a real crisis. It goes beyond simply having a plan on paper by creating a system of accountability and regular practice.

The above security management practices (provision of perimeter fence, provision of access control and enforcement of safety drills) may influence teachers' job satisfaction. When principals prioritize a safe and secure school environment, teachers may feel more confident and comfortable in their work, leading to increased job satisfaction. A well-managed school with clear security protocols, minimal disruptions, and a sense of stability allows teachers to focus on teaching and supporting students, rather than worrying about safety concerns. This, in turn could boosts their morale, motivation, and overall job satisfaction. On the other hand, poor security management can lead to anxiety, stress, and frustration among teachers, ultimately affecting their

job satisfaction and performance. Despite the efforts made by government, teachers and others researchers to improve teachers' job satisfaction, the problem seems to persist. For instance, the government at different occasions has made several attempts to remedy the problems by reviewing and increasing teachers' salaries, allowances and benefits to boost teachers' job satisfaction. Parents through Parents Teachers Association (PTA) have also played supportive through initiating school projects, providing resources and infrastructure, promoting teachers' welfare and providing constructive feedback to improve teachers' job satisfaction in public secondary schools. Scholars like Ukpong (2020) and Nwosu *et al.,* (2024) have attempted finding solutions to the problem of teacher's job satisfaction through studies conducted at different places and time. The researchers then wonder if the problem of teachers' job satisfaction could be linked to Security Management Practices adopted by principals of the various public secondary schools in Ibesikpo Asutan Local Education Committee. It is against this backdrop that the study aims at determine the extent to which principals' security management practices predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Statement of the Problem

Public secondary schools in Ibesikpo Asutan Local Education Committee face challenges of maintaining teachers' job satisfaction which is crucial for quality education. There are concerns that some teachers may not be so satisfied in their job due to perceived security threat and challenges in educational institutions, particularly secondary schools. Researchers such as Guinot *et al.,* (2022) and Memon *et al.,* (2021) observed that, there are some evidences of job dissatisfaction among teachers which usually result in high rates of absenteeism, tardiness, low levels of student engagement, inadequate preparation, poor lesson delivery and lack of involvement in school activities. These signs necessarily prove that teachers may not be satisfied in their job in which the researchers believe there may be underlying issues that need to be addressed. The issue of job dissatisfaction among teachers is complex and multifaceted. The primary factor that may contribute to this problem is poor security management practices in secondary school. This suggests that, the success of any academic institution could hinge on how satisfied teachers are in their job. It is believed that principals' security management practices such as provision of perimeter fencing, provision of access control, and enforcement of safety drills could have a significant impact on teachers' job satisfaction in public secondary schools. When teachers are satisfied in their job, they are more likely to be committed to their work and the school as a whole by showing passion for teaching, dedication to student learning, professionalism, improved quality relationship among colleagues and student and above all displaying a strong sense of self-discipline and responsibility. But the reverse might be the case in public secondary schools in Ibesikpo Asutan Local Education Committee which has raised the concern of the present scholar. A review of literature revealed that studies on principals' security management practices and teachers' job satisfaction were conducted in other locations, but none was conducted in public secondary schools in Ibesikpo Asutan Local Education Committee. This suggest therefore that a significant research gap exists concerning the specific influence of Principals' security management practices on teachers' job satisfaction. While individual studies have explored elements of school safety or job satisfaction in isolation, no study combined provision of perimeter fence, provision of access control, enforcement of safety drills and teachers' job satisfaction as variables in one study. Also, in some of the previous studies reviewed, some of the variables used in the present study were not considered. This has therefore

created a gap in knowledge and information. Therefore, the problem of this study was to determine the extent to which Principals' security management practices predict teachers' job satisfaction in public Secondary Schools in Ibesikpo Asutan Local Education Committee.

Purpose of the Study

The main purpose of the study was to determine the extent to which principals' security management practices predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. Specifically, the study sought to determine the extent to which principals':

1.provision of perimeter fence predicts teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

2.provision of access control predicts teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

3.enforcement of safety drills predicts teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

Research Questions

To guide the study, the following research questions were raised:

1.To what extent does Principals' provision of perimeter fence predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee?

2.To what extent does Principals' provision of access control predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee?

3.To what extent does Principals' enforcement of safety drills predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

$H0_1$ Principals' provision of perimeter fence does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

$H0_2$ Principals' provision of access control does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

$H0_3$ Principals' enforcement of safety drills does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Methodology

Design of the Study

The correlational research design was used for this study. This research design was considered most appropriate because the study examined the extent of relationship between existing principals' security management strategies as measured by provision of perimeter fence, provision of access control as well as enforcement of safety drills; and how they relate to teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Area of the Study

The area of this study is Ibesikpo Asutan Local Government Area which has a total of eight public secondary schools. The Local Government Area is located in Southeastern Delta region of

Nigeria, in Akwa Ibom State.

Population of the Study

The population of this study consisted of 427 teachers in the eight public secondary schools in Ibesikpo Asutan Local Education Committee. Data obtained from Akwa Ibom State Secondary Education Board, (2026) indicates that 427 teachers are currently teaching in the eight public secondary schools in Ibesikpo Asutan Local Education Committee.

Sample and Sampling Technique

The sample size of this study was 171 teachers representing 40% of the teacher's population. After administration 171 copies of the instruments to the respondents, the number of instruments retrieved and used for analyses were 164. The decision to use 40% of teachers is in line with Etuk *et al.,* (2012) who proposed that, for a large population, choose 20% in a standard practice to ensure a representative and manageable dataset without compromising data integrity. For a smaller or moderate population, 40% is usually drawn to ensure statistical significance. Multi-stage sampling procedure was used for the study. This procedure was adopted because it allows the use of other sampling techniques in the study such that all the schools in Ibesikpo Asutan Local Education Committee can be equally represented since the population of teachers in each school is not the same. Thus, the multi-stage sampling procedure was carried out as follows:

i At the first stage, the census sampling procedure was used to select all the eight public secondary schools in Ibesikpo Asutan Local Education Committee. This decision was taken due to the fact that the population of public secondary schools in Ibesikpo Asutan Local Education Committee were small and could be managed without applying any sampling technique.

ii At the second stage, hat and draw procedure was used for selecting 40 % of teachers in the public secondary schools in Ibesikpo Asutan Local Education Committee. This gave a total of 171 teachers in the eight public secondary schools in Ibesikpo Asutan Local Education Committee. As stated earlier, the decision to use 40 % of the teachers is in line with the assertion of Etuk *et al.,* (2012).

Instrumentation

Researchers' developed instrument entitled "Principals' Security Management and Teachers' Job Satisfaction Questionnaire (PSMTJSQ)" was used to obtain information from respondents. The instrument contained two sections (Section A and B). Section A was Principals' Security Management Questionnaire (PSMQ) which contained twenty-one (21) items, developed in line with the constructs of the independent variable (provision of perimeter fence, provision of access control and enforcement of safety drills). The items were developed to obtain information from teachers on how security is managed in public secondary schools in Ibesikpo Asutan Local Education Committee. Section B was Teachers' Job Satisfaction Questionnaire (TJSQ) which consisted of 20 items. It was used to measure dependent variable (Teachers' Job Satisfaction) and it was designed to obtain information from teachers about the level of satisfaction they have on their job. TJSQ was adapted from Teachers' Job Satisfaction Questionnaire by Lester (1987)

Both PSMQ and TJSQ were constructed on a four-point rating scale as follows: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Respondents were assured of confidentiality and were expected to indicate by ticking the extent to which the items applied to them in appropriate column. Responses to positive worded instruments were scored as follows: Strongly Agreed (SA) - 4 points, Agreed (A) - 3 points, Disagreed (D) - 2 points and Strongly

Disagreed (SD) - 1 point; while responses to negative worded instruments were scored as follows: Strongly Agreed (SA) - 1 point, Agreed (A) - 2 points, Disagreed (D) - 3 points and Strongly Disagreed (SD) - 4 points.

Validation of the Instrument

In order to ensure that the instrument developed measured accurately what they were purported to measure over time, the researchers sought the opinion and advice of three validators. Two from the Department of Curriculum Studies, Educational Management and Planning and one from the Psychological Foundations of Education all from Faculty of Education, University of Uyo, Uyo. The language, contents and the structure of the items were critically examined and necessary corrections and suggestions made by the validators were affected by the researchers.

Reliability of the Instrument

To ensure the reliability of the instrument, Cronbach Alpha method was used for Principals' Security Management Questionnaire (PSMQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). This is because, humans may at times be inconsistent in their responses. To avoid raters changing from time to time, the instruments were administered once to 30 respondents from the population not selected for the study. The scores obtained from the exercise were tested for internal consistence. The reliability indexes of .646 and .814 were obtained for PSMQ and TJSQ respectively. For the sub-variables, the reliability indices of .728, .722 and .763 were obtained for provision of perimeter fence, provision of access control and enforcement of safety drills respectively. These reliability coefficients showed that the values are high enough to justify the use of the research instruments because Hussey *et al.,* (2025) recommended that, a coefficient value of .70 and above is adequate for any research work.

Method of Data Collection

A letter of introduction from the Department of Curriculum Studies, Educational Management and Planning, Faculty of Education, University of Uyo was presented to the principals in their respective schools. The letter contained detailed information about the researchers and the aim of the visit for proper understanding and maximum cooperation before administering the questionnaire to the respondents. The instrument: PSMTJSQ was administered to the respondents in their various schools by the researchers with the help of 2 research assistants within two weeks. The research assistants were properly trained before embarking on this exercise. The responses were treated with high level of confidentiality. Out of the 171 copies of instruments sent out, 164 copies were completely filled and returned. This represents 95.6 % return which gives 4 % attrition rate. 96 % response rate was highly acceptable because it aligns with Sataloff and Vontela (2021) who opined that a response rate of at least 60% is deemed appropriate and responses exceeding 70% are considered excellent. All the completed and returned copies of the instruments were subjected to statistical analysis.

Method of Data Analysis

Data collected was analyzed using Simple Linear Regression Statistics. The R-value (coefficient) of simple regression statistics was used to answer the research questions based on the decision rule while the hypotheses were tested using significance value of simple regression statistics at 0.05 alpha level of significance.

Decision Rule

The decision rules below were used to determine the strength of the relationship and the extent of prediction between the variables:

± .00–0.09 = Negligible Relationship; ± .10–0.39 = Low Relationship; ± .40–0.69 = Moderate Relationship; ± .70–0.89 = Strong Relationship; ± .90–1.00 = Very Strong Relationship; -1 = Perfect Negative Relationship; 0 = No Predictive Relationship and +1 = Perfect Positive Relationship

In testing the null hypotheses, the calculated F-value was compared with critical F-value at 0.05 level of significance. The null hypothesis would be rejected if the calculated F-value is greater than the critical F-value. The null hypothesis would be retained if the calculate F-value is less than the critical F-value.

Ethical Issues

The researchers informed the respondents through researchers' introductory letter which was given to the authority involved to seek their consent. After presenting letter of introduction, the respondents were approached in a very cordial and friendly way by the researchers and the research assistants, so as to have a smooth research process and cooperation from them. The researchers also informed the respondents that the exercise was voluntary and not compulsory irrespective of earlier acceptance to participate and they could still withdraw if they deem it necessary to do so.

Results and Discussion

Results

Research Question 1: To what extent does Principals' provision of perimeter fence predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee?

Table 1 Summary of Simple Linear Regression Coefficient for the extent to which Principals' provision of perimeter fence predicts Teachers' Job Satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

Variation	R	R^2	Extent of Prediction	Std. Error of Estimate	Remark
Principals' Provision of Perimeter Fence	.486	.236	23.6%	6.39182	Moderate Extent

Source: Field survey (2026)

The output in Table 1 shows the R for the strength of the relationship and R^2 for the determination of the extent to which principals' provision of perimeter fence predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The R value of .486 indicates a moderate extent of relationship between principals' provision of perimeter fence and teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The calculated R^2 of .236 which is the coefficient of determination indicates that only 23.6% of teachers' job satisfaction is predicted by principals' provision of perimeter fence. This implies that 23.6% of the variation in teachers' job satisfaction in public

secondary schools in Ibesikpo Asutan Local Education Committee is due to principals' provision of perimeter fence.

Research Question 2: To what extent does Principals' provision of access control predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee?

Table 2: Summary of Simple Linear regression coefficient for the extent to which Principals' provision of access control predicts Teachers' Job Satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

Variation	R	R^2	Extent of Prediction	Std. Error of Estimate	Remark
Principals' Provision of Access Control	.547	.300	30.0%	6.11980	Moderate Extent
Teachers' Job Satisfaction					

determination of the extent to which Principals' provision of access control predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The R value of .547 indicates a moderate extent of relationship between Principals' provision of access control and teachers' job satisfaction. The calculated R^2 of .300 which is the coefficient of determination indicates that only 30.0% of teachers' job satisfaction is predicted or contributed by Principals' provision of access control. This implies that Principals' provision of access control to a moderate extent, predicts teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Research Question 3: To what extent does Principals' enforcement of safety drills predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee?

Table 3 Summary of Simple Linear Regression Coefficient for the extent to which Principals' enforcement of safety drills predicts Teachers' Job Satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

Variation	R	R^2	Extent of Prediction	Std. Error of Estimate	Remark
Principals' Enforcement of Safety Drills	.519	.269	26.9%	6.25131	Moderate Extent
Teachers' Job Satisfaction					

he determination of the extent to which principals' enforcement of safety drills predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The R value of .519 indicates a moderate extent of relationship between principals' enforcement of safety drills and teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The calculated R^2 of .269 which is the coefficient of determination indicates that only 26.9% of teachers' job satisfaction is predicted or contributed by principals' enforcement of safety drills. This implies that 26.9% of the variation in teachers' job satisfaction

in public secondary schools in Ibesikpo Asutan Local Education Committee is due to principals' enforcement of safety drills.

$H0_1$: Principals' provision of perimeter fence does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

Table 4 Simple Linear Regression Analysis for the extent to which Principals' Provision of Perimeter Fence predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

Source of Variation	Sum of Squares	df	Mean Square	F-Cal	Sig
Regression	2056.559	1	2056.559	50.338	.000b
Residual	6659.417	163	40.855		
Total	8715.976	164			

*Significant at P ≤ 0.05, Source: Field Survey, (2026)

The result in Table 4 revealed that the P-value of 0.000 is less than the significant level of 0.05 with 1 and 164 degrees of freedom. With this result, the null hypothesis which states that Principals' provision of perimeter fence does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee is therefore rejected. Therefore, the alternate hypothesis that Principals' provision of perimeter fence significantly predicts teachers' job satisfaction was retained. This means that, Principals' provision of perimeter fence significantly predicts teachers' job satisfaction in public secondary schools.

$H0_2$: Principals' provision of access control does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Table 5 Simple Linear Regression Analysis for the extent to which Principals' provision of access control predicts Teachers' Job Satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Source of Variation	Sum of Squares	df	Mean Square	F-Cal	Sig
Regression	2611.307	1	2611.307	69.724	.000b
Residual	6104.669	163	37.452		
Total	8715.976	164			

*Significant at P ≤ 0.05, Source: Field Survey, (2026)

The result in Table 5 the revealed that the P-value of 0.000 is less than the significant level of 0.05 with 1 and 164 degrees of freedom, the result is significant. With this result, the null hypothesis which states that Principals' provision of access control does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee is therefore rejected. Therefore, the alternate hypothesis that Principals' provision of access control significantly predicts teachers' job satisfaction was retained. In other words,

Principals' provision of access control is a significant predictor of teachers' job satisfaction in public secondary schools.

H0$_3$: Principals' enforcement of safety drills does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Table 6 Summary of Result of Simple Linear Regression Analysis for the extent to which Principals' enforcement of safety drills predict Teachers' Job Satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Source of Variation	Sum of Squares	df	Mean Square	F-Cal	Sig
Regression	2346.117	1	2346.117	60.035	.000b
Residual	6369.859	163	39.079		
Total	8715.976	164			

*Significant at P ≤ 0.05, Source: Field Survey, (2026)

The result in Table 6 revealed that the P-value of 0.000 is less than the significant level of 0.05 with 1 and 164 degrees of freedom, the result is significant. With this result, the null hypothesis which states that Principals' enforcement of safety drills does not significantly predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee is therefore rejected. Therefore, the alternate hypothesis that Principals' enforcement of safety drills significantly predicts teachers' job satisfaction was retained. In other words, Principals' enforcement of safety drills is a significant predictor of teachers' job satisfaction in public secondary schools.

Findings

i. principals' provision of perimeter fence to a moderate extent predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee
ii. principals' provision of access control to a moderate extent predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee
iii. principals' enforcement of safety drills to a moderate extent predict teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee
iv. principals' provision of perimeter fence significantly predicts teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee
v. principals' provision of access control significantly predicts teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee
vi. principals' enforcement of safety drills significantly predicts teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee

Discussion of Findings

Principals' Provision of Perimeter Fence and Teachers' Job Satisfaction

The result of the analysis reveals a moderate positive relationship between principals' provision of perimeter fence and teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The corresponding hypothesis reveals a significant extent of

prediction between principals' provision of perimeter fence and teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. This result must have come out this way for reasons that when a principal ensures the school has a secure, well-maintained fence with controlled gates, teachers experience immediate relief from several stressors and unwanted intrusions drop. That reduction in external disruption means teachers can teach without constantly scanning the gate or stopping to manage an intrusion. In public secondary schools, where class sizes are already large and resources are thin, that sense of order matters. Less chaos during the day lowers baseline stress, and lower stress over time could possibly translate into higher job satisfaction. The significant result could also be attributed to the fact that, when teachers feel physically safe, they can invest emotionally in teaching instead of vigilance. This result aligns with Anyakamunelechi *et al.,* (2023) who investigated principals' security management practices as correlates of teachers' job performance in public secondary schools in South-East, Nigeria. The findings of the study revealed a significant high positive relationship between principals' physical security management practices and teachers' job performance. The finding of this research is also in consonance with Nwaorgu *et al.,* (2025) who agreed that traditional security measure such as perimeter fencing is the most commonly implemented and perceived as most effective security measure in protecting staff and students in public secondary schools; hence when staff are protected, they would perform their task with focus. Beyond safety, a fence creates predictability. With controlled entry points, principals can regulate when parents, visitors, or students move through the school. That predictability gives teachers control over their time and space. A fence changes both the physical safety and psychological climate of the school, and both of those directly affect how teachers feel about their work. The feeling of protection is especially significant in schools located near busy roads, markets, or communities with security challenges. Lukumon *et al.,* (2018) agreed that perimeter fence addresses three core needs at once: physical security, psychological safety, and professional boundaries. When those needs are met, teachers don't just stay longer, they enjoy the work more. When the fence is absent or broken, teachers feel exposed and undervalued, and dissatisfaction rises quickly.

Principals' Provision of Access Control and Teachers' Job Satisfaction

The result of the analysis reveals a moderate positive relationship between principals' provision of access control and teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The corresponding hypothesis reveals significant extent of prediction between principals' provision of access control and teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The possible reason for this result is that, when principals control access to classrooms, staff rooms, and teachers' schedules, they create boundaries that keep interruptions out. That means teachers can actually teach and plan without starting and stopping every few minutes. Access control sends a strong message about professional trust. The finding of this result agrees with Adieme and Oliobi (2024) who in their study on security management practices for enhanced safe school environments in public tertiary institutions, found that, provision of access control significantly enhanced safe school environments which could enable staff to carry out their duties effectively without interruptions. The result also agrees with Ubakanma *et al.,* (2025) who carried out a study on institutional security management practices and quality public senior secondary schools in Rivers State, Nigeria. The findings of the study revealed that digital surveillance and access control measure significantly predict the quality of public senior secondary schools in Rivers State. Ogbuabor and

Ozoagu, (2018) also agreed that principals' employment of physical access control mechanisms significantly improve management of secondary education for National cohesion and global competitiveness. Public secondary schools can be vulnerable to disruptions from outside the gate or from within the compound. Principals who regulate who enters, when, and for what purpose reduce those risks. Teachers who feel physically safe are able to invest emotionally in their students and lessons instead of staying in a state of vigilance. Safety also extends to emotional boundaries. Controlled access prevents parents, students, or administrators from barging into personal space and time. When teachers feel their boundaries are respected, they interpret that as care from school leadership. Feeling cared for is a powerful emotional driver of satisfaction, especially in demanding work environments.

Principals' Enforcement of Safety Drills and Teachers' Job Satisfaction

The result of the analysis reveals a moderate positive relationship between principals' enforcement of safety drills and teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. The corresponding hypothesis reveals a significant extent of prediction between principals' enforcement of safety drills and teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee. One possible reason for this significant result is the reduction of crisis anxiety. Teachers in public secondary schools are legally and morally responsible for large groups of students, often 40 or more at a time. The thought of a fire or security incident can sit in the back of the mind and create a low-level stress that drains energy. When principals enforce drills consistently, they replace that uncertainty with a clear plan. Teachers know the signal, the route, and their role. That knowledge turns fear into procedure. A teacher who feels prepared is less anxious day to day, and less anxiety makes the job feel lighter and more satisfying. Another reason is the signal of care and responsibility. Safety drills require time, coordination, and follow-up. A principal who schedules them, evaluates them, and improves weak points is showing that teacher and student safety is not just a policy on paper, but a practical approach. The result of this finding supports Obiekwe and Uwaezuoke, (2023) who investigated the security measures adopted by principals in the management of safety in secondary schools in Anambra State. The findings of the study indicated that safety drill significantly relate with management of safety in secondary schools in Anambra State. The result of this finding also supports Karisa and Kikechi, (2021) who in their study investigated the influence of safety trainings and safety equipment provision in students' emergency preparedness in Malindi Sub County. The authors found that safety drills in schools improve teachers and student's emergency preparedness which in turn increases their focus and productivity. This finding is also in consonance with Olokede *et al.*, (2024) who agreed that, safety training significantly improves effective administration and safety management of the workplace. Safety drills build a sense of professional competence. Regular drills give teachers repeated chances to practice and get feedback. Each successful drill builds confidence. Competence is a core psychological need, and jobs that make people feel capable are more satisfying. A teacher who has rehearsed an evacuation does not feel helpless at the thought of it. That confidence makes the overall job feel more manageable and satisfying.

Conclusion and Recommendations

Conclusion

This study was able to make discoveries and observations about the extent to which principals' security management practices predicted teachers' job satisfaction in public secondary schools in

Ibesikpo Asutan Local Education Committee. If teachers' job satisfaction in public secondary schools is to be enhanced, management of school security should be improved upon. When teachers feel confident that schools prioritize their safety and well-being, they are more likely to be fulfilled and engaged in their work. Conversely, concerns about security can deter effective job delivery and can lead to decline in productivity. By implementing robust security measures, schools can create a secure environment that lead to teachers' job satisfaction. From the findings of this study, it was concluded that effective security management can indeed play a significant role in teachers' job satisfaction in public secondary schools in Ibesikpo Asutan Local Education Committee.

Recommendations

Based on the findings of this study, the following recommendations were made:

i The Ministry of Education should provide adequate funds to all public secondary schools for the construction and maintenance of perimeter fences. The Ministry should make perimeter fence compulsory for all public secondary schools, and should include it in the checklist for school inspection. No school should be approved without a complete perimeter fence.

ii School principals should ensure that access to the school compound is strictly controlled. Principals should ensure that all visitors sign the visitor's register, that students and teachers use identity cards, and that the school gate is always manned by a security guard. Principals should ensure that the school gate is closed during school hours and no stranger enters the school without permission.

iii The Parents Teachers Association should support the school in the enforcement of safety drills. PTA should encourage parents to allow their children to participate in safety drills, and should provide first aid box, fire extinguisher, and other safety equipment to the school. PTA should also participate in safety drills when invited by the school.

iv To future researchers, moderating variables should be introduced in future studies in order to determine the effect of other variables such as: principals' personal characteristics and principals' administrative competence on teachers' job satisfaction

References

Adieme, F. G. and Oliobi, G. I. (2024). Security Management Practices for Enhanced Safe School Environments in Public Tertiary Institutions in Rivers State, Nigeria. *African Journal of Educational Management.* 25(*1*):109-128

Alimba, C. N. (2018). Security and security measures for schools operating in domains prone to insurgency in Nigeria. *International Journal of Public Administration and Management Research*, 4(*3*):36-48.

Anyaogu, R. O and. Jerry Alagbaoso, K. S (2022): Safety and Security Measures Adopted by Principals in Management of Public Secondary Schools in Imo State, Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS,) 11*(*11*): 2454-2471

Arogundade, B. B. (2022). Job security and staff welfare as correlates of teachers' job Satisfaction in secondary schools in Ekiti State, Nigeria. *International Journal of Educational Foundations and Management*, 16 (*2*):22-26.

Anyakamunelechi, O. E., Chukwuji C. E., Usman, H. and Omeke, F. C. (2023). Principals' Security Management Practices as Determinants of Teachers' Job Performance in Public Secondary Schools in South-East, Nigeria. *Cuestiones de Fisioterapia*. 52(*3*):376-389

Cunha, M. N. and Magano, J. (2019). Principals' management strategy. *Journal of Education and Human Development*. 8(*3*):126 - 132.

Enweozor, C. H. (2021). Relationship between principals' human resource management practices and teachers' job satisfaction in secondary schools in Anambra State, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, 2(*2*):137-150

Etuk, G. K., Etudor-Eyo, E. and Etor, C. R. (2012). *Fundamentals of Educational Management.* Uyo: IMK-Prints Limited

Federal Republic of Nigeria (FRN) (2013). National Policy on Education (4th ed.). Lagos. NERDC Press.

Gamlath, G. R. M. and Kaluarachchi, I. P. (2018). Factors affecting job satisfaction: A study of export manufacturing organizations of biyagama free tradezone in Sri Lanka. Proceedings of the Peradeniya Univ. International Research Sessions, Sri Lanka, 18, 54.Retrieved on 05/08/14 from http://www.pdn.ac.lk/ipurse/proceeding_book/EM/54.pdf

Guinot, J., Monfort, A. and Chiva, R. (2022). How to increase job satisfaction: the role of participative decisions and feeling trusted. Employee Relations, 43(*6*):1397–1413. https://doi.org/10.1108/ER-10-2020-0462.

Hamilton-Ekeke, J. T. (2017). An investigation of safety precautions in primary school environment in Bayelsa State, Nigeria. *Journal of Education and Practice*, 8(*32*):41-45.

Hussey, I., Alsalti, T., Bosco, F., Elson, M. and Arslan, R (2025). An Aberrant Abundance of Cronbach's Alpha Values at .70. *Advances in Methods and Practices in Psychlogical Science*. 8(1):1-18

Karisa, L. M. and Kikechi, R. (2021). Safety Training and Equipment in Students' preparedness for emergencies in public boarding schools. *Journal of Research Innovation and Implications in Education*, 5(*4*):352 – 366.

Lester, P. E. (1987). Development and factor analysis of the teacher job satisfaction questionnaire. *Educational and Psychological Measurement,* (47):223-233. https://doi.org/10.1177/0013164487471031

Lukumon, A. S., Abraham, O. A., and Haftamu, M. G., (2018). Effect of School Safety on

Students' Academic Performance Case Study: Public Secondary School Students in Lagos State, Nigeria. *Iconic Research and Engineering Journals*. 2(*5*):146-155.

Memon, M. A., Salleh, R., Mirza, M. Z., Cheah, J. H., Ting, H., Ahmad, M. S., and Tariq, A. (2021). Satisfaction matters: the relationships between HRM practices, work engagement and turnover intention. *International Journal of Manpower,* 42(*1*):21–50. https://doi.org/10.1108/IJM-04-2018-0127

Mubita, K. (2021). Understanding school safety and security: Conceptualization and definitions. *Journal of Lexicography and Terminology*, 5(*1*):76-86.

Naylor, J. (2019). *Management*. Harlow: Prentice Hall.

Nwaorgu, E. H., Akpotu, N. E. and Anho J. E. (2025). Towards Safer Learning Environments: An Assessment of SecurityMeasures for Staff and Students in Public Secondary Schools in Enugu State, Nigeria. *International Journal of Research Publication and Reviews.* 6(*5*):18250-18256. https://doi.org/10.55248/gengpi.6.0525.2018

Nwosu, P. O., Zinga, A. S. and Ande, W. J. (2024). Principals' Personnel Management Practices and Secondary School Teacher Job Satisfaction in Jalingo Education Zone, Taraba State, Nigeria. *International Journal of Innovative Education Research.* 12(*4*):233-244. doi: https://doi.org/10.5281/zenodo.14262500

Obasi, K. K. and Madu, O. M. (2016). School facilities maintenance for safety in public secondary schools in Imo State, Nigeria. *African Journal of Educational Research and Development (AJERD)*, 8(*1*):145-153.

Obiekwe, K. K. and Uwaezuoke, M. I. (2023). Security Measures adopted by Principals in the Management of Safety in Secondary Schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies (AJEMATES*). 8(*2*):157-166

Ogbuabor, C. O. and Ozoagu, G. C. (2018). Physical Access Control: A Mechanism for Managing Secondary Education Towards Achieving National Cohesion and Global Competitiveness in Enugu Education Zone. *Nigerian Journal of Educational Administration and planning (NJEAP).*18(*2*):331-340

Olokede, B. A., Monyei, F. E. and Ukpere, W. I. (2024). Impact of Personnel Safety Training on Employee Involvement and Participation in Workplace Safety Management. *Migration Letters.* 21(*14*):459-476

Sataloff, R. T. and Vontela, S. (2021). Response Rate in Survey Research. *Journal of Voice*, (35):683-684. https://doi.org/10.1016/j.jvoice.2020.12.043

Skaalvik, E. M. and Skaalvik, S. (2018). Job demands and job resources as predictors of teacher motivation and well-being. Social Psychology of Education: *An International Journal.* 21(*5*):1251–1275. https://doi.org/10.1007/s11218-018-9464-8

Ubakanma, N. N., Onyeike, V. C. and Osaat, D. S. (2025). Institutional Security Management Practices and Quality Public Senior Secondary Schools in Rivers State, Nigeria. *International Journal of Innovative Education Research*. 13(*1*):68-77. https://doi.org/10.5281/zenodo.14757677

Ukpong, N. (2020). Public Private Secondary School Teachers' Job Satisfaction-Imperative for Secondary Education Management in Akwa Ibom State, Nigeria. *International Journal of Educational Administration Planning and Research.* 8(*2*):46-53

Vincent, E. A. (2025). *Principals' Security Management and Marketability of Private Secondary Schools in Akwa Ibom State*. Unpublished Seminar in the Department of Curriculum Studies, Educational Management and Planning, Faculty of Education, University of

Uyo, Uyo

Williams, B. and Corbin, D. (2017). School Perimeter Security: The First Line of Defense. Available at: https://campuslifesecurity.com/articles/2017/07/01/school-perimeter-security-thefirst-line-of-defense.aspx