

## Self-Actualization Needs a Panacea for Enhancing Teachers' Commitment in Accomplishing Secondary Education Goals

<sup>1</sup>Ndidiamaka J. Okeke-James, <sup>2</sup>Helen N. Chike, <sup>3</sup>Ngozi A. Agu, <sup>4</sup>Nkechi C. Ezebube,  
<sup>5</sup>Anulika V. Etele and <sup>6</sup>Innocent C. Igbokwe

<sup>1,2,3,6</sup>Department of Educational Management and Policy, Faculty of Education,  
Nnamdi Azikiwe University, Awka.

<sup>5</sup>Department of Guidance and Counselling, Faculty of Education,  
Nnamdi Azikiwe University, Awka

<sup>4</sup>Department of Educational Foundations, Faculty of Education,  
Chukwuemeka Odimegwu Ojukwu University, Igbariam Campus

Corresponding author: Name: Innocent Chiawa Igbokwe, PhD. E-mail: [innjo2@gmail.com](mailto:innjo2@gmail.com)  
[innjo2@gmail.com](mailto:innjo2@gmail.com)

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### Abstract

*The study investigated safety needs for achieving secondary education goals in Awka-South Local Government Area of Anambra State. One research question and one hypothesis guided the study. Descriptive survey design was adopted. 6 principals and 60 teachers were sampled from 19 principals and 516 teachers in 19 public secondary schools in Awka South Local Government Area of Anambra. Simple random sampling technique was employed to obtain 10% of the respondents. The instrument for data collection was a questionnaire. The validation of the instrument was done by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach Alpha was used to determine the reliability of the instrument. This yielded reliability co-efficient of .97. Data obtained were analyzed using mean, standard deviation and t-test statistic. Findings revealed various safety practices that will aid in achieving secondary education goals in Awka-South Local Government Area. Based on the findings, the study recommends that the government should provide the appropriate security facilities to the schools to enable them get prepared in case of any emergency.*

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**Keywords:** *Self-actualization, Teachers' Commitment, Safety and School safety*

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### Introduction

Commitment is an important phenomenon that drives any educational success. Education in secondary school according to Federal Republic of Nigeria, in National Policy on Education (FRN, 2013) aimed at preparing individuals for useful living within the society and higher education. Similarly, Iloh, Diabuah, Onajite and Ezugoh (2020) noted that secondary education is targeted at changing people's attitude and inculcating the rightful competence that will prepare students towards higher education for national development. Thus, to effectively achieve the secondary education goals as identified above implies two ideas: having committed teachers and ensuring school safety.

Firstly, actualizing educational goal require not ordinary teachers but teachers who are committed to their job. Teacher' job commitment is the feeling of loyalty and emotional attachment to accomplishing educational goal (Odoh, 2020). Admittedly, Lawrence and Deepa (2015) identified three dimensions of teacher job commitment to include: commitment to the learners, commitment to the teaching profession and commitment to achieve excellence. This is to say that a teacher is regarded as being committed when he primarily targets at achieving national secondary education goals. In other words, commitment is the act of a teacher undertaking the expected job performance in the school with zeal, devotion and dedication such as: effectively teaching the students, showing fort good working behaviour, disciplining misbehaved students and more importantly ensuring that safety is maintained in the school

Secondly, ensuring school safety is paramount in the bid to spur teachers' commitment to accomplishing the educational goals in the school. This is to say that, in order to effectively direct attention of teachers towards accomplishing the educational goals can only be attained when safety in school is ensured. The educational organization is an important sector where safety should be uplifted maximally. Ensuring school safety imply freedom from risk, protection of lives and properties of the school members and the school, reduction of intra and inter school conflict while upholding order and discipline in the school. Safety is the condition of being protected from harm or other non-desirable outcomes (Mubita, 2021). According to Sani (2019) school safety is the measures that are put in place in the construction of school facilities so as to protect staff and students from sustaining unnecessary injuries as they interact with school facilities. A safe school environment is a school that is free from violence and fear with respect to disciplinary procedures (Hernandez, Floden& Bosworth in Udali, 2020). Mgadla (2014) stated that safety of the school environment require ensuring that the school's physical spaces provide usable, well-maintained and safe facilities, which most importantly, prevent injuries and provide safety and security as well as limit the occurrence of unbecoming behaviours that negatively impact the psychosocial school spaces. Bosah, Bosah and Ejesi (2019) posited that safety of school environment entails prevention of injuries or other health hazard through considerably secured facilities and equipment and through well planned and intelligent device.

The school principal is in charge of ensuring that violence, intimidation, humiliation, harassment, fear, injury or accidents do not occur in the secondary school. No wonder, Udali (2020) maintained that school principals as school managers are charged with overseeing the implementation of safety procedures. This is an indication that school principals are responsible for the outcomes of any of the threats that attack the schools.

In educational organization, there are numerous significances of school safety. It helps to promote effective teaching and learning exercise, this invariably aid in accomplishing both national and school educational goals. No wonder, Manga (2019) stated that no effective teaching and learning can take place in a state of insecurity. In other words, ensuring learners' security is a positive way to encourage learners' assimilation.

It is also important to note that, right values and norms of the society can be effectively inculcated to students only in a safe school environment. In other words, a safe school is simply a right place for transmitting excellent behaviour and good attitude to students. Buttressing more, Mayer, Nickerson and Jimerson (2021) maintained that school safety is necessary for children to learn and experience a positive developmental trajectory in school.

Furthermore, school safety helps in protecting lives and properties of school members; this by extension helps to maintain peace and tranquility in the school. Moreover, school safety helps to promote effective communication and healthy interpersonal relation. Similarly, Mubita,

(2021) noted that school safety encourages in-school interaction without fear or threats. This is to say that in a safe school, learners and staff are free to interact and go on with their teaching and learning activities without fear of the unknown.

Despite the above and other importance of school safety, it is saddening to note that in some secondary schools in Awka-South Local Government Area of Anambra State, that there is increasing tension among students as a result of insecurity. This is because, interaction with some students revealed that most of them are faced with various security challenges such as: bullying, peer victimization, cult activities, use of dangerous weapons, drug use, stealing, and sexual harassment tendencies among others. Similarly, Udali (2020) observed that schools have become unsafe grounds for both students and teachers alike and sometimes their properties contrary to the expectations.

It is more disheartening that also teachers find themselves in the situations of fear as a result of insecurity in schools. Some teachers confirmed that they have been threatened for scolding, reporting and disciplining of misbehaved students. This indicates the vulnerability of both learners and staff at schools. Moreover, the general insecurity in the state seems to be dawdling the educational activities as a result of incessant closure of schools for days in a week especially Mondays. There is no doubt that these would hinder teachers' commitment to discharging their disciplinary duties, and by extension a hindrance to achieving secondary education goals. Similarly, Ronoh (2018) stated that the life-threatening incidences in schools have serious implications that may endanger the supportive environment for students and learning in general. In view of these, therefore the researchers found this study cogent in this time of general insecurity in Anambra State, hence the need to identify the school safety needs for achieving the secondary education goals effectively

### **Statement of Problem**

School is expected to be safe and the teachers are expected to be committed in maintaining school safety by discharging various duties especially disciplinary roles. The cases of insecurity which have triggered a sense of fear among students, parents, leaders and the school community not exempted. This brings about the need to look for safety needs practices that can be adopted by principals for promoting security in public secondary schools, such that will aid to enhance teachers' commitment in Secondary Schools in Awka-South Local Government Area of Anambra State

### **Purpose of the Study**

The main purpose of the study was to identify the safety needs for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State.

### **Research Question**

This research question guided the study:

What are the safety needs that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State?

### **Hypotheses**

There is no significant difference in the mean rating of principals and teachers on the safety needs that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State.

## Method

The descriptive survey design was adopted for the study. The study was conducted in Awka-South Local Government Area of Anambra State. The population for the study comprised 535 respondents, made up of 19 principals and 516 teachers in the 19 public secondary schools in Awka-South Local Government of Anambra state. The sample for this study is 65 respondents comprising 5 school principals and 60 teachers drawn using simple random sampling technique.

Researchers'-developed instrument titled "Safety Practices for Achieving Secondary Education Goal Questionnaire (SPATSEGQ)" was used for data collection. The instrument contained a total of 10 items structured on four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts who are lecturers in Faculty of Education, Nnamdi Azikiwe University, Awka. The experts' suggestions were used to produce the final version of the instrument.

The reliability of the instrument was ascertained by administering the instrument to 17 teachers in secondary schools in Enugu State. The data obtained were subjected to test for internal consistency using Cronbach alpha. The co-efficient of the instrument was 0.97. The researchers together with six research assistants who are secondary school teachers in the area of the study administered copies of the questionnaire directly to the respondents. A total of 66 copies of the questionnaire were administered out of which 62 (93%) were successfully retrieved and used for the analyses. Mean and standard deviation were used for answering research question. The decision on the research questions, mean scores that fall between: 4.00-3.50, 3.49-2.50, 2.49-1.50 and 1.49-below were taken to indicate SA, A, D and SD respectively. The null hypothesis was tested using t-test. For decision on the null hypothesis if t-calculated is equal to or greater than t-critical at 0.05 level of significance and given degree of freedom, the null hypothesis is rejected, but if otherwise, is not rejected.

## Results

**Research Question:** What are the safety needs that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State.

**Table 1:** Mean ratings and Standard Deviation Scores of respondents on the safety needs that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State.

S/N	ITEMS	Principals (N=6)			Teachers (N=56)		
		Mean	SD	Decision	Mean	SD	Decision
1	Ensures security of lives and personal properties e.g. cars	3.33	1.21	Agreed	3.04	.97	Agreed
2	Employ well trained security men to ensure security of lives and school properties	3.33	.82	Agreed	2.96	.95	Agreed
3	Advices on dangers of poor job performance to avoid denial of teachers' fringe	3.33	.82	Agreed	2.96	.89	Agreed

	benefits						
4	Encourage teacher to put on right attitude to work for their job security	3.67	.52	Agreed	3.55	.63	Agreed
5	Provide security gadgets in the school (e.g. fire extinguisher) for fire matters	3.00	1.10	Agreed	2.96	.93	Agreed
6	Maintains healthy school environment	3.50	.84	Agreed	3.09	.67	Agreed
7	Ensuring that School fixtures and equipment are promptly serviced to ensure teachers efficiency	3.50	.84	Agreed	2.80	.86	Agreed
8	Ensure that no staff is involved in any form of intimation in the school.	3.33	.82	Agreed	2.91	.94	Agreed
9	Ensuring that medical services are provided for teachers needing them	2.50	.84	Agreed	2.09	1.07	Disagree
10	Checkmate teachers' workload to ensure that no teachers is over stressed with school activities	3.17	.75	Agreed	2.23	1.14	Disagree
	<b>Mean of Means</b>	<b>3.27</b>	<b>0.86</b>	<b>Agreed</b>	<b>2.86</b>	<b>0.99</b>	<b>Agreed</b>

The results of data analysis presented on Table 1 revealed the means of means scores of both principals and teachers fell within the range of 3.49-2.50 and indicated agreement of principals and teachers on the compliance with the identified safety needs for achieving secondary education goals.

The pooled standard deviation scores for principals and teachers which stand 0.86 and 0.99 respectively indicate convergence of their responses implying that their responses are homogenous.

**Hypothesis:** There is no significant difference in the mean rating of principals and teachers on the safety needs that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State.

**Table 2:** The t-test of Significant Difference in the mean rating of principals and teachers on the safety needs that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State.

Respondents	N	Mean	Std.	t-cal	t-crit	df	$\alpha$	Remark
Principal	6	3.27	0.86	1.86	2.00	60	0.05	Not significant
Teachers	56	2.86	0.99					

Data presented on Table 2 revealed the t- calculated value of 1.86 is less than t-critical 2.00 at 0.05 level of significance and 60 degree of freedom. Thus, the null hypothesis is not rejected. Therefore, there is no significant difference between in the mean ratings of principals and teachers on the safety needs that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State.

### **Discussion of Findings**

The finding of the study showed that both principals and teachers agreed that all the items outlined are safety need that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra Stat. The safety needs include: ensuring security of lives and personal properties, employing well trained security men to ensure security of lives and school properties, providing Security gadgets in the school (e.g. fire extinguisher) for fire matters, maintaining healthy school environment, ensuring that school fixtures and equipment are promptly serviced to ensure teachers efficiency and ensuring that Medical services are provided for teachers needing them. This is line with the assertion of Bosah, Bosah and Ejesi (2019) who posited that safety of school environment entails prevention of injuries or other health hazard through considerably secured facilities and equipment and through well planned and intelligent device. This also supported by Udali (2020) who maintained that school principals as school managers are charged with overseeing the implementation of safety procedures and thus are responsible for the outcomes of any of the threats that attack the schools. The finding is also in tandem with Mgadla (2014) who stated that safety of the school environment require ensuring that the school's physical spaces provide usable, well-maintained and safe facilities, which will help to prevent injuries and provide safety and security as well as limit the occurrence of unbecoming behaviours that negatively impact the psychosocial school spaces.

It was also reported that there is no significant difference in the mean rating of principals and teachers on the safety needs that can be adopted for enhancing teachers' commitment in accomplishing secondary education goals in Awka-South Local Government Area of Anambra State. The similarity in principals and teachers mean ratings could be as a result of the fact that both are charged with the responsibility of ensuring that safety in the school environment is maintained.

### **Conclusion**

Based on the findings of this study, it was concluded that complying to the identified safety needs are vital in the bid to achieve secondary education goal. This is because the principal and teachers share similar perception that the identified safety needs will help to ensure security of education stakeholders such that will aid in achieving the secondary education goals.

### **Recommendations**

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

1. The ministries of education should work together to organize security seminars and trainings for the principals, teachers, students and the security officers in the school. This will help these education stakeholders to be equipped with the needed security knowledge.

2. The government should provide the appropriate security facilities to the schools to enable them get prepared in case of any emergency.
3. Principal should adopt safety practices in order spur school members towards achieving educational goals.

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