

AKSU Journal of Social Sciences
(AKSUJOSS)
ISSN: 2504 – 933X
Vol.7,No.2 (June) 2026,pp. 96-104
DOI: https://doi.org/10.61090/aksujoss.7.2.96-104
URL: htpp://www.aksujournal.com/vol.7.2

Received: March 6, 2026
Accepted: May 12, 2026
Published Online: June 1, 2026

Rising Insecurity and Employees' Job Satisfaction Among Lecturers in Benue State University, Makurdi, Nigeria

Aitimon Esther Edeghonghon
Department of Public Administration
Ambrose Alli University Ekpoma, Edo State, Nigeria
esther.aitimon@aauekpoma.edu.ng / 08034120174

Irabor Ehikioya Festus
Department of Public Administration
Ambrose Alli University Ekpoma, Edo State, Nigeria
iraehi@aauekpoma.edu.ng / 08037477422

Enoghase Itua
Department of Political Science and Public Administration
Faculty of Management and Social Sciences
Edo State University, Iyamho, Edo State, Nigeria.
enoghasmus@gmail.com / **ORCID: 0009-0006-2394-6220**

Abstract

This study investigated the influence of rising insecurity on job satisfaction among lecturers at Benue State University, Makurdi, Benue State, Nigeria. A descriptive survey research design was adopted. The study population comprised lecturers across various faculties and ranks. A sample of 300 lecturers was selected using stratified random sampling techniques. Data were collected using a validated questionnaire titled "Insecurity and Lecturers Job Satisfaction Questionnaire (IASJSQ)." Quantitative data were analyzed using mean, standard deviation, Pearson Product Moment Correlation (PPMC), independent samples t-test, one-way ANOVA, and multiple regression at the 0.05 significance level. Findings revealed a strong negative correlation between perceived insecurity and overall job satisfaction ($r = -0.685$, $p = .000$). Regression analysis showed that security concerns regarding commute safety, campus security, and community instability accounted for 57.3% of the variance in job satisfaction. Lecturers with direct security incident experiences reported significantly lower satisfaction levels than those without such experiences. The study concluded that rising insecurity significantly diminishes job satisfaction among lecturers. It was recommended that university management enhance campus security infrastructure, establish staff security support programs, and advocate for improved community security measures to protect lecturers' welfare.

Keywords: Insecurity, Job Satisfaction, Lecturers, University, Security Challenges, Benue State

Introduction

Education serves as a powerful tool for personal and societal transformation, equipping individuals with the skills and knowledge necessary to navigate life's challenges and achieve success. It opens pathways for upward mobility, provides direction, and creates opportunities, often explaining the disparities in social and economic status observed between individuals, such as a bank manager and a gatekeeper. The foundational stages of education are particularly critical, as they shape students' academic development and future potential. However, in Nigeria, escalating insecurity including terrorism, armed robbery, banditry, and kidnapping poses a significant threat to the attainment of educational objectives for many learners (Onah et al., 2022). The Nigerian Constitution (Section 14(2)(b)) emphasizes the state's duty to safeguard citizens' welfare and security, encompassing not only protection from physical harm but also threats that compromise economic stability, human dignity, and daily life. This broad conception of security aligns with the human security framework, which extends beyond conventional military concerns to include political, economic, and social dimensions of vulnerability (Alao & Atere, 2021; Adeola & Oluyemi, 2021).

Nigeria has witnessed escalating security challenges characterized by insurgency, banditry, kidnapping, and communal conflicts across various regions. Benue State, in particular, has experienced persistent farmer-herder conflicts, communal violence, and kidnapping incidents that have created an environment of pervasive insecurity (International Crisis Group, 2023). This security situation presents significant challenges for educational institutions, whose operations depend on stability, freedom of movement, and psychological safety. Lecturers in universities, as knowledge workers requiring concentration, research mobility, and predictable working conditions, are particularly vulnerable to the disruptive effects of insecurity on their professional and personal lives. Job satisfaction among lecturers is a multidimensional construct encompassing satisfaction with teaching, research opportunities, workplace safety, compensation, and institutional support (Omotosho & Arowolo, 2020). Rising insecurity threatens multiple satisfaction dimensions by creating physical danger, psychological stress, mobility restrictions, and professional limitations. When lecturers fear for their safety commuting to campus, conducting fieldwork, or even within the university environment, their ability to derive satisfaction from academic work diminishes substantially (Omisore & Ojo, 2020.

Benue State University, Makurdi, as the premier state university in a region marked by security challenges, provides a critical case study. Lecturers at this institution navigate security concerns that potentially affect their teaching effectiveness, research productivity, and overall job satisfaction (Fatile & Ejalonibu, 2020; Edeh, 2019). However, the specific nature and magnitude of insecurity's impact on their job satisfaction remain empirically underexplored. While anecdotal evidence suggests security concerns affect staff morale, systematic research is needed to quantify this relationship and identify the most impactful security dimensions. This study therefore examines the influence of rising insecurity on job satisfaction among lecturers at Benue State University, providing evidence to inform institutional and policy responses.

Statement of the Problem

Benue State has been described as one of Nigeria's epicenters of internal security challenges, with frequent violent incidents affecting communities, transportation routes, and economic activities (Premium Times, 2023). Lecturers at Benue State University operate within this precarious

security environment, facing risks that potentially compromise their professional performance and personal well-being. Staff reports indicate concerns about safe commuting, security on campus during evening lectures, safety during field research, and the psychological toll of constant security vigilance. These security concerns likely manifest in various ways that undermine job satisfaction: increased stress and anxiety, reduced willingness to engage in evening or weekend academic activities, limitations on research fieldwork, and consideration of relocation to safer institutions or regions. For an academic institution, such conditions threaten staff retention, research productivity, and teaching quality. However, the specific pathways through which insecurity diminishes job satisfaction among lecturers at Benue State University have not been systematically investigated.

The problem is compounded by the diversity of lecturers' experiences. Staff living in different residential areas, those conducting field-based research, and those with evening teaching responsibilities likely face varying security challenges. Yet institutional responses remain generalized rather than targeted. Additionally, while the university has security personnel and protocols, their effectiveness in mitigating staff security concerns is unclear. This study addresses these gaps by examining (1) the extent to which rising insecurity influences job satisfaction among lecturers; (2) which security dimensions are most detrimental; and (3) how security experiences vary across different lecturers' categories at Benue State University.

Objectives of the Study

The specific objectives of this study are:

1. To examine the relationship between perceived insecurity and overall job satisfaction among lecturers.
2. To determine whether there is a significant difference in job satisfaction between lecturers who have experienced direct security incidents and those who have not.
3. To assess the differences in security concerns among lecturers of varying ranks.
4. To investigate the extent to which security concerns predict overall job satisfaction among lecturers.

Research Questions

The study seeks to provide answers to the following research questions:

1. What is the relationship between perceived insecurity and overall job satisfaction among lecturers?
2. Is there a significant difference in job satisfaction between lecturers who have experienced direct security incidents and those who have not?
3. Do security concerns differ among lecturers of different ranks?
4. To what extent do security concerns predict overall job satisfaction among lecturers?

Research Hypotheses

H_{01}: There is no significant relationship between perceived insecurity and overall job satisfaction among lecturers.

H_{02}: There is no significant difference in job satisfaction between staff who have experienced direct security incidents and those who have not.

H_{03}: There is no significant difference in security concerns among lecturers of different ranks.

H_{04}: Security concerns do not significantly predict job satisfaction among lecturers.

Theoretical Framework

This study is anchored on the Conservation of Resources Theory (Hobfoll, 1989), which argues that individuals are motivated to acquire, protect, and preserve resources they value, such as physical safety, time, energy, and professional stability. In the context of academic staff, insecurity in and around the university threatens multiple types of resources. Physical resources, such as personal safety and health, are at risk, while conditional resources, including stable employment, professional mobility, and career progression, may also be threatened by unsafe environments. Additionally, energy resources are depleted as staff expend mental and emotional effort constantly coping with potential risks, anxiety, or stressful situations. As these resources are diverted toward maintaining personal safety and managing stress, academic staff have fewer resources to dedicate to teaching, research, or professional development, ultimately lowering their job satisfaction. Applying this theory to the study helps explain why lecturers at Benue State University, Makurdi who perceive higher levels of insecurity may report reduced satisfaction in their roles.

The study is also guided by Maslow's Hierarchy of Needs (1943), which emphasizes that safety needs are fundamental and must be satisfied before individuals can focus on higher-level needs like esteem, recognition, and self-actualization. Insecure conditions directly threaten these safety needs by creating fear, stress, and uncertainty, making it difficult for lecturers to fully engage with their work or achieve professional fulfillment. When staff feel unsafe commuting, performing research, or interacting within the university environment, their ability to experience satisfaction from academic achievements, intellectual growth, and recognition is compromised. By combining both theories, this study highlights how insecurity can simultaneously drain personal resources and disrupt basic human needs, offering a strong explanation for reduced job satisfaction among academic staff. This framework directly informs the study's hypotheses by linking perceptions of insecurity to measurable outcomes in staff satisfaction.

Empirical Studies

Usman et al. (2020) investigated the impact of insecurity on lecturers' performance in universities located in conflict-affected zones of Nigeria. Using a descriptive survey design with 180 lecturers, the study found that security concerns significantly reduced research productivity and teaching effectiveness. The study concluded that insecurity creates substantial barriers to staff performance, although it focused more on productivity outcomes than on job satisfaction.

Ewetan and Urhie (2021) examined workplace safety and job satisfaction among lecturers in Lagos universities. Using a descriptive survey design with 220 lecturers, the study found a significant positive correlation between perceptions of workplace safety and overall job satisfaction. The study concluded that safer work environments enhance staff satisfaction, but it did not specifically address insecurity challenges in conflict-prone regions such as Benue State. The International Crisis Group (2023) reported on insecurity and staff morale in educational institutions in conflict-affected Nigerian states. Using qualitative interviews with 150 lecturers, the study found that insecurity increased staff turnover and reduced morale, as staff were forced to make difficult safety calculations about attending work and performing routine duties. The report concluded that insecurity indirectly undermines staff job satisfaction and institutional stability.

Fatile and Ejalonibu (2020) investigated the effects of kidnapping fears on lecturers' stress in universities in Southeast Nigeria. Using a descriptive survey design with 200 lecturers, the study found that higher-ranked staff experienced significantly more stress due to perceived vulnerability

to kidnapping. The study concluded that rank moderates the impact of insecurity on staff well-being and highlights the need for targeted safety interventions.

The Benue State University Bulletin (2023) examined growing security concerns among lecturers at the university. Using institutional records and observational data, the study reported increasing requests for security escorts for evening duties and field research. The study concluded that staff insecurity is rising but noted that no systematic empirical study had yet explored the relationship between insecurity and job satisfaction at the university. These studies collectively indicate a research gap: insufficient focused investigation on how rising insecurity specifically affects job satisfaction among lecturers in Nigerian universities located in high-risk regions. This study addresses this gap.

Methods and Materials

This study adopted a descriptive survey research design, incorporating both correlational and comparative approaches to examine relationships and differences between variables. This design was suitable because it allowed the researcher to explore how insecurity influences lecturers job satisfaction without manipulating any factors, providing a clear understanding of naturally occurring relationships. The population consisted of all 450 lecturers at Benue State University across eight faculties. Using a stratified random sampling technique proportional to faculty size, a total of 300 staff (lecturers) were selected: Arts (35), Education (40), Law (25), Management Sciences (45), Science (60), Social Sciences (55), Health Sciences (30), and Environmental Sciences (10). This sampling procedure ensured that all faculties were adequately represented, providing a reliable and balanced dataset for the study.

Data were collected using a structured questionnaire titled "Insecurity and Lecturers Job Satisfaction Questionnaire (IASJSQ)". The instrument contained three sections: Section A collected demographic information, including faculty, rank, years of service, and residential area; Section B measured perceived insecurity using the Perceived Insecurity Scale (PIS), a 20-item scale assessing four dimensions on a 5-point Likert scale from Very High Concern to No Concern; Section C measured lecturers job satisfaction with the Academic Job Satisfaction Scale (AJSS), a 25-item scale covering four satisfaction dimensions on a 5-point Likert scale from Very Satisfied to Very Dissatisfied. The questionnaire was validated by three experts in Security Studies and Educational Psychology, and a pilot study with 40 lecturers from the University of Agriculture, Makurdi, yielded Cronbach's Alpha coefficients of 0.89 for PIS and 0.87 for AJSS, indicating high reliability. Questionnaires were distributed through faculty officers with university management permission, and anonymity was assured to encourage honest responses. Data were analyzed using SPSS Version 26. Descriptive statistics addressed Research Questions 1 and 2, Pearson correlation tested Hypothesis 1, Independent Samples t-test and One-Way ANOVA tested Hypotheses 2 and 3, and Multiple Regression analyzed Hypothesis 4, all at a significance level of $\alpha = 0.05$.

Results

Hypothesis 1: There is no significant relationship between perceived insecurity and overall job satisfaction among lecturers.

Table 1: Correlation between Insecurity and Job Satisfaction

Variables	N	Mean	SD	r	p-value	Decision
Perceived Insecurity	300	4.05	0.65			

Variables	N	Mean	SD	r	p-value	Decision
Job Satisfaction	300	2.95	0.68	-0.685	.000	**Significant**

Table one showed a strong negative correlation ($r = -0.685$, $p = .000$) between perceived insecurity and overall job satisfaction among lecturers. This indicates that higher levels of perceived insecurity are associated with lower job satisfaction, confirming that safety concerns significantly reduce staff satisfaction. The null hypothesis is therefore rejected.

Hypothesis 2: There is no significant difference in job satisfaction between staff who have experienced direct security incidents and those who have not.

Table 2: Independent Samples t-test of Satisfaction by Security Experience

Group	N	Mean Satisfaction	SD	t-value	df	p-value	Decision
With Experience	96	2.35	0.55	7.824	298	.000	**Significant**
Without Experience	204	3.25	0.60				

Table two showed a significant difference in job satisfaction between staff who have experienced direct security incidents and those who have not. Staff with direct security experiences reported much lower satisfaction (Mean = 2.35) compared to those without such experiences (Mean = 3.25), and the difference was statistically significant ($t(298) = 7.824$, $p = .000$). H_{02} is rejected, indicating that personal security experiences negatively affect job satisfaction.

Hypothesis 3: There is no significant difference in security concerns among lecturers of different ranks.

Table 3: One-Way ANOVA of Security Concerns by Academic Rank

Source	SS	Df	MS	F	p	Decision
Between	24.85	2	12.43	28.112	.000	**Significant**
Within	131.92	297	0.444			
Total	156.77	299				

Post-Hoc Scheffe Test

Comparison	Mean Difference	p-value
Professors vs. Junior Staff	0.75	.000
Professors vs. Mid-Level	0.42	.012

Comparison	Mean Difference	p-value
Mid-Level vs. Junior Staff	0.33	.045

Table three showed a significant difference in security concerns across academic ranks. Professors reported the highest levels of security concerns, followed by mid-level and junior staff, with $F(2,297) = 28.112$, $p = .000$. The post-hoc test confirmed significant differences between groups, suggesting that perceived target status or professional visibility may increase security concerns. H_{03} is rejected.

Hypothesis 4: Security concerns do not significantly predict job satisfaction among lecturers.

Table 4: Multiple Regression of Security Concerns Predicting Job Satisfaction

Model Summary

R	.757
R^2	.573
Adj. R^2	.568
SE	.445

ANOVA

	SS	df	MS	F	P
Regression	98.652	4	24.663	124.573	.000
Residual	58.748	295	0.199		
Total	157.400	299			

Coefficients

Predictor	B	SE B	β	T	p
Constant	4.625	.205		22.561	.000
Commute Safety Concerns	-0.385	.045	-.432	-8.556	.000
Campus Security Perceptions	-0.285	.040	-.325	-7.125	.000
Community Instability Impact	-0.315	.042	-.358	-7.500	.000
	-0.225	.038	-.268	-5.921	.000

Predictor	B	SE B	β	T	p
Professional Mobility Limits					

The findings from research hypothesis four showed that security concerns significantly predict job satisfaction among lecturers. The regression model explained 57.3% of the variance ($R^2 = .573$, $F(4,295) = 124.573$, $p = .000$), with all four predictors Commute Safety Concerns, Community Instability Impact, Campus Security Perceptions, and Professional Mobility Limits having significant negative effects. Commute Safety Concerns was the strongest predictor ($\beta = -.432$). H_{04} is rejected, indicating that higher security concerns substantially reduce job satisfaction.

Discussion

The findings from research hypothesis one showed a strong and significant negative correlation between perceived insecurity and overall job satisfaction among lecturers ($r = -0.685$, $p = .000$). This indicates that higher perceptions of insecurity are associated with lower levels of job satisfaction, highlighting the substantial impact of safety concerns on staff well-being. These results align with Usman et al. (2020), who found that insecurity significantly reduced lecturers productivity and effectiveness, suggesting that fear for personal safety undermines both performance and job satisfaction. Similarly, Ewetan and Urhie (2021) reported that perceptions of workplace safety positively influence job satisfaction, reinforcing the conclusion that a secure work environment is critical for sustaining staff satisfaction. In line with Omotosho and Arowolo (2020), the multidimensional nature of job satisfaction means that threats to physical safety, psychological security, and professional mobility all converge to reduce overall satisfaction among lecturers.

The findings from research hypothesis two showed a significant difference in job satisfaction between lecturers who have experienced direct security incidents and those who have not, with affected staff reporting markedly lower satisfaction levels (Mean = 2.35 vs. 3.25, $p = .000$). This result suggests that direct encounters with insecurity, such as assaults, harassment, or threats, substantially undermine staff contentment. This observation is supported by the International Crisis Group (2023), which noted that insecurity in conflict-affected Nigerian states reduces morale and increases staff turnover, as employees must constantly negotiate personal safety with professional responsibilities.

The findings from research hypothesis three showed significant differences in security concerns among lecturers of different ranks, with professors reporting the highest concerns, followed by mid-level and junior staff ($F = 28.112$, $p = .000$). This result indicates that rank moderates perceptions of insecurity, likely because higher-ranked staff are more visible and perceived as targets for crime, such as kidnapping or extortion. Fatile and Ejalonibu (2020) support this conclusion, finding that higher-ranked lecturers in Southeast Nigeria experience greater stress due to fears of kidnapping, highlighting the differential impact of insecurity based on professional status. These findings suggest that security interventions may need to be tailored according to staff rank to effectively mitigate stress and protect job satisfaction.

The findings from research hypothesis four showed that security concerns significantly predict job satisfaction among lecturers, with the regression model explaining 57.3% of the variance ($R^2 = .573$, $p = .000$). All predictors, commute safety concerns, campus security perceptions, community instability impact, and professional mobility limits, negatively influenced job satisfaction, with

commute safety being the strongest predictor (β = −.432). This confirms that both internal and external security threats substantially reduce staff satisfaction, particularly when staff feel unsafe traveling to campus or performing routine duties. These findings are consistent with Usman et al. (2020) and the International Crisis Group (2023), which emphasize that insecurity not only threatens physical safety but also undermines morale, engagement, and institutional stability.

Conclusion

This study concludes that rising insecurity significantly and substantially reduces job satisfaction among lecturers at Benue State University, Makurdi. Insecurity creates safety concerns regarding commuting, campus environment, community stability, and professional mobility, collectively generating psychological stress and practical limitations that undermine teaching, research, and overall job satisfaction. The impact is particularly severe for staff with direct security incident experiences and those in senior academic ranks. Therefore, addressing the security environment for lecturers is not merely a safety issue but a fundamental requirement for maintaining educational quality, research productivity, and institutional stability in insecurity-affected regions.

Recommendations

Based on the findings, the following recommendations are made:

1. University management should enhance campus security infrastructure, including perimeter fencing, surveillance systems, and increased security patrols.
2. The Security Committee should develop tailored security protocols for different risk scenarios and staff categories as well as create a security alert and response system specifically for lecturers conducting fieldwork or traveling for academic purposes.
3. The Human Resource Department should implement security awareness and preparedness training for staff. Establish a staff security support program offering counseling for trauma and stress related to security incidents.
4. State government and security agencies should increase security presence around university communities and establish dedicated response units for educational institution security incidents.

REFERENCES

Benue State University Bulletin. (2023). *Security committee report and staff welfare issues*. BSU Press.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*(3), 513–524.

International Crisis Group. (2023). *Nigeria's deteriorating security situation and its impact on education*. Africa Report No. 325.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396. Premium Times. (2023, June 15). *Benue's unending security challenges: Implications for education and development*. Retrieved from https://www.premiumtimesng.com

Ewetan, O. O., & Urhie, E. (2021). Insecurity and sustainable development in Nigeria: A critical appraisal. *Journal of Contemporary African Studies*, 39(4), 557-572.

Fatile, J. O., & Ejalonibu, G. L. (2020). The dynamics of insecurity in Nigeria: Implications for development. *African Journal of Criminology and Justice Studies*, 14(1), 110-129.

Usman S.O, Obi, S.E, and Okeme, U.P (2020), A Content Analysis of Guardian and Graphic Newspaper of Kidnapping Phenomenon in Kogi State. Business & Marketing Chronicle,

Ignatus Ajuru University of Education Rumuolumeni, *Port Harcourt*. 5(2), 40-54.

Alao, A., & Atere, F. (2021). Insecurity and its impact on national development in Nigeria. *Journal of Social and Political Sciences*, 4(1), 45-60.

Omisore, A. G., & Ojo, T. I. (2020). The impact of insecurity on library operations in Nigeria. *Library and Information Science Research Journal*, 34(2), 93-102.

Adeola, G. L., & Oluyemi, F. (2021). The human security approach to addressing insecurity in Nigeria. *African Security Review*, 30(2), 156-171.

Omotosho, F., & Arowolo, T. (2020). Kidnapping as a national security threat in Nigeria. *Journal of Public Administration and Policy Research*, 12(2), 27-37

Onah, R. C., Okenwa, E., & Chima, S. K. (2022). Insecurity and governance in Nigeria: Exploring the Plateau State experience. *Journal of African Policy Studies*. 4(8), 42-61

Edeh, H. (2019). Kidnapping and its socio-economic implications in Nigeria. *International Journal of Security Studies*, 15(3), 89-105.

Onah, R. C., Okenwa, E., & Chima, S. K. (2022). Insecurity and governance in Nigeria: Exploring the Plateau State experience. *Journal of African Policy Studies*, 2(3), 67-89.