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Effect of Security Measures on Self Confidence of Teachers and Students at University Level

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ABSTRACT:

In the current context where security threats have increased, there is a growing need for proactive approaches to ensure safety and cultivate a confidence-inspiring, threat-free learning environment. Particularly educational institutions must develop and equip themselves to adequately detect security concerns. The objective of this study was to look into how security measures affected university instructors and students' self-confidence. The implementation of security measures has profound effects on self-confidence and learning outcomes within a safe and secure atmosphere. The security precautions were the study's independent variable, while teachers and pupils' self-confidence was its dependent variable. The sample consisted of 48 teachers and 192 students, selected equally from three districts. The reliability coefficient for the teachers' questionnaire was 0.953, and for the students' questionnaire, it was 0.949. The study employed a simple random sampling procedure. The effect of security measures was measured using ten factors, including security standard operating procedures (SOPs), security accessories, skills, management, training, responses, evaluation, motivation, outcomes, and implementation. Comparative analysis revealed that security measures had an equal impact on the confidence of respondents, regardless of their geographical areas. This research also found a positive effect of security measures on teachers' motivation and performance, which in turn had a direct impact on student learning. As a recommendation, universities should make efforts to implement security measures to enhance the motivation, performance, and confidence of both teachers and students.

Security Measures, Motivation, Confidence, Safety, Performance Satisfaction, Housekeeping, SOP's.

Introduction

The effect of security measures on teachers and students' self-confidence in learning environments has drawn attention from research. The reviewed studies consistently demonstrated a positive relationship between security measures and self-confidence. The review of the literature offers strong proof of the beneficial effects of security measures on students' self-confidence in learning environments. One's sense of control, perceived safety, trust in the organization, and a decrease in fear and anxiety were found to be important components of increased self-confidence (Shubayr, 2024). The aforementioned results underscore the significance of instituting all-encompassing security protocols in educational establishments to foster a climate that fosters self-assurance and general welfare for faculty, staff, and students (Ahmadi, 2024). It is advised that more research be done to examine the long-term impacts of security measures on self-confidence and the consequences this has for both academic achievement and personal growth (Ahmed et al., 2024). When teachers and students perceive their environment as safe and secure due to the presence of security measures, it positively influences their self-confidence (Pandi, Albert, Thapa, & Krishnaprasanna, 2024). People feel more protected and are able to concentrate on their work and educational tasks when they are aware that safety precautions are in place to guard against possible risks like violence or unauthorized persons. This sense of safety contributes to increased self-confidence (Tugcu & Menegaki, 2024).

Security measures that empower teachers and students with the knowledge and skills to handle potential threats or emergencies can significantly impact their self-confidence (Yu, 2024). Training programs on emergency response, self-defense, and crisis management provide individuals with the tools to feel more in control and prepared in challenging situations (Haas, 2024). This empowerment translates into increased self-confidence, as individuals feel capable of protecting themselves and others. Teachers and students are more trusting when schools and other educational institutions have strong security measures in place. People's confidence is positively impacted when they believe that the organization is dedicated to their safety and well-being. (Ogura, Fujita, & Matsumoto, 2024). Because of the friendly environment this trust fosters, both teachers and students feel appreciated and supported which boosts their self-confidence and improves the educational process as a whole. Effective security measures, such as surveillance systems, access control protocols, and visible security personnel, can reduce anxiety related to potential threats or incidents. By creating a secure and protected environment, these measures alleviate fears and anxieties, allowing teachers and students to feel more confident and at ease in their educational surroundings (Ogura *et al.*, 2024). Reduced anxiety contributes to increased self-confidence, as individuals can focus on their tasks and interactions without unnecessary worry. Security measures that promote a sense of community and connectedness among teachers and students can have a positive impact on self-confidence (Lincke, 2024). When individuals feel that they are part of a supportive and cohesive community, it enhances their overall well-being and self-confidence. Security measures that encourage collaboration, communication, and a shared responsibility for safety can foster this sense of community, contributing to increased self-confidence (Rasheed & Louca, 2024).

It is important to note that the specific impact of security measures on self-confidence may vary depending on factors such as the effectiveness of the measures, the perceived level of threat, and individual differences (Rani & Srivastava, 2024). However, overall, the presence and implementation of security measures in educational settings have the potential to enhance the self-confidence of both teachers and students by creating a safe and supportive environment (Allahham & Ahmad, 2024). The effect of security measures on self-confidence can be both positive and negative, depending on the context and individual experiences (Du, Götz, Chen, & Rentfrow, 2023). On one hand, security measures can provide a sense of safety and protection, which can positively impact self-confidence (Otoom et al., 2024). When individuals feel secure in their environment, they are more likely to feel confident in exploring new opportunities, expressing themselves, and taking risks (Schmuck, Stevic, Matthes, & Karsay, 2023). For example, in a physical sense, security measures such as surveillance cameras, access control systems, and well-lit areas can create a safe environment that instills confidence in individuals (Lee, Zeng, & Luo, 2024). Knowing that their personal safety is being prioritized can boost their self-assurance and allow them to navigate their surroundings with a greater sense of ease (Weixun Li, Chung Man Leung, & Yue, 2023).

(Cuyvers *et al.*, 2023), Similarly, in the digital realm, security measures such as strong encryption, multi-factor authentication, and robust privacy controls can help individuals feel more confident in sharing personal information and engaging in online activities (Weixun Li *et al.*, 2023). The knowledge that their data is being protected can enhance their self-assurance in using digital platforms and conducting transactions online. However, it's important to consider

the potential negative effects of security measures on self-confidence (Habbal, Ali, & Abuzaraida, 2024). Excessive or intrusive security measures, such as constant surveillance or strict control measures, can create a sense of unease, restriction, and loss of personal autonomy (Ifinedo, 2023). In such cases, individuals may feel their privacy is invaded or that their freedoms are limited, leading to a decrease in self-confidence (Hylland *et al*., 2024). Moreover, if security measures are disproportionately targeted towards specific individuals or groups based on profiling or discrimination, it can result in feelings of marginalization, mistrust, and reduced self-esteem (Reinsberg, Shaw, & Bujnoch, 2024).

Ensuring the safety and security of teachers and students in educational settings is of paramount importance. Apart from physical safety, security measures can also have a significant impact on the self-confidence of both teachers and students. This literature review aims to explore the existing research on the effect of security measures on the self-confidence of teachers and students in schools and educational institutions. Self-confidence plays a crucial role in an individual's overall well-being, including their academic performance, personal development, and sense of security. In educational settings, the implementation of security measures is essential for creating a safe and secure environment. This literature review aims to explore the existing research on the effect of security measures on self-confidence among individuals, particularly in schools and educational institutions.

Objectives

1. To explore the value and necessity of security at the university level.
2. To investigate the impact of security measures on university instructors' and students' self-confidence.
3. To assess the influence of security measures on university level.

Research Questions

1. What is security important and necessary at the university level?
2. Which university-level security measures affect teachers and students' self-confidence?
3. What is the influence of security measures on education at the university level?

Hypotheses

1. Security measures have a strong and direct effect on teachers' motivation.
2. Security measures are favorably correlated with teacher motivation and performance.
3. Security measures are intimately related to student learning

Delimitations

The study was limited to the:

1. Female Public Secondary Schools.
2. Variables of:
    a. Teaching Methods
    b. Co-Curricular Activities

Method

Population of Research

1. 10244 students in male of university level at Division Bahawalpur
2. 1455 teachers in male of university level at Division Bahawalpur

Sampling and Sample

The cluster random sampling technique was implemented for the study. The populations was divided into three clusters and from each cluster three university were selected as a sample 48 Teachers of university level at Division Bahawalpur 192 Students of university level at Division Bahawalpur. Thus, the total sample of population was 240.

1. 48 Teachers of university level at Division Bahawalpur
2. 192 Students of university level at Division Bahawalpur.

Instruments of Research

As study tools, teachers' and students' questionnaires, observation forms, and interview guidelines were used.

Data Collection

After the execution of the instruments, the researcher individually managed the collected data in the field. Additionally, the researcher examined the university sample and collaborated with colleagues to combine the data. The analysis's main goal was to determine how security measures affected both students' and teachers' performance.

Results and Findings

Table 1

Provision of Accessories and Written Security SOPs by Teachers

Statement	SDA[c]		DA[d]		UD[e]		A[f]		SA[g]		MEAN	
	F[a]	%[b]	f	%	F	%	f	%	f	%		
Written security SOP's	11	5	3	1	28	7	138	47	76	40	0.953	4.16
Understood the security SOPs	4	3	8	2	40	9	120	43	84	43	0.921	4.20
Implements security SOP's	7	3	12	3	35	9	112	41	90	44	0.875	4.216
Display security SOPs	2	3	10	3	17	3	34	42	95	49	0.860	4.33
Assigns Work assignment against SOPs	14	5	22	6	42	10	98	38	80	41	1.080	4.04
Arrange Licensed weapon	18	8	37	14	30	13	74	27	93	38	1.328	3.72
Arrange Functional weapon	9	6	32	11	38	9	109	39	68	35	1.185	3.86
Arrange functional CCTV cameras installed in university	12	5	24	10	16	3	97	34	107	48	1.137	4.12

Note. [a]*Frequency;* [b]*Percentage;* [c]*Strongly Disagree;*[d] *Disagree,* [e]*Undecided;* [f]*Agree;* [g]*Strongly Agree;* [h]*Standard deviation.*

Findings regarding statement one indicate that 87% of respondents agreed that teachers have written security SOPs, while 6% disagreed and 7% were undecided. This suggests that a majority of teachers (87%) have indeed implemented written security SOPs. The mean value of 4.16 and a standard deviation of 0.953 support this finding. Regarding statement two, the findings reveal that 86% of respondents agreed that teachers understood security SOPs, while 5% disagreed, and 9% were undecided. This suggests that a majority of teachers (86%) have a clear understanding of security SOPs. The mean value of 4.20 and a standard deviation of 0.921 support this finding. Findings related to statement three indicate that 85% of respondents agreed that teachers implement security SOPs, while 6% disagreed, and 9% were undecided. This suggests that a majority of teachers (85%) effectively implement security SOPs. The mean value of 4.216 and a standard deviation of 0.875 support this finding. Regarding statement four, the findings indicate that 91% of respondents agreed that teachers display security SOPs, while 6% disagreed, and 3% were undecided. This suggests that a majority of teachers (91%) prominently display security SOPs. The mean value of 4.33 and a standard deviation of 0.860 support this finding. Findings related to statement five reveal that 79% of respondents agreed that teachers assign work assignments based on SOPs, while 11% disagreed, and 10% were undecided. This suggests that a majority of teachers (79%) consistently assign work assignments aligned with SOPs. The mean value of 4.04 and a standard deviation of 1.080 support this finding. Regarding statement six, the findings

indicate that 65% of respondents agreed that teachers arrange licensed weapons in school, while 22% disagreed, and 13% were undecided. This suggests that a majority of teachers (65%) do arrange licensed weapons in school. The mean value of 3.72 and a standard deviation of 1.328 support this finding. Findings related to statement seven reveal that 74% of respondents agreed that teachers arrange functional weapons in school, while 17% disagreed, and 9% were undecided. This suggests that a majority of teachers (74%) do arrange functional weapons in school. The mean value of 3.86 and a standard deviation of 1.185 support this finding. Regarding statement eight, the findings indicate that 82% of respondents agreed that teachers arrange functional CCTV cameras in school, while 15% disagreed, and 3% were undecided. This suggests that a majority of teachers (82%) do arrange functional CCTV cameras. The mean value of 4.12 and a standard deviation of 1.137 support this finding. In summary, the analysis of the data supports the findings that a significant majority of teachers have implemented security SOPs, understand them, and effectively implement them. Additionally, a majority of teachers display security SOPs, assign work based on SOPs, and arrange licensed weapons, functional weapons, and functional CCTV cameras in school. The analysis of data indicates that 87% of respondents agree that teachers have written Security SOPs, with 6% disagreeing and 7% remaining undecided. This suggests that a majority of teachers, 87%, have indeed written security SOPs. The standard deviation (SD) of 0.953 and mean value of 4.16 support this finding. Similarly, 86% of respondents agree that teachers understand security SOPs, with 5% disagreeing and 9% undecided. This indicates that a majority of teachers, 86%, have a good understanding of security SOPs. The SD of 0.921 and mean value of 4.20 provide further support for this result. In terms of implementing security SOPs, 85% of respondents agree, while 6% disagree and 9% remain undecided. This shows that most teachers, 85%, are implementing security SOPs. The SD of 0.875 and mean value of 4.216 strengthen this finding. When it comes to displaying security SOPs, 91% of respondents agree, with 6% disagreeing and 3% undecided. This indicates that a significant majority of teachers, 91%, are displaying security SOPs. The SD of 0.860 and mean value of 4.33 support this result. Regarding work assignment against SOPs, 79% of respondents agree, while 11% disagree and 10% are undecided. This suggests that most teachers, 79%, assign work assignments in accordance with SOPs. The SD of 1.080 and mean value of 4.04 lend support to this finding. In terms of arranging licensed weapons, 65% of respondents agree, while 21% disagree and 13% are undecided. This indicates that a majority of teachers, 65%, arrange licensed weapons in school. The SD of 1.328 and mean value of 3.72 support this result. When it comes to arranging functional weapons, 74% of respondents agree, with 18% disagreeing and 9% undecided. This suggests that most teachers, 74%, arrange functional weapons in school. The SD of 1.185 and mean value of 3.86 provide support for this finding. Finally, in arranging functional CCTV cameras, 82% of respondents agree, while 15% disagree and 3% are undecided. This indicates that a significant majority of teachers, 82%, arrange functional CCTV cameras. The SD of 1.137 and mean value of 4.12 support this result.

Conclusion

Traditionally, teaching often focused on transmitting knowledge. Critical thinking emphasizes student engagement Considering the results and recommendations of the research, it was suggested that the study's first theme, security SOPs, found that most respondents agreed that teachers have written security SOPs, while a small percentage disagreed and a smaller percentage was unsure. Overall, most teachers have written security SOPs. Additionally, the majority of respondents agreed that teachers understood security SOPs, while a few disagreed and some were undecided. This indicates that most teachers have a good understanding of security SOPs. Furthermore, the majority of respondents agreed that teachers implement security SOPs, while a few disagreed and some were undecided. Security SOPs are considered a proactive approach and contribute to awareness. Collectively, most teachers implement security SOPs. Regarding the display of security SOPs, the majority of respondents agreed that teachers display them, while a few disagreed and some were undecided. Overall, most teachers display security SOPs. Similarly, the majority of respondents agreed that teachers assign work assignments against SOPs, while some disagreed and a few were undecided. Collectively, most teachers assign work assignments according to SOPs. In terms of arranging licensed weapons, the majority of respondents agreed that teachers do so, while some disagreed and a few were undecided. Most teachers set up authorized weapons in classrooms. Furthermore, it was determined that while some respondents disagreed and a small percentage were unsure, the majority of respondents agreed with the notion that teachers arrange functional weaponry. The majority of university instructors organize functional weapons collectively. Similarly, the majority of respondents agreed that teachers arrange functional CCTV cameras, while some disagreed and a few were undecided. Most teachers arrange functional CCTV cameras. Overall, the study found that the majority of respondents agreed with the various statements related to security SOPs, indicating that teachers generally engage in practices such as writing, understanding, implementing, displaying, and arranging security

measures in accordance with SOPs.

Recommendations

All staff members should be well informed about the SOPs and assigned specific responsibilities to effectively implement a comprehensive security system. Security guards in secondary schools should be provided with licensed and functional weapons to ensure the safety and security of students and teachers. It is imperative that secondary schools possess dependable operational weaponry to guarantee a secure and safe atmosphere for students as well as teachers. It is advised that security bunkers be built in secondary schools to improve teacher and student safety. The secondary school should have a dedicated control room to maintain a safe and secure environment for students and teachers. To keep instructors and students safe and secure, it is critical that secondary schools regularly practice emergency response drills.

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Declaration of Interest: The authors declare that there is no clash of interests.

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