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Institutional Security Management for Goal Attainment of Tartary Education In Nigeria: A Case Study of Cross River State.

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Abstract

This study sought to examine the relationship between institutional security management and goal attainment of tertiary education in Nigeria: A case study of Cross River State, Nigeria. To achieve the purpose of the study, two research questions were raised and two null hypotheses formulated to direct the investigation. Literature reviewed was both empirical and theoretical. The ex-post facto research design was adopted for the study. A sample of one hundred and seventy (170) heads of departments was drawn from the four tertiary institutions using stratified random sampling technique. A questionnaire titled; Institutional Security Management and Goal Attainment of Tertiary Education Questionnaire (ISMGATEQ) was the instrument used for data collection. The instrument was validated by research experts in Test, Measurement and Evaluation using face and content validation. The reliability of the instrument was achieved using the trial test with Cronbach Alpha coefficient of 0.88. The statistical tool employed for data analysis was the Pearson Product Moment Correlation Coefficient at 0.05 level of significance with 158 degree of freedom. The result of the analysis revealed that there exists a significant

	relationship between institutional security management, students' security management, facilities' security management and goal attainment of tertiary education. It was recommended among others that; school administrators and their supporting staff should be properly managed by the institutional security to ensure effective teaching and learning for the accomplishment of tertiary institutional goals.

Introduction

Institutional security plays a crucial role in ensuring the goal attainment of tertiary education in Nigeria. It encompasses various aspects such as physical security, academic integrity, financial stability and conducive learning environment. Unfortunately, these elements are often severely lacking, posing a significant safety risk to students, staff and management within the learning and teaching space. The management administrative function is to plan, organize, control and coordinate school activities to ensure that students and staff are protected in the school system. In every society, the importance of education to economic development is very paramount, and has led many nations to commit their limited resources to the advancement of educational institutions at different levels. In Nigeria, the prevailing belief is that tertiary educational institutions have the responsibility to educate individuals about the importance of security and development. Furthermore, it has been observed by Agabi (2020), that the government holds the legal duty of establishing security framework and strategies to enhance the security network on campuses. On this note, the management of efficient security operations is a way forward in providing a peaceful learning environment that will lead to the achievement of the basic goals of teaching, research and community service.

Maintaining a desired level of security in educational institutions is a significant challenge faced by school administrators due to various security glitches such as cultism, fighting, vandalism and other correlates. The effectiveness of security preparation largely relies on recruitment of intelligent, courageous, loyal, patriotic, well-trained and educated security personnel. Thus, itis the responsibility of school security personnel to ensure the attainment of institutional goals by upholding the required level of security. For example, the Federal Republic of Nigeria (FRN, 2013) stated in the *National Policy on Education* that the goals of tertiary education shall be to;

Contribute to national development through high level manpower training;

i. Develop and inculcate proper values for the survival of individual society;
ii. Develop the intellectual capability of individuals to understand and appreciate their local and external environment;
iii. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
iv. Promote and encourage scholarship and community service;

v. Forge and cement national unity and;
vi. Promote national and international understanding

In the face of poor institutional security management, the aforementioned goals cannot be adequately accomplished because insecurity is a threat to effective teaching and learning. This paper therefore, discusses institutional security management as it relates to students' security and facility security and how they can be protected for the goal attainment.

Statement of the problem

The tertiary institutions within cross river state have faced significant challenges in achieving their educational goals and ensuring the overall security and well-being of students, staff and facilities. These challenges arise from a lack of security collaboration, insufficient fundingand inadequate number of security personnel.More so; the situation is further compounded by insufficient understanding and implementation of basic security operational tips by school security personnel.Forinstance, ascorroborated byAyuk(2020), what has been the bane of insecurity in government sectors, includingtertiary educational institutions in Nigeria, is the paucityof the tools to work with vis-a-vis the encumbrances faced in communication to respond timely to security emergency which has led to delays in reporting andacting promptly to arrest and threats to safety of lives and property in the school environments.

Additionally, the lack of essential infrastructure, such as physical security measures, financial stability, academic integrity and poorly maintained facilities, has resulted in security breaches within the Nigerian school system, particularly affecting many tertiary institutions in Cross River State. The achievement of educational goals, overall security and wellbeing of students, staff and facilities in Cross River State's tertiary institutions cannot be achieved, if security is compromised due to lack of security tips synergy, poor funding and lack of intelligence sharing between and among security agencies and units.

Although the school authorities have made certain efforts, such as implementing campus police, vigilante groups and students' security network groups to address institutional insecurity and combat security threats on campuses, yet the prevalence of insecurity continue to escalate. Given this context, the purpose of this study is to investigate the relationship between institutional security management and the attainment of goals in tertiary institutions within cross river state, with a view to shed light on the factors contributing to institutional insecurity and propose potential solutions to enhance security and improve the overall educational environment in these institutions..

Literature review

In a study conducted by Gbesoevi, Ola and Simeon (2022), aimed to explore the significance of security and effective management planning in schools; the findings revealed that safety and security planning play a vital role in promoting effective school management and to achieving its objectives. Equally found out, is when students feel secured and safe, they are more likely to be committed and dedicated to their studies. Similarly, Nwakpa (2015) investigated the

impact of insecurity in Nigeria and discovered that it severely hampers school operations and goal attainment. The study further revealed that students cannot study effectively in hazardous and dangerous environment. Building on these findings, Agbongiasade and Olalube (2022) affirmed in their study on the evaluation of insecurity and safety management in public secondary schools that without a safe and secure school environment, effective teaching and learning becomes unrealistic, and the vulnerability of the students' increases.Supporting the above assertion, Nwobodo and Udebunu (2020) opined that insecurity negatively affectsstudents' academic performance Ttheyunequivocally acknowledged that systemic security failure can lead to, and be responsible for further insecurity within the school system.

According to Lukamon, Abraham and Hafla (2020) majority of public schools lack sufficient safety facilities and equipment to respond promptly to attacks, particularly in schools where security measures and disciplinary principles are not enforced by management. For instance, George (2017) expressed concern about disruptive behaviours and repudiated the negative impact of cultism on student learning in Nigerian Universities. They propose a collaborative effort among parents, teachers, government, religious leaders and school administrators, emphasizing the importance of proper upbringing, moral training, effective counseling, discipline and the provision of security gadgets and monitoring strategies to combat the infiltration of cultism and other vices within the educational system. In the same vein, Onete (2020) conducted a study on the relationship between cultism, insecurity and academic performance of students in Cross River State. The findings revealed that cultism induced insecurity which significantly clogs students' academic performance and recommended that, school management should implement adequate safeguards to minimize the occurrence of cultism and, any students found guilty should be punished within the bounds of the law as a deterrent to others. Additionally Ikechukwu and Obilor (2020), asserts that students' involvement in examination malpractice is primarily due to the failure of the security components within management. They argued that this weakens the quality of educational products, lowers educational standards and becomes a hindrance to achieving educational goals.

Furthermore, cultism activities and examination malpractice among students in tertiary institutions serves as clear indication of deviant behavior and insecurity. Luke and Agabi (2019) emphasized the significance of addressing these issues in order to achieve the goals and objectives of educational institutions which in his estimation, it is the responsibility of educational administrators to establish a secure and hazard-free environment that promotes effective learning and teaching. For him various hazards, such as health risks, chemical dangers in school laboratories, thermal hazards and windstorm disasters, can pose threats not only to the well-being of students but also to the staff, making them susceptible to harm. Therefore, safeguarding the security and wellbeing of individuals within the school system must be the top priority for educational managers and other stakeholders. Management of security facilities involves various aspects such as; school building, instructional facilities, ICT facilities, school

libraries, school laboratories, school hostels etc. In a study conducted by Manga (2020) on the management of school security operations and their effectiveness in tertiary institution, Nigeria, it was discovered that implementing basic security operations and ensuring quality planning of security measures within the school system contribute to the safety of school facilities and wellbeing of personnel and students. Therefore, achieving school credibility relies on the implementation of scientifically planned school security operations, which is geared toward safeguarding the school environment, physical assets and individuals, ultimately enhances the functionality of tertiary institutions. In the views of Meenyinkor, Johnson and Chux-Nyeche (2018) on managing Nigerian tertiary educational institutions for national security, most tertiary institutions in Nigeria lack security planning strategies, possess inadequate security personnel and security preventive scheme, hence, renders school facilities and students opento attacks.

In their submissions,Ede, Nke and Udoette (2021) maintained that effective school security, service delivery and sustainable development of education in Nigeria is incessant tales of terror attacks, abduction of innocent students, stealing, vandalization of school facilities and equipment which posed security threat to Nigeria school system. For them, the government seemed to have reneged on their statutory mandate and the national security core interest of safeguarding her citizens; and therefore school administration have to show commitment to school security to ensure the safety of staff/students and school facilities, because the security of our educational institutions has a nexus with the ultimate priority in the nation's security strategic plans. In another development,Nnorom, Ezenqagu and Nwankwo (2020) declares that security management practices in the 21st century for improved university administration should incline to ridding-off violence, such as cultism, robbery, fighting, abduction and other sundry acts that constitute security threat to both students and school facilities. Nwobodo and Udebunu (2020) studied appraisal of security and safety management in public secondary schools of Enugu state, Nigeria, and discovered that there are inadequate security apparatus and strategies in the school system which fall-out includes; rape, stealing, examination malpractice and other disruptive behavior. They further affirmed that devices for improving security in public schools are not available, the emergencies response plan for managing safety threats in schools are not sufficient, and most school managers lack security management skills and practices- and therefore recommend that, is expedient security education be arranged for all staff so as to be abreast in the teaching and learning environment safety tips. Ede, et al (2021) reiterated that the school management has the responsibility of coordinating all the resources through the process of planning, organizing, directing and controlling in order to attain institutional goals-because School security is the precautionary measure taken to safeguard an environment from an impending danger or injury or threat. Finally Olujuwon (2022), submitted that the management of school facilities through proper security planning enhances the academic achievement of students, hence the availability, maintenance, utilization and safety of school facilities must be taken seriously by school administrators at all levels of education.

Physical security

In Nigeria, just like any other country of the world, physical security forms part of institutional management security plan(s) in the overall scheme of safety of lives and property. The implication here therefore is, for any meaningful gain or goal to be achieved, protection of physical asserts and personnel must be utmost (Nwankwo, 2018); this according to Oduwole and Akintoye (2020) will engender effective security management necessary to initiate risks, threats and prevent unauthorized access and maintain a secure environment for institutions to function efficiently. Generally the concept of security is indispensable and necessary for proper functioning of institutional management in its bits to achieve the educational goals so stated.

All organizations and institutions as captured by Michael (2012) must provide a design and process of deciding how the organization should be structured and function in such a way that, safety is not compromised, that is when, in serious terms, goals are attained. Educational institutions in Nigeria are both owned by government and private concerns and established to provide and render services, build-capacity, instruct and transfer knowledge and skills – and for this to be made possible, Malemi (2022) submits, it must ensure and provide adequate security to manage assets and regulate activities. Institutional security management practice in Nigeria according to Adeyemi, Ojo and Adegbemi (2020) focuses on physical security which include measures like physical barriers (Fences, gates, electronic access control systems like biometric scanners, keycards and surveillance, cameras), which among other functions restrict entry to or of unauthorized persons from gaining access to sensitive areas of a facility. To achieve this, Adagunodo (2018) avers that, employed security staff and students should be well trained on safety related matters so as to maintain a secure environment. Specifically security personnel should be trained on special skills to handle emergency situations, monitor surveillance system, conduct security updates on emergency threats and enforce security protocols effectively.

Furthermore Nwankwo (2018) adduced, for effective institutional security management, there shall be a robust incident response and crisis management plans to handle security glitches-i.e., plan outline procedures for reporting threats, coordinating with law enforcement agencies, communicating with stakeholders in restoring normal operations. Fennelly (2017) stressed the importance of physical security and agreed that, it should be integrated into the overall security strategy of an institution so as to ensure a comprehensive and cohesive approach to security management. Corroborating the above claims, O'connor and Pattinson (2018) observed that, physical security measures are implemented to safeguard assets, including buildings, equipment and information as well as personnel within an institution. By protecting these resources, institutions can maximize the risks of disruption, damage, theft and harm, thereby facilitating goal attainment. Equally elucidated by them, implementing visible security measures, institutions can also reduce the likelihood of security threat, thereby minimizing risks and create a perception of enhance security that support goal attainment (Ramsay and

Lewis, 2019). Finally, regulatory compliance is an anecdote to observing security and safety protocol, because adhering to specific physical security standards and regulations serves as a buffer to risk which ultimately accelerate teaching and learning. Summarily, security is a state of being protected from threats, risks, or harm. It involves measures, practices and systems implemented to safeguard individuals, organizations from threats, including physical, financial, cyber and personal safety risks.

Academic Integrity

According to International Centre for Academic Integrity (ICAI, 2016) academic integrity is a commitment to six fundamental values of honesty, trust, fairness, respect, responsibility and courage, which are core values pursued by all institutions globally. It seeks to professionalize pedagogical processes while refining students and staff in the best character within the teaching-environment. According to Princewill (2016), academic integrity upgrade the quality of scholarly endeavours, foster originality and makes for good reputation of the study, profession and institution – which is a lifelong value that transcends the academic environment into the wider society to be a way of life and invariably, sternly opposed to corruption and other criminal vices.

Academic integrity and institutional management are important aspects of maintaining a reputable educational institution, presents ethical standard and principles that govern scholarly activities. It involves honest and responsible conduct in all aspects of Academia (teaching, learning, research and assessment). Reeds and Sacco (2017) maintained that academic institutions typically have policies and procedures in place to promote academic integrity – which include guidelines on Plagiarism, cheating, fabrication or falsification of data, unauthorized collaboration and other forms of academic dishonesty. By adhering to these standards, staff, students and researchers maintain integrity of their work and contribute to overall quality of education. Observing further, Kauko, Siivonen and Kivisto-Rahnasto (2019) proclaimed that, academic integrity which is a component of institutional security to attain educational goal, mustinvolve strategies, policies and practices implemented to safeguard the institution significantly against academic debasement. On the other hand, there exists academic dishonesty which is appalling and condemnable vice that degrades the quality of scholarly endeavuors, fosters plagiarism and mars the reputation of the student progression and institution. It connotes also a tendency involving students and staff receiving unnecessary and unauthorized assistance in an academic exercise or receiving credit for work that is not theirs (William, 1993; Princewill, 2016); which the institution must guide against to maintain a rectitude for excellent.

Financial stability and institutional security management

Financial stability and institutional security management are pivotal aspects of an organization's operations that play significant purpose in achieving its goal. According to Ayuk (2020) financial stability is the bedrock of maintaining and sustaining all security operations be it personal, organizational or institutional. Acknowledging its importance,

Johnson et al (2020) define financial stability as the ability of an organization, establishment and institution to maintain a solid financial position over a long period of term-and it involves managing financial resource, minimizing risks and optimizing financial performance via careful planning, effective financial management strategies and productive decision making.
In the same line of thought Smith (2018; Brown, 2019; Anderson, (2021) confirmed that, maintaining a solid financial position and implementing robust security measures, institution can enhance their resilience and protect their resources. Equally, financial stability enables the institution to contribute its fair share to joint initiatives and leverage the strength of various partners to achieve common goals effectively. This is done by collaborative efforts regarding sharing of resources and expertise, resulting in improved collective security for such organization/institution to accomplish their goals. Financial stability enables tertiary security institutions to invest in research and development efforts, by so doing, further help in identifying emerging threats, develop innovative security solutions and stay ahead of evolving risk (Fink and Gregory 2014; Luukkonen and Hamalainen, 2016). Furthermore, when an institution responsible for security management, such as government agency or private security firm, is financially stable, it can effectively allocate resources, invest in training and technology and maintain a high level of operational readiness, which in turn, enhances the ability to fulfill its objectives and ensure the safety and security of individuals, organization and the overall society (Bosso, 2021).

Cooperates responsibility and institutional security management and goal attainment

Cooperate responsibility in institutional security management refers to the ethical and accountable practices implemented by organization to ensure the safety and protection of the asserts of stakeholders and the broader community. This responsibility encapsulates the formulation of effective security measures, strategies and alignment of security goals with overall objectives of the institution. By prioritizing security and adopting responsible practices, organizations can safeguard their operations, reputation and contribute to the achievement of long term success. According to Sitting and Singh (2019) to fulfil cooperate responsibility in institutional management, organizations must establish a secure environment that safeguard their asserts and employees by implementing various security serviceable security measures and protocols. It's a wide range of actions aimed at ensuring the wellbeing of stakeholders while also contributing to the sustainable development of society vis-a-vis the overall goal attainment framework that allows organizations to create a sustained and secured academic environment that promotes long term success and stakeholder's satisfaction (Johnson,2018). For an institution to succeed in meeting its goal, the need for collaboration with some firms and organizations within their business jurisdictions should contribute to the social course like development of education, art, culture, sport etc., by providing enabling security utilities and sponsoring of different programs in their environment, while holding the belief that, those gestures will add as it were, value to humanity as relates to socially responsible corporate performance.

Corporate social responsibility as refers, is the overriding catalyst for institutional and organizational growth stability and security of staff wellbeing of such entity. It is a commitment from or, by a company, to operate in tandem with the ethical imperatives that are sustainable, taking into cognizance the impact its action(s) exudes on various stakeholders like employee/staff, students, communities etc. According to Back strand (2019), corporate responsibility has tremendous impact on institutional security management and goal attainments, because it integrates responsible operational practices into their organizations that would improve and fortify security measures, mitigate risks and foster a safer working environment. Similarly, Trevino and Nelson (2016) submits that cooperate responsibility security approaches are predicated on sustained planning strategies, to support positive endeavours and minimize the impact of disruptive behaviours and maintain progress towards goals attainment. But Sitting, etal (2019) warned advisedly that, while trying to discharge these responsibilities in security management, cognizance must be taken not to flout the existing extant laws or legislations to warrant penalties, reputational damage and potential system disruption.

Theoretical framework

The work adopted Talcott Parsons' taxonomy framework to explain institutional security management for goal attainment of tertiary education in Nigeria. Parson is one of the topmost theorists of the 20th century. He modernizes functionalism by meta-theorizing on what other great proponents of this perspective has postulated. He is regarded as the father of structural functionalism, sometimes refers to as system theory. Talcott Parson developed a theoretical framework known as the AGIL system, which consists of four functional imperatives for the smooth functioning of any social system namely: adaptation, goal attainment, integration and latency. Focusing on goal attainment imperative which is directly relevant to achieving educational goals in Nigeria. Institutional security management refers, according to the theory, are measures and strategies implemented by educational institutions to ensure the attainment of educational goals while maintaining a secure environment for all stakeholders. These institutions include universities, regulatory bodies and government agencies responsible for educational security. According to the theory, to achieve goal attainment in education, institutional security management in Nigeria, emphasizes the adaptation of educational practices to meet the emerging needs of students and society at large (Parson and Neil, 2012). This involves aligning curriculum and teaching methodologies with the demands of the labour market, technological advancements and cultural changes.

By adapting to the educational system, institutions can ensure that students are equipped with the necessary knowledge and skills to succeed in the contemporary world. Additionally, institutional security management focuses on goal attainment through effective governance structures and policies. This requires the development and implementation of policies that promote equal access to education, quality assurance mechanisms and accountability in the education sector (Parson and Neil 2012). By establishing clear guidelines and regulations, institutions can improve the overall efficiency and effectiveness of the educational system.

More so; institutional security management recognizes the importance of integration within the education system.

Integration in this context refers to the coordination and collaboration among teachers, administrators, parents and community members to work towards common educational purpose (Parson, 1951). Effective communication and cooperation among these groups are crucial for ensuring a secure and conducive learning environment that support goal attainment. Finally, institutional security management addresses latency functions, which anchors on the socialization and cultural transmission of values and norms within the educational system. Education plays vital role in shaping the attitudes, beliefs and behavior, i.e. Institutions must foster an inclusive and tolerant environment that promotes positive socialization and cultural diversity to facilitate goal attainment in education. Conclusively institutional security management in Nigeria is tailored by Parson's goal attainment imperatives, which encompasses various aspects of: adapting educational practice to address the evolving needs, implementing effective governance structures and policies, fostering integration among stakeholders and promoting positive ideals and cultural transmission. By so doing, educational institutions can strive toward goal attainment in Nigeria and ensuring a secure learning space for all.

Research Method

The study was conducted in Cross River State which is one of the six (6) states in south-south geo-political zone of Nigeria. It is a coastal area with two government-owned Universities, i.e. some state-owned Federal College of Education, one Federal College of Education and two-government-owned polytechnic respectively. The research design adopted for the study was ex-post facto design. One hundred and seventy (170) heads of department in the four (4) government tertiary institutions made up the population of the study. The breakdown showed that 82 heads of department were drawn randomly from University of Calabar, 39 from University of Cross River State (UNICROSS), 22 from College of Education (COE) Akamkpa and 27 from Federal College of Education (FCE) Obudu. The usage of the Heads of Departments (HODs) is to provide information and security and managerial roles at departmental levels and school environment. Data collection was carried out with the use of researchers-couched questionnaire titled "Institutional Security Management and Goal Attainment of Tertiary Education Questionnaire (ISMGATEQ). The instrument has two sections (A & B). Section A contained demographic data and section B contained 10 items, five measuring each of the two variables used in the study, using a four (4) point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument (ISMGATEQ) was face-validated by two experts of measurement and Evaluation The reliability of the instrument showed correlation coefficient of 0.83 which revealed that the instrument was reliable in measuring the constructs of the study when the data generated from a trial test subjected to Cronbach Alpha reliability test. Out of the one hundred and seventy

questionnaire administered to Heads of Department one hundred and sixty were retrieved and analyzed using Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

Results

Ho:1

There is no significant relationship between management of student security and goal attainment of tertiary education. Pearson Product Moment Correlation was used to test the hypothesis and the results presented in Table 1

Table 1:

Pearson Product Moment Correlation analysis of the relationship between students' security management and goal attainment of tertiary education (N = 160)

Variable	mean	S.D	Cal. R-value	Decision
Students' security management	18.20	4.35		
			0.631	*
Goal attainment	17.23	3.38		

Significant at 0.05 level, df = 158, critical r-value = 0.138

The result of the analysis in Table 1 revealed that the calculated r-value of 0.631 is greater than the critical r-value of 0.138 at 0.05 level of significance with 158 degree of freedom. This implies that there is a significant relationship between management student security and goal attainment of tertiary education. Therefore, the null hypothesis was rejected and the alternate retained

Ho2:

There is no significant relationship between management of facilities security and goal attainment of tertiary education.

Pearson Product Moment Correlation was used to test the hypothesis and the results presented in Table 2

Table 2:

Pearson Product Moment Correlation analysis of the relationship between management of facilities _____ and goal attainment of tertiary education (N = 160)

Value	X	S.D	Cal. R-value	Decision
Facilities security management	17.18	3.91		
			0.571	*
Goal attainment	17.29	3.38		

Significant at 0.05 level, df = 158, critical r-value = 0.138

The result of the analysis in Table 2 revealed that the calculated r-value of 0.571 is higher than the critical r-value of 0.138 at 0.05 level of significance with 158 degree of freedom. This implies that there is a significant relationship between management of facilities security and goal attainment of tertiary education. Therefore, the null hypothesis was rejected and the alternate retained.

Discussion of findings

Results in Table 1 shows that there is a positive significant relationship between management of student security and goal attainment of tertiary education. This finding is in line with Ede etal (2021) postulations that, if school administrators perform their task of managing students' security effectively, it would guarantee safety ditto protection from threat – which conveniently can facilitate institutional goals achievement of the students. Tertiary institution administrators must develop security management strategies like developing relevant skills, organizing security training workshops for teaching/non-teaching staff and students to ensure a safe teaching and learning environment. This agrees with the assertion of Ola and Simeon (2022), that effective security planning and management facilitate effective teaching and learning. The study also found out that, school administrators 'effective involvement inversely confirms Nwakpa (2015) submissions, that insecurity in Nigeria tertiary institutions reduces the quality of educational outputs of students. Also considering the state of Nigeria nation in recent times, educational administrators should be trained on security education and to ensure that the students and staff are secured to accomplish the goals and objectives so designated. In line with the findings of Lukumon, Abraham and Haftamu (2018) that school safety provides a conducive teaching and learning environment which accelerates goal attainment which the study totally validated. Also Nwobodo and Udebunu (2020) conducted an investigation on appraisal of security and safety management in public secondary schools in Enugu State, which revealed that an unsafe school environment cannot be conducive for effective teaching and learning which this study confirmed in its findings that, insecured school space predisposes the staff and student to serious danger, as seen in Borno State – Nigeria, where more than two hundred students were kidnapped. This represents Olujuwon (2020) stance, that school management should provide clear and appropriate measures for managing safety and security of students. This could be achieved through seminars and workshops for school principals and teachers in secondary schools and provision of intervention funds by the government to school management.

Another intriguing observation by the work is the increasing dastardly acts that are committed by criminals who cash-in because of some security lacuna in Nigeria tertiary institution. Validating his position, Okon and Okon (2019) lamented the painful issue that, both undergraduate and postgraduate students indulged in secret cult activities that instigate disruptive behaviour in the schools and advised that, there must be collective responsibility of parents, teachers, religion leaders, school administrators through moral training, effective counseling and provision of security gadgets and monitoring strategies to curb the invasion of

cultism in Nigerian school system. Contributively, Onete (2020) who conducted a study on cultism-associated insecurity and academic achievement of the Nigeria students in Cross River State; statesinter-alia: that cultism induced emotion and insecurity which negatively influence academic performance of students. In another development the study confirmed the assertion of Ikechukwu and Obilor (2020) that, students' involvement in examination malpractice is a consequent of absence of effective monitoring plan which weakens the quality of school products, lowering educational standard and constitute an impediment to goal attainment. The study found out that, to address institutional security lacuna, school administrators must explore every possibility to secure school facilities against invasion as school facilities are essential in the institutional operation for the realization of its objectives. This agrees with the submission of Manga (2020) who opined, basic security operations and quality planning of security operations in the school system aids in the safety of school facilities.

Supporting this view, Meenyinkor, Johnson and Chux-Nyeche (2018) maintained that most tertiary institutions in Nigeria lack security planning strategies, possess inadequate security personnel and gadgets which consequently provides fillip to attacks, kidnapping and theft. Also, from the findings, it was revealed that schools in Nigeria are harbingers of terrorists and cultists recruitment ground, which makes academic grooming herculean. This was accentuated by Ede, Nke and Udoette (2021) assertions who carried out a study on effective school security service delivery and sustainable development of education in Nigeria and submitted that, the incessant tales of terror attacks, abduction of innocent students, and vandalization of school facilities and equipment have become a security threat in school system, and argued further that, school administration have to show commitment to school security and safety of staff/students and school facilities. Therefore, effective security service delivery for school facilities and students devoid of attacks must not be compromised to ensure the accomplishment of tertiary education goals- which also the study found out and aligned with. Finally, the study reckons with the fact that the school management has the responsibility to coordinate all the resources of the organization, in order to attain institutional security goals; this agrees with Olujuwon (2022) who submitted that, the management of school facilities through proper security planning, enhances the academic achievement of students and others.

Conclusion

This study on institutional security management and goal attainment of tertiary education has proven that effective and efficient management of institutional security has the capacity to influence students' goal attainment in our tertiary institutions. When school managers and students are trained and equipped with security management skills, effective teaching and learning can be achieved. Therefore, the school administrators and supporting staff should be assisted by the government by providing security apparatuses to ensure safety and conducive learning space for institutional productivity.

Recommendations

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

- The school management should provide security strategies that will at the first instance, detect and prevent threat of insecurity. This can be achieved by installing circuit Cameras and constantly monitored by experts. Also, tools to tackle insecurity should be provided to security personnel to secure the environment so that learning and teaching can be achieved.
- Security education should be included in the curriculum for all levels of education so as to enable both staff and students navigate through security hiatus.
- The government should organize security workshops for school administrators and support them with security equipment to safeguard the school and its facilities.

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