

Institutional Critical Factors in University Personnel Security

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Abstract

Appropriate security procedures are absolutely essential to the orderly operations of any organization, schools inclusive, without which the institution is unsafe. This study examined the institutional critical factors such as location, climate, facilities and culture as they relate to security of personnel (staff and students) in the University of Lagos, Nigeria. Being a case study, it adopted the descriptive survey research design. The population comprised 2,875 staff and 25,095 students selected from 11 faculties and the College of Medicine of the University, while the sample for the study was a total of 300 staff and 2,500 students of the University. Thus, a total of 2,800 participants were selected using stratified random sampling technique. A self-constructed modified Likert scale type questionnaire was used for data collection. The study revealed that there exists a strong relationship between the identified institutional factors and security of personnel in the University. The study recommends that university curriculum should be reviewed to include compulsory courses in security and crime prevention, provision of adequate modern security facilities and, capacity building for security personnel, and increase in budgetary allocation for security in order to guarantee safety and security of personnel as well as enhanced quality of university output.

1. Introduction

Insecurity issues in the institutions of learning all over the world has led to design of several security measures in order to guarantee adequate protection and safety of lives and properties. The spillover effect of globalization has also increased the rate of crime in the institutions of learning through access to weapons and exposure to several crimes on various media. Insecurity is a menace which institutions all over the world are struggling to eradicate in order to foster peace and tranquillity in all quarters of the

school system. It is believed that insecurity is a major threat to job performance of employees and academic performance of students in the institutions of learning.

Security is the protection of life and property of a person'. It is the degree of protection against danger, damage, loss, and criminal activity. It also refers to a situation in which individuals in an environment live in peace and enjoy the protection of fundamental rights. Security, though a robust term, is used to describe all measures taken to discover, assess and contain threats from hostile intruders. Security also refers to all facilities (human and non-human) provided to ensure safety of lives and properties and guarantee a peaceful atmosphere for citizens to pursue their legitimate activities without fear, threats or hindrances in a given country (State Security Service – SSS, as cited in Phenson, Ojie, Esin & Atai [25]).

Security, which implies the absence of fear, may also be conceived as protection from danger, violence, fear, and want that impair, or capable of impairing the full development and existential wellbeing of citizens. Until recently, security was conceived in both academic literature and government policies in narrow and state-centric terms as the protection of a nation from foreign aggression and internal insurrection. As a result, the armed forces, police and intelligence agencies were seen as the primary tools for preserving national sovereignty against foreign aggression and defending domestic regime and government. The political, economic and social systems of a country create the conditions for security and insecurity. Security is a first-order or necessary precondition for the development of human beings and society. Therefore, security is the most basic need of human beings and societies, according

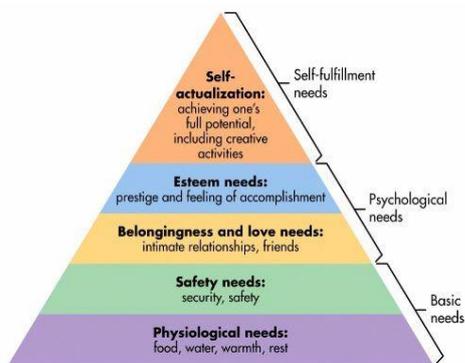


Figure 1. Maslow's Hierarchy of Needs

to Maslow's hierarchy of needs. Recognizing the significance of security as the precondition for the survival of the Nigerian people and nation, the Constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that "the security and welfare of the people shall be the primary purpose of government". A responsible government concentrates on the provision of security services for the citizens (protection of human rights from physical threats and violence) because every other activity depends on the presence of this essential service [4].

Institutional security is regarded as deliberate activities to satisfy the need to ensure the absence of danger and wary and to prevent unacceptable loss and danger to corporate assets (tangible and intangible). In this sense, institutional security entails awareness, avoidance, planning, protection, preservation, alarm, deterrence and reaction. Security addresses the risk of harm due to intentional criminal acts such as assault, burglary or vandalism. The process or means (physical or human), of delaying, preventing, and otherwise protecting against external or internal defects, dangers, loss, criminals, and other individuals or actions that threaten, hinder or destroy an institution's steady state and deprive it of its intended purpose for being. Schools are supposed to be among the safest places for children to be, while their parents are at work. Unfortunately, the violent reality of schools today makes one wonder if schools are still safe, and how students are able to learn in such volatile environments. Students in schools are often very much in danger of being harmed. The existence of cultist groups on campuses has made life unsafe and meaningless to both staff and students. Their activities include harassing any non-members who snatched a member's girl friend or 'sugar daddy' (in case of female cultism); harassing any female students who refuse their amorous advances; harassing any lecturer who insist on merit for passing examinations among others.

Kidnapping, violence, gangs, and drugs are still present in schools (Ajayi, Haastrup, Ekundayo and Osalusi [3]). Students also experience bullying,

teasing, or personal property damage and theft in the school.

All over the world, university campuses face unique challenges in managing the safety and security of students and staff. Residential institutions provide accommodation for some staff and students and sometimes have visitors from different institutions, States and possibly foreign institutions. It is therefore, expedient for institutions to ensure provision of adequate security of everyone that comes to the institution. The make-up of the school environment is a strong factor that should be considered in the process of setting institutions of learning in order to avert exposure of personnel to several security issues during their course of study. There should be special vigilance and effective campus security system for the protection of students, staff and safeguard the campus property against external attack. In Nigeria, there had been cases of community members attacking the students and staff of university community as a result of trivial issues. Similarly, cultural practices by some community create fear and imposes unnecessary hardship on the personnel in the university system. Obviously, meaningful academic progress cannot be achieved by students when the members of the community in which the institution is located disrupt learning. This leads to closure of schools by management until the situation is put under control by security operatives. Court (as cited in Ogbo & Ukpere [18]) stated that creating safe work environment improves job performance because employees feel safe at work. Therefore, it is assumed that institutional factors such as location, climate, facilities and culture are presumably responsible for security effectiveness in the tertiary institutions.

2. School Location and Personnel Security

Research shows that school safety works best when there are school-wide policies and practices that systemically address both the needs of students, school personnel, and the community (i.e. location) and the physical plant itself. Schools that have implemented comprehensive violence prevention and response plans experience improved student performance, fewer student suspensions, school climate more conducive to learning, and better staff morale; they are safer places. The most common types of security measures at all levels of schooling are locked buildings, requirements for faculty staff and students to wear ID badges, video surveillance cameras, and electronic notification systems. Larger schools, especially in urban areas are more likely than smaller schools to control access to grounds during school hours, require students to wear badges or picture IDs, use random or daily metal detectors on students, and use security cameras for monitoring.

Additionally, the use of many of these security measures has markedly increased in urban schools. The New York Times also reports that approximately one-third of public schools have an armed security guard. Policies regarding armed security vary by district: some districts arm their own school resource officers while others bring in local law enforcement personnel. However, if a district has the finances to obtain security devices and the personnel to operate them, barriers such as metal detectors, video cameras, and access control systems can serve as effective deterrents for school violence (Hanover Research [12]).

Besides school location there are other three primary issues that affect school safety and security: school climate - strategies for improving the social environment, school layout and organization - the principles of crime prevention through environmental design, physical security - the need for locks, alarms, safety lighting, and more, these are discussed in detail in this research. In July, 2005, the National Universities Commission (NUC) waded into strained relations that existed between Olabisi Onabanjo University students and host communities which caused several killings and destruction of properties, as Executive Secretary, Prof. Peter Okebukola, proffered ways to nip future clashes in the bud. In September 2015, Police in Enugu began a manhunt after the kidnap of the Chief Imam of the University of Nigeria Nsukka (UNN), Sheikh Adam Idoko, he was abducted being the Deputy Secretary General of Nigeria Supreme Council for Islamic Affairs (NSCIA) at his village. Police officers in Ogun State were given orders to shoot cultists, ritualists or kidnappers on sight in order to lower the alarming rate of crime in the state in September, 2015. The kidnap of three female students in March, 2016 in a school at Babington Macaulay Junior Seminary, Agunfoye-Lugbusi, Ikorodu, Lagos State is an example of insecurity involving school location and its personnel. In July 2016, police arrested an undergraduate female suspect who kidnapped her friend Justina Anochie, in order to make money from the latter's parents. Both suspected kidnapper and her victim, were students of Babcock University, Ilishan, Remo, Ogun State, Nigeria. In March 27, 2017, The Guardian reported the kidnap of an undergraduate student of Caleb University, located at Imota, off Ikorodu, Lagos State, Nigeria. The location of these schools and the security measures in and around where the crimes of kidnapping occurred contributed in a way to the perpetration of such crime. Perhaps the reason why the U.S. Department of Education while indicating fundamental qualities of a safe and responsible school, identified strong school leadership, caring faculty, family and community involvement (including law enforcement officials and representatives of community-based organizations),

and student participation in the design of programs and policies.

3. School Climate

Every educational organization has a climate that distinguishes it from other schools and influences behavior and feelings of teachers and students in that school. Climate can be defined as the perceived subjective effects of the formal system, the informal style of managers, and other important environmental factors that impact on the attitudes, beliefs, values and motivation of people who work in a particular organization (Sergiovanni & Starratt, 1988 as cited in Gunbayi, 2007). It is also the atmosphere of the workplace, including a complex mixture of norms, values, expectations, policies, and procedures that influence individual and group patterns of behavior [22]. School climate refers to how students, teachers, and staff feel about their school and this underlies individual attitudes, behaviors, and group norms. Schools that feel safe, for instance, foster high-quality relationships among students and teachers while decreasing the probability of violence. However, it is important to note that the climate of a school is not necessarily experienced in the same way by all of its members. It was stated that school climate obviously influences students behavioural problems like fighting and stealing in the school system. Thus, security tends to improve as a result of a favourable school climate [5]. Safe school climate enhances efficiency and quality of performance. Providing working climate that promote the safety of employees is therefore becoming a major management concern [18].

School climate refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life (Center for Social and Emotional Education - CSEE, 2009). Cohen and Geier (2010) revealed that school climate promotes safety and healthy relationships in institutions of learning. Thapa, Cohen, Guffey, and Higgins-D'Alessandro [21] stated that a favourable school climate helps to ensure reduction of risk and enhance safety as well as security of students and employees of the institution. However, Astor, Guerra, and Van Acker (2010) showed that many students do not feel physically and emotionally safe in schools, largely as a result of breakdowns in the interpersonal and contextual variables that define a school's climate. In schools without supportive norms, structures, and relationships, students are more likely to experience violence, peer victimization, and punitive disciplinary actions, often accompanied by high

levels of absenteeism and reduced academic achievement. Cornell, Sheras, Gregory, and Fan [24] carried out a study on threat assessment and found that positive school climate reduces insecurity. Gregory, Cornell, Fan, Sheras, Shih, and Huang [11] in a study carried out on students and teachers in high schools which involves a randomly selected sample of ninth-grade students and teachers in high schools, showed that a favourable school climate aids school safety.

4. School Facilities

Ensuring the safety, security and good health of the learner as well as other staff of the school is another objective that any school plant planner should accomplish. All buildings should be structurally adequate and enough safety features, such as fire alarm systems, firefighting equipment, and emergency exits should be provided. Learning takes place effectively in an environment in which the learner feels safe and secure (National Open University of Nigeria-NOUN, n.d). Facilities are provided to meet the immediate needs of an organization. Every organization needs to provide adequate security facilities in order to ensure safety of lives and properties in the institution. Adequacy of facilities helps to improve the performance of both the students and other staff in the school system. Security facilities include Close circuit television/camera (CCTV) technologies, video surveillance and intrusion detection. It was found that, if these systems are controlled and monitored by competent and capable security officers, there will be an absolute reduction in crime. Consequently, there will be an improvement in tracing crimes that has been committed on campus.

5. School Culture

Early educationist recognized that the distinctive culture of a school affects the life and learning of its students. School culture refers to the accumulative social orderliness that designates the organizational norms and beliefs, as parts of its social milieu for training and educating students. The school culture is an embodiment of silent symbols which are actively and keenly carried out by the school personnel. It can also be said to mean aspects of the school or the hidden curriculum that were learnt passively by members of the school community. The school culture which include; discipline, interaction between teachers and students, and also among students can either be favourable or unfavourable to teachers, students and other members of staff and this may affect their overall performance in the school. However, it is important for any school culture to rigorously pursue security of lives and properties of the school's personnel [14].

6. Situation Reports on Campus Security in Nigeria in recent time

In 2011, the students of University of Calabar went on rampage over an issue bordering on school fees for two days. The two-day violent rampage by the students led to wanton destruction of properties and wreaked unprecedented physical and psychological havoc in the University of Calabar campus. The situation could have been averted except for the old law which forbid police from entering university campuses in Nigeria, as a result, while the students were on rampage, the security personnel of the university were overpowered by the rampaging students while the security forces (the police and others that could have helped) were helpless and could not enter the University of Calabar campus during the period to help quell the students riot. Meanwhile, in 2015 the entire Nigerian university community was engulfed by fear and panic following an email allegedly sent by Islamic extremist group Boko Haram to the 15 universities in southern Nigeria. Public relations officer at the University of Benin, Harrison Osarenren, explained that the message was sent through an email address, bokoharamewe@yahoo.com, to the registrar. "They said that their aim was to eradicate Western education in Nigeria. This university has been shortlisted among 19 other universities. They warned that these universities will soon experience a series of bomb blasts," Osarenren reported Fatunde [10]. Recently in 2016, between April and May 21, the University of Maiduguri experienced two botched attempts by suicide bombers to bomb the university campus. Nigerian universities are urgently re-examining their outdated security framework, following these recent security threats. Nigeria's president and security leaders are taking the trouble at the University of Calabar and the Boko Haram threat seriously. Experiences have shown that intelligence reports on activities of certain groups are left unattended to. For instance, in 2009, the Kaduna State Police Commissioner sent a report to the police headquarters urging the federal government to urgently take a drastic action to dislodge (El-Zakzaky sect (an Islamic militant group) from the alleged training centres in Dambo village and the Faddiya Islamic centre both in Zaria, Kaduna State. (The Punch, March 19, 2009, p. 12). The inaction by government, one can posit, led to the indiscriminate surge and unchecked activities of militant sect in the North and other parts of Nigeria. In conjunction to this, government's partnership perhaps might encourage telecommunications providers in Nigeria to create dedicated toll-free lines like the 911 in many western nations and also invest in campus security. This will enable members of the public who have information on individuals and groups likely to breach national security could easily do so under the

cloak of confidentiality and anonymity's without fear of reprisal or retributions (The Nation, July 5, 2011, p. 21).

Several options are being considered to improve campus security, according to reliable sources in Abuja. Importantly, legislators in the national assembly intend reviewing the 25-year-old law that forbids a police presence on campuses. Recognizing the significance of security as the precondition for the survival of the Nigerian people and nation, the Constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that "the security and welfare of the people shall be the primary purpose of government". The duty conferred on the government by this provision has not been substantially and substantively discharged as the prevailing high level of human insecurity in the country demonstrates.

The UN Commission on Human Security (2003) suggested that human security means protection and empowerment of citizens. Protection shields people from dangers while empowerment enables people to develop their potential and become full participants in decision-making.

7. Statement of the Problem

The rate of insecurity globally and in a developing country like Nigeria in particular is alarming because of persistent security challenges that are prevalent. One can posit that Nigeria in recent times has witnessed an unprecedented level of insecurity. Inter and intra-communal and ethnic clashes, ethnos religious violence, armed robbery, kidnapping, assassination, murder, gender-based violence, and bomb explosion have been on the increase leading to enormous loss of lives and property, and a general atmosphere of siege and social tension for the populace [23].

Universities in Nigeria witness several challenges associated with insecurity on campus. Because of this, the management of the institutions strive to eradicate every issue of crime, student unrest, theft, cult activities and others that affect safety of lives and properties in the institution. Achieving this may perhaps improve the productivity of the employees in the institutions. However, there are noticeable security challenges occasioned by neglect on the part of the management and government. Some employers also assume little responsibility for the protection of workers' health and safety. All these had led to destruction of valuable properties and loss of lives in Nigerian Universities.

It appears factors such as school location and climate affect security of students and employees in Nigerian universities and consequently, their output. It seems the facilities in place and institutional culture are also determinants of personnel security in Nigerian Universities. This study therefore sets out to investigate whether institutional factors relate in

any way to personnel security in the University of Lagos with the view of proffering probable solutions to enhance the institutional goals, quality and secured graduates.

8. Research Objectives

This study sought to investigate whether any relationship exist between institutional factors and personnel security in University of Lagos. Specifically, it was designed to:

1. investigate the relationship that exist between school location and personnel security in the University of Lagos, Nigeria.
2. examine the relationship between school climate and personnel security in University of Lagos.
3. investigate the relationship that exist between facilities and personnel security in University of Lagos.
4. determine whether school culture relates to personnel security in the University of Lagos, Nigeria.

8.1. Research Questions

1. What is the relationship between school location and personnel security in the University of Lagos?
2. To what extent does school climate influence personnel security in the University of Lagos?
3. To what extent does facilities relate to personnel security in University of Lagos?
4. To what extent does school culture relate to personnel security in University of Lagos?

8.2. Research Hypotheses

1. There is no significant relationship between school location and personnel security in University of Lagos, Nigeria.
2. School climate does not significantly relate to personnel security in the University of Lagos, Nigeria.
3. Facilities does not significantly relate to Personnel security in the University of Lagos, Nigeria.
4. School culture does not significantly relate to personnel security in the University of Lagos, Nigeria.

9. Methods

The study adopted a descriptive survey research design. It concentrated on obtaining information from a sample of the population in order to make inference to the entire population under study. The

population of the study comprised all 27,826 full time undergraduate students in the University of Lagos as at 2014/2015 academic session (Oladipo and Oladejo, 2016). The stratified random sampling technique was used to select 2000 participants across the 11 faculties and the College of Medicine in the University. A total of 200 participants were selected from each of the 11 faculties and the College of Medicine in the University of Lagos. A self-constructed 4-point modified Likert scale questionnaire titled Institutional factors and Personnel Security Questionnaire (IFAPSQ) was used for data collection. It was divided into two sections (Sections A and B). Section A sought demographic characteristics of respondents while section B sought information on the variables of the study. The questionnaire was scored on a 4-point modified Likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree with weights 4, 3, 2, and 1 respectively. In order to ensure content and face validity of the research instrument, it was given to two experts in Measurement and Evaluation for modifications. The reliability of the instrument was ensured by administering the instrument on 200 students other than those selected for the study. The split half reliability technique was used, and the spearman rank order correlation was used to get reliability coefficient of the instrument. The Spearman Brown prophesy formula was used to correct the correlation coefficient which gave a correlation coefficient of 0.76 and this shows the instrument was reliable. Data obtained were subjected to inferential statistical hypotheses testing. Specifically, the four null hypotheses were tested using Pearson Product Moment correlation coefficient at 0.05 level of significance.

10. Test of Hypotheses

Ho1: There is no significant relationship between school location and personnel security in University of Lagos.

Table 1: School Location and Personnel Security

Variables	N	X	SD	r	p	Remarks	Decision
School Location	200	17.58	3.39				
				0.871	.000	sig.	Reject H ₀
Personnel Security	200	12.61	6.53				

Table 1 shows that a strong, positive and significant relationship exist between school location and personnel security (r =0.871, p <0.05). Therefore, the null hypothesis which states that no

significant relationship exists between school location and personnel security in the University of Lagos was rejected.

10.1. Ho2: School climate does not relate to personnel security in University of Lagos.

Table 2: School Climate and Personnel Security

Variables	N	X	SD	r	p	Remarks	Decision
School Climate	2000	5.71	1.71				
				0.342	.000	sig.	Reject H ₀
Personnel Security	2000	6.53	2.31				

Table 2 shows a weak, positive correlation exist between school climate and personnel security (r =0.342, P < 0.05). Therefore, the null hypothesis which states that School climate does not relate to personnel security in the University of Lagos was rejected.

10.2. Ho3: Personnel security do not significantly relate to facilities in University of Lagos.

Table 3: School Facilities and Personnel Security

Variab les	N	X	SD	r	p	Remarks	Decisi on
School Facilities	200	10.62	4.36				
				0.410	.000	sig.	Reject H ₀
Personnel Security	200	12.61	3.21				

Table 3 shows that a strong, positive and significant relationship exist between school facilities and personnel security (r =0.871, p <0.05). Therefore, the null hypothesis which states that personnel security does not significantly relate to facilities in the University of Lagos was rejected.

10.3. Ho4: School culture does not significantly relate to personnel security in University of Lagos

Table 4: School culture and Personnel Security

Variables	N	X	SD	r	p	Remarks	Decision
School Culture	200	16.38	4.89	0.635	.000	sig.	Reject H_0
Personnel Security		13.45	3.68				

Table 4 shows that a strong, positive and significant relationship exist between school culture and personnel security ($r = 0.871$, $p < 0.05$). Therefore, the null hypothesis which states that school culture does not significantly relate to personnel security in the University of Lagos was rejected.

It could therefore be summarized that: a strong, positive and significant relationship exist between school location and personnel security ($r = 0.871$, $p < 0.05$); a weak, positive correlation exist between School Climate and Personnel Security ($r = 0.342$, $P < 0.05$); a strong, positive and significant relationship exist between school facilities and personnel security ($r = 0.871$, $p < 0.05$); and a strong, positive and significant relationship exist between school culture and personnel security ($r = 0.871$, $p < 0.05$).

11. Findings and Discussion

Hypothesis one shows that, there exist a strong, positive and significant relationship between school location and personnel security ($r = 0.871$, $p < 0.05$). The stated hypothesis is therefore rejected. The findings of this hypothesis agree with the findings of Hanover Research [12] that there exists a strong, positive and significant relationship between school location and personnel security.

The findings of hypothesis two reveals that a weak, positive correlation exist between School Climate and Personnel Security ($r = 0.342$, $P < 0.05$). Thus, the stated hypothesis which states that school climate does not relate to personnel security in University of Lagos was rejected. The findings of this hypothesis are in consonance with findings of the study carried out by Cohen and Geier (2010) which revealed that school climate promotes safety and healthy relationships in institutions of learning. Similarly, it agrees with the findings of a study by Thapa et al. [21] which stated that a favourable school climate help to ensure reduction of risk and enhance safety as well as security of students and employees of the institution. It also agrees with the work of Cornell et al. [24] which they carried out on threat assessment and found that positive school climate reduces insecurity. Gregory et al. [11] in a study carried out on students and teachers in high schools which involves a randomly selected sample of ninth-

grade students and teachers in high schools, showed that a favourable school climate aids school safety.

12. Conclusion and Recommendations

This paper examined institutional factors that serve as threat to personnel security in University of Lagos, while looking at experiences from other universities across Nigeria. The study concludes that institutional factors such as: 1. hostile institutional environment, 2. over-stretched and inadequate teaching/learning facilities, 3. negative institutional culture such as indiscipline, poor, strained, unfavourable interaction between teachers and students and among students. 4. Institutional climate such as unconducive atmosphere of the workplace including a complex nature of norms, values, policies, procedures and expectations that influence individual and group patterns of behaviour, and other related factors such as 5. poor funding of institutions, 6. outdated security framework, 7. inadequate school plant planning, 8. poor staff and students' safety and security awareness, 9. inadequate capacity building for the security personnel 10. Institutional leadership challenges are the major determinants of security on university campuses in Nigeria. These threats include the following as revealed in this study: burglary, arson, rape, theft, cultism, bullying, electrocution, suicide, students/communal clashes, religious clashes, kidnappings, armed robberies and bombing of selected institutions by fundamental militant groups who direct their attacks at strategic buildings in institutions, which consequently affect the operations of the institutions in terms of quality of output in teaching and learning. There is need for management of the universities to take the issue or intelligence/information gathering seriously. Safety and security should be considered as everybody's business because all stakeholders in the institutions have a role to play in keeping safe operations. Everyone can help promote campus safety by keeping eyes and ears open and immediately reporting all crimes and public safety problems or concerns. Students require a safe and secured environment for quality learning in other to meet up with their high expectation. Fusing electronic security systems is a cost-effective approach which has the capacity to enhance security and safety on university campuses.

The task of internal security entails garnering of peoples trust and confidence in the security forces. Without this, information about perpetrators will be hard to come by. Based on this, management of universities should work in tandem with heads of departments to collect information on activities around their faculties. Collaboration between the security officers, the students and heads of departments in sharing information will in no small

measure minimize, if not eradicate the various threats to Nigeria's universities security.

13. Implications

It is recommended that university authorities in Nigeria should invest more on the electronic systems in other to cut down on the budget raised for security and personnel.

Good security services not only help to prevent crime, but they also contribute to a positive image of the institution by creating a safe and welcoming environment for students, staff, business and community partners, and visitors. An excellent business model for a university that is looking for an effective, efficient means to maximize security services is to create a university public safety director, who can lay out the strategy and then oversee a security company on contract, to ensure that it delivers the resources it promises in the contract. The daily issues of ensuring a quality force are left to the contractor while the institutional director attends to policy issues, emergency preparations, technology integration and other managerial matters. This will be a great partnership model.

The study recommends the development of a strategy that takes account of; an assessment of risks to the institution's activities, students, staff and visitors; the need to balance technology and other resources; the overlap with other areas such as estates, space management, event management and information technology; the implementation of operational plans and budgets; legislation and good practice guidelines; establishing clear channels of communication, so that security issues are considered at the highest level within the institution; defining management responsibility for security; introducing service standards for internal and external providers; providing staff training for capacity building; collecting and disseminating management statistics to inform decision making, and publishing an annual security report; documenting all security procedures (including risk assessment, and major emergencies management plans); conducting periodic reviews to support continuous improvement for security and allied support services; working with other institutions and other agencies to pool ideas and resources. The following security breaches in universities can maximally be prevented by incorporating electronic security and lighting systems; murder, non-negligent manslaughter, negligent manslaughter, forcible sex offenses, non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, kidnapping and bombing among others. Adequate lighting in the right places is important to the safety and security of school's property, staff and students.

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