



# INSTITUTIONAL SECURITY MANAGEMENT FOR GOAL ATTAINMENT OF TERTIARY INSTITUTIONS IN NIGERIA: A CASE STUDY OF CROSS RIVER STATE

---

ABANA, C. UNIMKE, AKPAM, G. ODEY AND AGABI, F. ODOZIE  
[gabrielsuccess20@gmail.com](mailto:gabrielsuccess20@gmail.com), [agabiferdinand2017@gmail.com](mailto:agabiferdinand2017@gmail.com)

(Received 10, February 2024; Revision Accepted 13, March 2024)

## ABSTRACT

This study sought to examine the relationship between institutional security management and goal attainment of tertiary institutions in Nigeria: A case study of Cross River State. From the purpose of the study, two (2) research questions were raised and two (2) null hypotheses formulated to direct this investigation. Literature reviewed was both empirical and theoretical. The correlational research design was adopted for the study. Samples of the study were drawn from the four tertiary institutions using stratified random sampling technique. A questionnaire titled "Institutional Security Management and Goal Attainment of Tertiary Institutions Questionnaire" (ISMGATIQ) was the instrument used for data collection. The instrument was validated by research experts in Measurement and Evaluation, Department of Educational Foundation, 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 results of the analysis revealed that there is a significant relationship between institutional security management (students' security management and facilities' security management) and goal attainment of tertiary institutions. It was therefore, recommended among others that school administrators and their supporting staff should adequately and properly manage institutional security to ensure effective teaching and learning for the accomplishment of tertiary institutional goals.

**KEYWORDS:** Institutional security, management, tertiary institutions and goal attainment

## INTRODUCTION

In every society, the importance of education to economic development is very crucial.

This has led many nations to commit their limited resources to the advancement of educational institutions at different levels. In Nigeria, it is believed that tertiary educational institutions will

---

**Abana, C. Unimke**, department of Educational Management, Faculty of Education, University of Cross River State (Unicross), Calabar – Nigeria

**Akpam, G. Odey**, department of Educational Management, Faculty of Education, University of Cross River State (Unicross), Calabar – Nigeria

**Agabi, F. Odozie**, department of Educational Management, Faculty of Educational Foundation Studies, University of Calabar, Calabar - Nigeria

educate people on the need for security and development. It is the sole responsibility of government to create security architecture and strategies that will enhance the level of security network on campuses (Agabi, 2022). On this note, the management of efficient security operations is a way forward in providing a safe and peaceful learning environment that will lead to the achievement of the basic goals of teaching, research and community service (Suleiman, 2018).

Threat to security on campuses has been a major challenge to school administrators arising from cultism, aggressive acts, fighting and vandalism and other security breaches. For the management of efficient security operations largely depends on the recruitment of intelligent, courageous, loyal, patriotic, well trained and educated security personnel. This implies that school security personnel have the responsibility to maintain the desired level of security in our educational institutions for the attainment of schools goals as stated by the national policy on education. The Federal Republic of Nigeria (FRN, 2013) stated in the National Policy on Education that the goals of tertiary education shall be to;

- (a) Contribute to national development through high level manpower training;
- (b) Develop and inculcate proper values for the survival of individual society;
- (c) Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- (d) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (e) Promote and encourage scholarship and community service;
- (f) Forge and cement national unity and
- (g) 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. From the area of security management, this paper discussed institutional security management as it relates to students' security and facility security and how this can be protected for the goal attainment of tertiary education. This study examined the extent to which institutional security managements leads to goal attainment of tertiary institution in Cross River State.

## STATEMENT OF THE PROBLEM

As observed, one of the major challenges of providing adequate security in our tertiary institutions seem to be the poor understanding of basic security operations to be carried out by school security personnel. Weak information and communication system, inefficient communication systems and outdated technology impede timely reporting and response to security incidents. Inadequate infrastructure, many tertiary institutions in Cross River State suffer from a lack of proper infrastructure, including inadequate security systems, limited surveillance equipment, and poorly maintained facilities, this has over the years created vulnerabilities and make it easier for security breaches to occur.

Lack of security collaboration and coordination, insufficient funding and inadequate security personnel, these challenges have hindered the achievement of educational goals and compromise the overall security and well-being of students, facilities and staff within tertiary institutions in Cross River State, Nigeria. Stakeholders have over the years made concerted efforts to cope with security threat within various campuses of our tertiary institutions; it is against this backdrop that this study sought to examine the relationship between institutional security management and goal attainment of tertiary education in Cross River State, Nigeria.

## PURPOSE OF THE STUDY

The purpose of this study is to determine the relationship between institutional security management and goal attainment of tertiary institutions in Cross River State, Nigeria. Specifically, the study sought to determine the relationship between:

1. Students' security management and goal attainment of tertiary institutions in Cross River State, Nigeria
2. Facilities' security management and goal attainment of tertiary institutions in Cross River State, Nigeria

## Research hypotheses

The research hypotheses to guide the study are as follows:

1. There is no significant relationship between students' security management and goal attainment of tertiary institutions in Cross River State, Nigeria
- 2.

3. Facilities' security management does not significantly relate to goal attainment of tertiary institutions in Cross River State, Nigeria

### Literature review

Students' security is an aspect of student-personnel management that involves the safety and protection of students against attacks or hazards. Students' security management is an administrative function that includes the planning, organizing, controlling and coordinating school activities to ensure that students are safe and protected in the school system. Sajo (2023) opined that security is a very important aspect of all human societies and states to achieve the safety and peaceful co-existence. Students need to be protected against crime (cultism, examination malpractice, indiscipline and deviancy) and protected against health hazards unsafe environment and danger (Luke and Agabi, 2017). The school management, teachers and supporting staff must ensure students security. Adedeji; Adams, Adebayo, Areo and Adams (2021) submitted that security should be the responsibility of all and sundry. The goals of the school system cannot be adequately achieved in the midst of insecurity. The National human report (2022) opined that human security is inevitable for human development and societal accomplishment of goals and objectives. Issues like kidnapping, secret cult activities, disruptive behavior, indiscipline, instability, conflicts and terrorism are threats to students in the school system and this hampers institutional goal attainment.

Ola and Simeon (2022) conducted a study on security planning and effective management of schools and found that safety and security planning promotes effective management and goal attainment of schools. When students are secured and safe, it gives them the opportunity to be more committed to their studies. Also Nwakpa (2015) investigated the effect of insecurity in Nigeria and found that insecurity hampers school operation and goal attainment. Students cannot study effectively and efficiently in a hazardous and danger-prone environment. In consonance with this Nwobodo and Udebunu (2020) carried out a study on appraisal of security and safety management in public secondary schools their result submitted that effective teaching and learning in the school system is unrealistic in the face of unsafe and vulnerable school environment. Agbongiasade and Ololube (2022) also

investigated into managing security for students' academic performance in Rivers State and found that insecurity affects students' academic performance negatively. Also that societal decadence, poor management, inadequate infrastructure, poor guidance and counselling services and inadequately funding are responsible for insecurity in the school system.

Lukumon, Abraham and Haflamu,(2018) investigated into effect of school safety on students' academic performance of students and found that most public schools do not have adequate safety facilities and equipment to take prompt remedial action against attacks. Also that security and disciplinary rules are not strictly enforced in schools. In a situation where teaching and learning is interrupted, there can't be the realization of educational goals and objectives. Okon and Okon (2018) perceived a negative impact of cultism on students learning in Nigeria universities. There must be collective responsibility of parents, teachers, government, religion leaders and school administrators through proper parental upbringing, moral training, effective counseling, discipline and provision of security gadgets and monitoring strategies to curb the invasion of cultism in our school system. Onete (2020) conducted a study on cultism associated insecurity and academic achievement of the Nigeria students in Cross River State and found that cultism induced emotion and insecurity negatively influence academic achievement of students. The school management must mount adequate monitoring security measures to minimize cultism among students and every student found guilty should be adequately disciplined to serve as a deterrent to others. Ikechukwu and Obilor (2020) conducted a study on impact of examination malpractice on academic achievement of students in Higher Institutions in River State and found that students involvement in examination malpractice weaken quality school products, lower educational standard and constitutes an impediment to goal attainment. Therefore, higher institution students must be adequately protected and guided against involvement in examination malpractice. Also Ezemba and Ogbuanya (2021) studied the effect of examination malpractice on students' academic achievement and found that examination malpractice is a deviation from educational standard and that it negatively impedes academic performance and school goal attainment.

Cultism activities and examination malpractice among students of tertiary institution are indicators of deviant behavior and insecurity which hamper the realization of school goals and objectives. It is noteworthy that educational administrators should ensure a safe, conducive and hazard-free school environment that doesn't threaten effective teaching and learning (Agabi, 2019). School hazards such as health hazards, environmental hazards, chemical hazards in school laboratory, stress related hazards thermal hazards and windstorm/ rainstorm disasters can be a threat to health and safety of both staff and students rendering them vulnerable to danger or disaster. Students must be adequately protected against the invasion of all sorts of school hazards, the security of the human element of the school system must be the ultimate priority of educational managers and related stakeholders.

Facilities security management and goal attainment of tertiary institutions in Cross River State, Nigeria. School facilities include school building, instructional facilities, ICT facilities, school library, school laboratories, electricity facilities and school hostel etc. Manga (2020) conducted a study on correlates of management of school security operations and school effectiveness in tertiary institutions in Kebbi State, Nigeria and found that basic security operations and quality of planning of security operations in the school system aids in the safety of school facilities and personnel/students. School effectiveness is achieved when there is scientific planning of school security operations to provide a secured school environment, physical properties and people to enhance effectiveness of tertiary educational institutions. The causes of insecurity of school facilities and personnel (staff personal and student personnel) include poor system of school management/governance, weak judicial system, bribery and corruption, injustice, unemployment, inadequate security personnel and gadgets

Meenyinkor, Johnson and Chux-Nyeche (2018) conducted an investigation on managing Nigerian tertiary educational institutions for national security and found that most tertiary education institutions in Nigeria lack security planning strategies, possess inadequate security personnel/gadgets rendering school facilities and students vulnerable to attacks, kidnapping and theft. This hampers effective teaching and learning. The national policy on education

published by Federal Republic of Nigeria (2013) states that, the goals of tertiary education include:

- a. To develop and inculcate proper values for the survival of the individual and society
- b. To promote national and international understanding and;
- c. To forge and cement national unity

Ede, Nke and Udoette (2021) 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, kidnapping, abduction of innocent students, stealing and vandalization of school facilities and equipment have become a security threat in our school system, even parents experience same travail. Conflicts and insecurity in the school environment these days have made the dream of boarding schools elusive. The government seemed to have reneged on their statutory mandate and the national security core interest of safeguarding her citizens. School administration have to show commitment to school security to ensure the safety of staff/students and school facilities. The students entrusted into the care of the school management must be properly protected against attacks or invasion. Since education is the instrument "par excellence" for affecting national development, the security of our educational institutions had to be of ultimate priority in the nation's security strategic plans. Therefore, effective security service delivery for school facilities and students devoid of attacks and conflicts must not be compromised to ensure the accomplishment of tertiary education goals and objectives.

In another development, Nnorom, Ezenwagu and Nwankwo (2020) investigated into security management practices in the 21<sup>st</sup> century for improved university administration and found that universities violence, such as cultism, stealing, robbery, fighting, abduction and kidnapping constitute a security threat to both students and school facilities. This disrupts effective teaching and learning and truncates academic activities and programme resulting in poor goal attainment of schools. Nwobodo and Udebunu (2020) who studied appraisal of security and safety management in public secondary schools of Enugu state, Nigeria revealed that there are inadequate security apparatuses and strategies in the school system paving way for kidnapping rape, stealing, examination malpractice, cultism, terrorism and other disruptive behaviours in the

school system. Security devices for improving security in public schools are not available, the emergence response plan for managing safety threats in schools are not adequately available. Most school managers lack security management skills and practices, it is inevitable that security education be arranged for all levels of education to ensure a safe teaching and learning environment. The school management has the responsibility of coordination of all the resources of an organization, through the process of planning, organizing directing and controlling in order to attain institutional goals. School security is the precautionary measure taken to safeguard an environment from an impending danger or injury or threat. Students, staff and school facilities must be adequately safeguarded and protected against invasion to ensure effective teaching and learning. Olujuwon (2022) submitted that the management of school facilities through proper security planning enhances the academic achievement of students the availability, maintenance, utilization and safety of school facilities must be given concern by school administrator at all levels of education. Akomolale and Adesua (2016) opined that schools facilities must be maintained, secured and utilized to achieve educational goals and objectives.

### **PATH-GOAL THEORY**

The path-goal theory was first inspired by Martin Evans in 1970 and was later developed by Robert House. In 1974, House and G. Dressler had the theory revised and later in the same year, House and Terrence Mitchell revised it again. The path-goal theory is classified both as a situational leadership theory and contingency leadership theory. According to House, the theory derives its name from its concern of how leaders influence subordinate's perception of their work goals and the path they follow towards goals attainment. The path-goal theory share the same assumptions with Vroom's Expectancy Model of motivation which states that, the motivation of employees depends on their expectancy that efforts to attain higher level of performance is successful and performance will be instrumental to achieving desired outcomes. Meaning that, employees would feel motivated to work harder if they expect that their efforts or hard work will be rewarded. The theory also upholds the fact that, there is no prescribed managerial action or organizational design that would be appropriate or fit for all

situations. The design and managerial action would depend on the situation.

The following are the assumptions of the path-goal theory:

1. Identify and clarify tasks to be performed and outcomes that subordinates expects from the workplace
2. Identify and assist subordinates to identify the best way or paths to achieve the desired goals
3. Reward subordinates' high performance with the desired outcomes.

The implication of the path-goal theory to this study is that, if the goals and expectations of tertiary institutions are clearly stated to the understanding of secondary education workers by the managers or administrators of education, assisting the workers to identify the best and cheapest ways or paths to achieving the goals and rewarding high performance, the goals would more likely be achieved than when the above listed are left undone. In discharging and clarifying ways for subordinates, education leaders offer both direction and support which will encourage the subordinates to soar through the path to attaining the expected goals of tertiary institutions. This theory is related to the goal attainment of tertiary education.

### **RESEARCH METHODOLOGY**

The study was conducted in Cross River State which is one of the six(6) states in south-south geopolitical zone of Nigeria. It is a coastal area with two government-owned Universities, one state-owned College of Education, one Federal College of Education and two-government-owned polytechnics respectively. The research design adopted for the study was 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) Awi-Akamkpa and 27 from Federal College of Education (FCE) Obudu. The usage of the heads of Departments (HODs) is to provide security managerial roles at departmental level and school environment they are not part of the population. Data collection was carried out with the use of the researchers-made questionnaire titled "Institutional Security Management and Goal Attainment of Tertiary Institutions Questionnaire (ISMGATIQ). 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 from Educational foundation Department, Faculty of Educational Foundation Studies, University of Calabar. 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 was 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

### Hypothesis one

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

**TABLE 1:** Pearson Product Moment Correlation analysis of the relationship between students' security management and goal attainment of tertiary institutions (N = 160)

Value	X	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 analysis in Table 1 revealed that the calculated r-value of 0.631 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 students' security management and goal attainment of tertiary institutions. Therefore, the null hypothesis was rejected and the alternate retained. The standard deviation of 4.35 and 3.38 as shown in Table 1 further revealed that the respondents

were not far from the mean and from themselves in their responses.

### Hypothesis two

There is no significant relationship between facilities security management and goal attainment of tertiary institutions. Pearson Product Moment Correlation was used to test the hypothesis and the results are presented in Table 2

**TABLE 2:** Pearson Product Moment Correlation analysis of the relationship between facilities' security management and goal attainment of tertiary institutions (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 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 facilities' security management and goal attainment of tertiary institutions. Therefore, the null hypothesis was rejected and the alternate retained.

The standard deviation of 3.91 and 3.38 as shown in Table 1 further revealed that the respondents were not far from the mean and from themselves in their responses.

### DISCUSSION OF FINDINGS

Results in Table 1 shows that there is a positive significant relationship between students' security management and goal attainment of tertiary institutions. If school administrators perform their task of effective management of students' security, it will enhance their safety and protection to study conveniently and accomplish school goals. Tertiary institution administrators must ensure that the develop security management strategies. School managers have the responsibility of developing vigilance skills and organize 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) who conducted a study on security planning and effective management of public secondary schools in Lagos State, Nigeria and found that effective security planning and management facilitate effective teaching and learning and institutional goal attainment. The engagement of educational administrators in management of teaching and non-teaching staff cum students promote vigilance, security culture and safety of staff and students from hazards or harm. Nwakpa (2015) supported that insecurity in our tertiary institutions reduces the quality and quantity of education and outputs (students). Also that considering the state of our nation today, educational administrators should be trained on security education and must ensure that the students and staff are secured to accomplish the goals and objectives of the institution. In agreement with Lukumon, Abraham and Haftamu (2018) submitted that school safety provides a conducive teaching and learning environment which enhances goal attainment. Nwobodo and Udebunu (2020) supported that an unsafe and insecure school environment cannot be conducive for effective teaching and learning not to think of institutional goal attainment. Insecurity of students render them vulnerable to hazardous invasion and violent activities. School management should provide clear and appropriate measures for managing safety and security of students and school plants. 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. The painful issue is that even undergraduate and graduate indulge in secret cult activities instigating disruptive behaviour in the school system. Okon and Okon (2018) perceived a negative impact of cultism on students learning in Nigeria universities. There must the collective responsibility of parents, teachers, government, religion leaders and school administrators through proper parental upbringing, moral training, effective counseling, discipline and provision of security gadgets and monitoring strategies to curb the invasion of cultism in our school system. Contributively, Onete (2020) corroborated that cultism induced emotion and insecurity negatively influence academic achievement of students the school management must mount adequate monitoring security measures to minimize cultism among students and every student found guilty should be adequately disciplined to serve as a deterrent to others. In another development Ikechukwu and Obilor (2020) supported that the impact of examination malpractice on academic achievement of students in Higher Institutions in River State and found that students involvement in examination malpractice weaken quality school products, lowering educational standard and constitutes an impediment to goal attainment. Also, in agreement with Ezemba and Ogbuanya (2021) found out that examination malpractice in a deviation from educational standard and that it negatively impedes academic performance and school goal attainment.

Results in Table 2 also indicated that there is positive significant relationship between facilities security management and goal attainment of tertiary institutions. It is therefore important that school administrators must exploit every possibility to secure school facilities against invasion. School facilities are essential in the institutional operation for the realization of its goals and objectives. This agrees with the submission of Manga (2020) agreed that basic security operations and quality of planning of security operations in the school system aids in the safety of school facilities. Akomolale and Adesua (2016) supported that schools facilities must be maintained, secured and utilized to achieve educational goals and objectives.

School effectiveness is achieved when there is scientific planning of school security operations to provide a secured school environment, physical

properties and people to enhance effectiveness of tertiary educational institutions. Insecurity of school facilities and personnel (staff personal and student personnel) include poor system of school management/governance, weak judicial system, bribery and corruption, injustice, unemployment, inadequate security personnel and gadgets.

Supporting this view, Meenyinkor, Johnson and Chux-Nyeche (2018) agreed most tertiary education institutions in Nigeria lack security planning strategies, possess inadequate security personnel/gadgets rendering school facilities and students vulnerable to attacks, kidnapping and theft. This hampers effective teaching and learning. Also, Ede, Nke and Udoette (2021) submitted that the incessant tales of terror attacks, kidnapping, abduction of innocent students, stealing and vandalization of school facilities and equipment have become a security threat in our school system, even parents experience same travail. School administration have to show commitment to school security to ensure the safety of staff/students and school facilities. The students entrusted into the care of the school management must be properly protected against attacks or invasion. Therefore, effective security service delivery for school facilities and students devoid of attacks and conflicts must not be compromised to ensure the accomplishment of tertiary education goals and objectives. In another development. Nnorom, Ezenqagu and Nwankwo (2020) submitted that violence in Nigerian universities, such as cultism, stealing, robbery, fighting, abduction and kidnapping constitute a security threat to both students and school facilities. This disrupts effective teaching and learning and truncates academic activities and programme resulting in poor goal attainment of schools. Most school managers lack security management skills and practices. It is inevitable that security education be arranged for all levels of education to ensure a safe teaching and learning environment. The school management has the responsibility of coordination of all the resources of an organization, through the process of planning, organizing directing and controlling in order to attain institutional goals. Students, staff and school facilities must be adequately safeguarded and protected against invasion to ensure effective teaching and learning. In agreement with Olujuwon (2022) submitted that the management of school facilities through proper security planning enhances the academic

achievement of students the availability, maintenance, utilization and safety of school facilities must be given concern by school administrator at all levels of education. School facilities security and management demands that the school facilities are protected, maintained and sustained. Property security is designed to protect school buildings, facilities and equipment from damage. There is need for school plant security to ensure that all the physical assets of the school are well secured or protected from harm for school goal attainment purpose.

### **CONCLUSION**

This study on institutional security management and goal attainment of tertiary institutions 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 are trained and school staff inculcated with security management skills adequate teaching and learning can be achieved. Therefore, the school administrators and supporting staff should be assisted by the government and provided with security apparatuses to ensure a safe and conducive learning environment for institutional productivity.

### **RECOMMENDATIONS**

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

1. The school management should be adequately trained on security issues as to enhance their planning and management to ensure a conducive environment for teaching and learning
2. Security education should be included in the curriculum of all levels of education
3. The government should organize security workshops for school administrators and support them with security equipment to safeguard the school and its facilities.

### **REFERENCES**

- Adedeji, J., Adams. L. B., Adebayo, O. O., Areo, K. C. and Adam, U. I., 2021. Issues on students' safety in secondary schools in Kuria West District, Nyanza province, Kenya (M.Ed thesis). Retrieved from <http://ir-library.ku.ac.ke/handle/12345678/3618>



- Agabi, F. O., 2019. School hazards management and goal attainment of public secondary school of Ogoja Education Zone of Cross River State, Nigeria. An unpublished Masters' degree thesis of educational management, University of Calabar.
- Agabi, O. G., 2022. Planning the provision of facilities and instructors for effective implementation of school-based technical and vocational education in Delta State, Nigeria. *International Journal of Institutional Leadership, Policy and Management*, 4(2), 380-391.
- Agbongiasede, C. K. and Ololube, A. O., 2022. Managing insecurity for students' academic performance in junior secondary schools in Emohua LGA in Rivers State. Retrieved on 27<sup>th</sup> May, 2023 from [www.researchgate.com](http://www.researchgate.com).
- Anyaeiji, A. V., 2022. Education management in period of insecurity in tertiary education institutions in Anambra State, Nigeria. Retrieved 24<sup>th</sup> May, 2023 from [unijerps.org/index](http://unijerps.org/index)
- Ede, G. O.; Nke, M. A. and Udoette, V. P., 2021. Effective school security service delivery and sustainable development of education in Nigeria. *Multidisciplinary Journal of Academic Excellence*, 21(1), 1-14
- Ezema, A. B. and Ogbuanya, O. O., 2021. Examination malpractice and cultism in public schools in Nigeria. Retrieved 28<sup>th</sup> May, 2023 from [www.researchgate.com](http://www.researchgate.com)
- Federal Republic of Nigeria, 2013. National policy on education. Lagos: NERDC
- Ikechukwu, J. B. and Obliha, A. B., 2020. Impact of examination malpractice on students' academic performance in Rivers State secondary schools. *Global Journal of Human-social science: Arts and Humanities-Psychology*, 17(1), 1-6. Retrieved from <http://creativecommons.org/licenses/by-nc/3.0>
- Luke, A. A. and Agabi, F. O., 2017. School Administrators' security management and effectiveness of public secondary schools in Calabar Education Zone Cross River State, Nigeria. *International Journal of Educational Administration, Planning and Research*, 9(2), 189-195.
- Manga, S. D., 2020. Correlates of management of school security operations and schools effectiveness in tertiary educational institution in Kebbi State, Nigeria; implications for educational managers. Retrieved on 25<sup>th</sup> May, 2023 from [www.researchgate.com](http://www.researchgate.com)
- Meenyinikor J. N. D.; Johnson, T. C. T. and Chux-Nyeche C. E., 2018. Managing Nigerian tertiary educational institutions: A panacea for national security. *International Journal of Education Learning And Development*, UK 2(1), 17-33.
- National Human Report, 2020. The challenge of insecurity in tertiary institutions in Nigeria. Retrieved 31<sup>st</sup> May, 2023 from <http://nationalhumanresoprt.ng>.
- Nnorom, S. U. Ezenwagu, S. and Nwankwo, B. C., 2020. Security management practices in 21<sup>st</sup> century for improved university administration. *IEE-SEM Journal*, 8(7), 1-14.
- Nwakpa, P., 2015. The effect of insecurity on quality tertiary education in Nigeria. *Asian Journal of Applied Sciences*, 3(6), 965-971.
- Nwobodo, D. and Udebunu, M. I., 2020. Appraisal of security and safety management in public secondary schools in Enugu State, Nigeria. Retrieved 22<sup>nd</sup> May 2023 from [www.orginalresearcharticle.com](http://www.orginalresearcharticle.com)
- Okon, E. E. and Okon, U. A., 2018. Effect of cultism on students' academic performance case study: Public secondary school students in Lagos State, Nigeria. *Research and Engineering Journals*, 2(5), 146-150.

- Ola, B. A. and Simeon, A. O., 2022. Security planning and effective management of public secondary schools in Lagos State, Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 7(1), 18-22.
- Olujuwon, T., 2020. Management of school facilities on academic achievement of students in public secondary schools in Badagary Local Government Area of Lagos State, Nigeria. Retrieved on 25<sup>th</sup> May, 2023 from [www.research.net/publication](http://www.research.net/publication).
- Onete, M., 2020. Influence of cultism and insecurity on students' academic performance in public secondary schools. *Asia Pacific Journal of Multidisciplinary Research*, 4 (1), 13-17. Retrieved 31<sup>ST</sup> May, 2023 from [www.apjmr001.com](http://www.apjmr001.com)
- Sajo, A. S., 2023. Problems of insecurity in Nigerian universities: A case study of South-South institutions. Retrieved on 27<sup>th</sup> May, 2023 from <http://libraryseries/>
- Suleman, F., 2018. The employability skills of higher education graduates: insights into conceptual frameworks and methodological options. *Higher Education*, 76, 263-278.