SECURITY THREATS AS CORRELATE OF ADMINISTRATIVE EFFECTIVENESS IN TERTIARY INSTITUTIONS IN IMO STATE

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ABSTRACT

This study investigated security threats as correlate of administrative effectiveness in tertiary institutions in Imo State. To achieve the aim of the study, two research questions were posed and two corresponding hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational research design involving simple linear method. The population is 11,963 lecturers from 9 pubic tertiary institutions in Imo State. The researchers drew a sample of 387lecturers from the entire population in 3 selected public tertiary institutions in Imo State determined through Taro Yamane formula using multistage sampling technique which includes the simple random sampling and cluster random sampling. Two rating scales developed by the researcher were titled: Security Threats Scale (STS) which contained 20 items and Administrative Effectiveness Scale (AES) which contained 10 items using the 4-point scale of Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points and Strongly Disagree (SD) - 1 point. The face and content validity of the instruments were ascertained by three research specialists, two from Department of Social Science

Education and one from the Educational Measurement and Evaluation, Imo State University, Owerri. Reliability coefficients of 0.82 for STS and 0.85 for AES were obtained using Cronbach Alpha statistics. The research questions were answered using Pearson "r" statistics while the hypotheses were tested using t-test of the significance of Pearson "r" statistics. The result revealed that theft and fire disasters as security threats have high but negative and significant coefficient of relationship with administrative effectiveness in tertiary institutions in Imo State. It was recommended among others that authorities of tertiary institutions in Imo State should implement robust security measures, such as installing CCTV cameras, improving lighting and surveillance, and employing security personnel, to prevent and detect theft, thereby minimizing its negative impact on administrative effectiveness.

Keywords: Administrative effectiveness, Fire disasters, Security threats, Theft and Tertiary institutions

INTRODUCTION

Tertiary education institutions refer to post-secondary education providers that offer advanced education and training beyond the secondary school level, including universities, polytechnics, and colleges of education. They are also known as higher education institutions that provide specialized training and education in various fields, such as arts, sciences, technology, and vocational studies, leading to the award of certificates, diplomas, and degrees. Tertiary education institutions in Nigeria are advanced education and training providers that offer a range of programs, including undergraduate and postgraduate studies, professional certifications, and vocational training, aimed at developing skilled professionals and contributing to national development. The aims and objectives of tertiary education institutions in Nigeria according to Federal Republic of Nigeria (2013), include providing advanced knowledge and skills to students, fostering intellectual growth and development, and equipping graduates with the competencies needed for the workforce. These institutions also aim to promote research, innovation, and community service, contributing to national development and global competitiveness. By doing so, they seek to produce well-rounded, critically thinking, and professionally equipped individuals who can drive economic growth and social progress. Therefore, the achievement of these set aims and objectives is dependent on the effectiveness of her administration.

Administration is an on-going process involving decision-making and mobilization of organizational human and material resources towards the realization of set goals. Aniagboso (2019) observes that administration involves all processes through which appropriate material and human resources made available are optimally utilized to ensure operational effectiveness and institutional goals attainment. It is a process of mobilizing school resources towards achievement of desirable educational goals. School administration is an activity process that requires expertise and training in educational principles and practices in ensuring proper management of school general activities for achieving result in education. There is wide

assumption by many that school administration is an easy activity especially in small private institutions where a man and his wife operates a kindergarten, nursery and or primary school without requisite knowledge on school administrative concepts that forms the background for effective running of school. Educational or school administration as posited by Ogunode (2020) is concerned with the bringing of human and material resources together for effective and functional teaching and learning in schools. It focuses on procuring resources, articulate fragmented human efforts, optimizing and maximizing performance for the purpose of achieving educational goals. The realization of organizational goals, which is one of the parameters for assessing school administrative effectiveness, is contingent on the interaction between certain variables within the school (Otegbulu, 2016).

Administrative effectiveness is therefore the totality of the processes engaged in achieving the effective running of educational activities in ways that facilitate the learning, growth and effectiveness of faculty, staff and students either in a school, college or university. According to Akinwumi, Babalola and Alegbeleye (2021), the achievement of an effective and efficient school administration is becoming an increasingly difficult challenge without possessing the right knowledge about school auditing. Inyang (2018a) define administrative effectiveness as the leader's ability to achieve desired results. Inyang explained that how well he applies his/her skills and abilities in guiding and directing others determines whether he/she can meet those stated objectives effectively. Administrative effectiveness could be measured by the success a leader achieves. Results, according to a leader are generally believed to be influenced by the organization's established culture. Thus, it is expected that a good leader must adapt to the organization's culture and make sure that his/her skills align well with the organizational goals in order to achieve positive results. In a related development, Bello (2016) note that there are linkages between governance of schools, possibilities of achieving stated goals and effective management. Bello(2016) thus concluded that the primary goal of administrators should be how to enhance smooth running of schools with emphasis on managing activities even in the midst of pressure. By implication, this means that an administrator would be regarded as effective if he/she is able to achieve school goals irrespective of all odds. Effective school administration involves the various ways in which human and material resources are utilized to achieve set goals in a school. It is the process that involves some coordinated activities like planning, organizing, coordinating, controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way (Olowoselu & Aishatu, 2015). These coordinated activities as emphasized above could be thwarted as a result of security threats within or around the school environment.

Security threats may be defined as any potential or actual events, actions, or situations that compromise the safety, well-being, and protection of students, staff, and school infrastructure, thereby disrupting the learning environment and hindering academic achievement. These threats are any internal or external risks, hazards, or dangers that could harm students, teachers, or staff, damage school property, or disrupt the educational process, including violence, crime, natural disasters, and other forms of harm or disruption. Security threats according to Ajayi and Adesope (2021) encompass a range of potential dangers or risks that could compromise the

physical, emotional, or psychological safety of students and staff, including bullying, violence, cyber threats, and other forms of harm or disruption that could impact the school community and hinder the delivery of quality education. According to Fayeye (2018), physical threats of kidnapping, theft and hostage-taking of students have impacted school attendance, school dropout rates, and the personal safety of staff, students, and other members of the school community. Threats to the safety of educational institutions may take several forms, ranging from relatively minor civic unrest to widespread violence, fire disasters and cultism, and even armed insurrection or terrorism in extreme cases. These threats might be aimed against other students, teaching and non-teaching staff, internal and external security personnel, janitors, cafeteria workers, business centres, utility suppliers, and so on (Alimba, 2018). Problems with safety and security at educational institutions may often be located in one of two primary locations: either the institutions own facilities or the surrounding community. From the foregoing and judging from the above assertions, the security threats considered in this study are theft and fire disasters.

Theft refers to the unauthorized taking or stealing of property belonging to the school, students, teachers, or staff, including items such as money, electronics, books, or other valuable assets. It is the intentional and unlawful taking of someone else's property, including personal belongings, school resources, or assets, without permission or authorization, often resulting in financial loss, emotional distress, or disruption to the learning environment. According to Innocent (2019), theft in schools can lead to significant financial losses, disrupting the allocation of resources for educational purposes. It can also create a sense of insecurity and mistrust among students and staff, affecting the overall learning environment. Stolen or damaged property can hinder the delivery of quality education, while replacing or repairing stolen items can divert funds from other important school initiatives. Theft can undermine the sense of safety and community that is essential for effective teaching and learning. In a related study, Adekunle, Adekunjo and Unuabor (2018) who examined the effects of theft and vandalism of library information resources and its control mechanisms in selected academic libraries in Osun state, Nigeria found that the extent of theft and vandalism of library materials were high in academic libraries and this was associated with economic depression, lack of user orientation etc. The findings also revealed that the resources that were majorly affected are reference materials as well as books containing disc etc. The study found out some methods used to perpetrate the act of theft and vandalism of library resources, this include; mutilation of books, walking out with library materials when security is not alert etc. In another related study, Nkedishu (2023) who investigated security threat eventuality: strategies school administrators are planning to adopt in Delta state, Nigeria found that security threats school administrators in Delta State are prone to include stealing among students, fighting, kidnapping of teachers and students, and destruction of school property by students, among others.

Fire disasters refer to uncontrolled and destructive fires that occur within school premises, posing a significant threat to the safety and well-being of students, teachers, and staff, and potentially causing damage to school infrastructure, property, and educational resources. These disasters are catastrophic events involving fire outbreaks that can cause harm to people, damage

school facilities, and disrupt the learning environment, resulting in physical losses, emotional trauma, and potential long-term consequences for the school community. Inyang (2018b) asserts that fire disasters can result in significant damage to infrastructure, educational resources, and personal property, disrupting the learning environment. They can also cause physical harm or even loss of life among students and staff, leading to emotional trauma and long-term psychological impacts. The aftermath of a fire disaster can lead to significant financial costs for rebuilding and recovery, diverting funds from educational programs. Fire disasters can disrupt the continuity of education, affecting students' academic progress and overall well-being. Empirically, Abdullahi, Dewa and Hassan (2024) who examined the impact of fire disaster on information resources in academic libraries in Nigeria found that the challenges faced by academic libraries due to fire disaster on information resources, which include; inadequate finance, lack of disaster control plan, lack of disaster control personnel, lack of insurance cover, lack of training of library staff on how to handle firefighting equipment's, inappropriate library design and inadequate power supply. Similarly, Ilori, Sawa and Abdullahi (2019) who examined application of cause-and-effect-analysis for evaluating causes of fire disasters in public and private secondary schools in Ilorin Metropolis, Nigeria found that fire disasters in public and private secondary schools in Ilorin metropolis are primarily caused by bush/waste burning, electrical fault/wiring, arson, carelessness, and alcohol, smoking. Results also showed that the root-causes of fire phenomenon from the classic categories were setting undergrowth on fire, non-insulated wiring system and sparks from wrong connections, emotional induced from cultism rivalry among male teachers and students over a girl and superiority within and outside the school, mishandling of chemicals in various laboratories during experimentation, and lack of proper fencing of the school compound.

Security threats in schools encompass a range of potential dangers that can compromise the safety and well-being of students, teachers, and staff. These threats can take many forms, including violence, theft, fire disasters, cyber bullying, and natural disasters. The impact of security threats can be significant, disrupting the learning environment, causing physical harm, and affecting the emotional and psychological well-being of those involved. Effective school security measures are essential to prevent, prepare for, and respond to potential threats, ensuring a safe and supportive learning environment. By prioritizing school safety and security, educators and administrators can help promote academic achievement, social development, and overall well-being among students. However, several studies related to this present study have been conducted on the effects, causes, consequences and ways of controlling security threats (Ilori, Sawa & Abdullahi, 2019; Abdullahi, Dewa & Hassan, 2024; Nkedishu, 2023; Adekunle, Adekunjo & Unuabor, 2018; Innocent, 2019; Ajayi & Adesope, 2021; Fayeye, 2018; Alimba, 2018 without any study on the relationship between security threats and administrative effectiveness. There is therefore an urgent need to fill this gap by investigating security threats as correlate of administrative effectiveness in tertiary institutions in Imo State.

The issue of security threats in tertiary institutions has become a pressing concern in recent years, particularly in Imo State. Administrative effectiveness, which is critical to the smooth operation of these institutions, has been significantly impacted by the rising incidence of security breaches. The effectiveness of administration in tertiary institutions has dwindled over the years, largely due to the disruption of school activities, damage to infrastructure, and loss of valuable resources resulting in the overall quality of education. Security threats have manifested in various forms in tertiary institutions in Imo State, including theft, fire disasters, and other forms of violence. Instances of theft, for example, have been reported in several institutions, where valuable equipment and resources have been stolen, disrupting academic activities and causing significant financial losses. Fire disasters have also occurred, resulting in the destruction of infrastructure and loss of valuable data. These security threats have not only disrupted the academic calendar but have also created an atmosphere of fear and anxiety among students, teachers, and staff. The impact of these security threats on administrative effectiveness seems not to be widely explored. Hence, this study is put in question form: what is the relationship between security threats and administrative effectiveness in tertiary institutions in Imo State? Providing answer to the question becomes the thrust of this study. The study covered all the public tertiary institutions in Imo State. It is delimited in focusing on theft and fire disasters as security threats in institutions. The study explored the relationship between security threats (theft and fire disasters) and administrative effectiveness using the rating scores of administrators in public tertiary institutions in Imo State, Nigeria.

Research Questions

The following research questions were posed to guide the study:

1.   What is the coefficient of relationship between theft as security threats and administrative effectiveness in tertiary institutions in Imo State?

2.   What is the coefficient of relationship between fire disasters as security threats and administrative effectiveness in tertiary institutions in Imo State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

Ho_1: There is no significant coefficient of relationship between theft as security threats and administrative effectiveness in tertiary institutions in Imo State.

Ho_2: There is no significant coefficient of relationship between fire disasters as security threats and administrative effectiveness in tertiary institutions in Imo State.

Methodology

The study adopted a correlational research design involving simple linear method. The design enables the researcher to identify the coefficient of relationship between two or more variables. Correlational design according to Ukozor, Onah, Ekwonye and Ogomaka (2021) examines the degree, patterns and strength of relationship between two or more independent and dependent

variables being studied rather than explore causal relationship between them. The population of the study consists of a total of 11,963 lecturers from 9 pubic tertiary institutions in Imo State (Source: Registrar of various institutions, 2024). The researchers drew a sample of 387lecturers from the entire population in 3 selected public tertiary institutions in Imo State determined through Taro Yamane formula using multistage sampling technique which includes the simple random sampling and cluster random sampling. Two rating scales developed by the researcher were used for the collection of data in this study. The first rating scale was titled: Security Threats Scale (STS) which contained 20 items while the second rating scale was titled Administrative Effectiveness Scale (AES) which contained 10 items using the 4-point scale of Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points and Strongly Disagree (SD) - 1 point. The face and content validity of the instruments were ascertained by three research specialists, two from Department of Social Science Education and one from the Educational Measurement and Evaluation, Imo State University, Owerri. Reliability coefficients of 0.82 for STS and 0.85 for AES were obtained using Cronbach Alpha statistics. The researcher with the aid of three enlightened research assistants administered the instrument to the respondents who represented the sample of the study. The research questions were answered using Pearson "r" statistics while the hypotheses were tested using t-test of the significance of Pearson "r" statistics

Result

Research Question One: What is the coefficient of relationship between theft as security threats and administrative effectiveness in tertiary institutions in Imo State?

Table 1: Summaries of Pearson "r" statistics used to explain the coefficient of relationship between theft as security threats (X) and administrative effectiveness (Y)

V	n	∑	r	MR	DR	Remarks
X	387	9501				**High**
			-0.624	High	Negative	**Negative**
Y	387	9960				**Relationship**

Size (n), Summation (∑), Coefficient (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Data on Table 1 shows the summaries of Pearson "r" statistics used to describe the coefficient of relationship between theft as security threats and administrative effectiveness. The result shows that a coefficient of -0.624 was realized for the relationship between the two variables (theft as security threats and administrative effectiveness). Therefore, the answer to the research question is that there is a high but negative coefficient of relationship between theft as security threats and administrative effectiveness in tertiary institutions in Imo State.

Hypothesis One

Ho₁: There is no significant coefficient of relationship between theft as security threats and administrative effectiveness in tertiary institutions in Imo State.

Table 2: Summaries of t-test of significance of Pearson "r" statistics used to test the coefficient of relationship between theft as security threats and administrative effectiveness

V	n	$\sum$	r	α	df	t_{cal}	t_{tab}	Decision
X	387	9501						
			-0.624	0.05	385	2.681	1.96	Reject Ho₁
Y	387	9960						

Sample Size (n), Summation ($\sum$), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Pearson "r" between two Variables

Data on Table 2 showed the result for the t-test of the significance of the coefficient of relationship between theft as security threats and administrative effectiveness. The result gave the degree of freedom as 385 and the t-calculated value as 2.681 and the t-tabulated value as 1.96. Since the t-calculated value is higher than the t-tabulated value, the researcher rejected the null hypothesis which therefore infers that there is a significant coefficient of relationship between theft as security threats and administrative effectiveness in tertiary institutions in Imo State.

Research Question Two: What is the coefficient of relationship between fire disasters as security threats and administrative effectiveness in tertiary institutions in Imo State?

Table 3: Summaries of Pearson "r" statistics used to explain the coefficient of relationship between fire disasters as security threats (X) and administrative effectiveness (Y)

V	n	$\sum$	r	MR	DR	Remarks
X	387	9632				**High**
			-0.641	High	Negative	**Negative**
Y	387	9960				**Relationship**

Size (n), Summation ($\sum$), Coefficient (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 3 shows the summaries of Pearson "r" statistics used to describe the coefficient of relationship between fire disasters as security threats and administrative effectiveness. The result showed that a coefficient value of -0.641 was realized for the relationship between the two variables (fire disasters as security threats and administrative effectiveness). Therefore, the answer to the research question is that there is a high but negative coefficient of relationship between fire disasters as security threats and administrative effectiveness in tertiary institutions in Imo State.

Hypothesis Two

Ho₂: There is no significant coefficient of relationship between fire disasters as security threats and administrative effectiveness in tertiary institutions in Imo State.

Table 4: Summaries of t-test of significance of Pearson "r" statistics used to test the coefficient of relationship between fire disasters as security threats and administrative effectiveness

V	n	$\sum$	r	α	df	t_{cal}	t_{tab}	Decision
X	387	9632						
			-0.641	0.05	385	3.296	1.96	Reject Ho₂
Y	387	9960						

Sample Size (n), Summation ($\sum$), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Pearson "r" between two Variables

Table 4 showed the result for the t-test of the significance of the coefficient of relationship between fire disasters as security threats and administrative effectiveness. The result gave the degree of freedom as 385 and the t-calculated value as 3.296 and the t-tabulated value as 1.96. As the t-calculated value is higher than the t-tabulated value, the researcher rejected the null hypothesis which therefore infers that there is no significant coefficient of relationship between fire disasters as security threats and administrative effectiveness in tertiary institutions in Imo State.

Discussion of Findings

The result revealed that there is a high but negative and significant coefficient of relationship between theft as security threats and administrative effectiveness in tertiary institutions in Imo State. The recorded high but negative coefficient of relationship is a proof that as theft increases, administrative effectiveness decreases, implying that institutions experiencing high levels of theft are likely to struggle with effective administration. The high coefficient value underscores the severity of the impact, highlighting the need for institutions to prioritize theft prevention and mitigation strategies. Corroborating the result, Adekunle, Adekunjo and Unuabor (2018) found that the extent of theft and vandalism of library materials were high in academic libraries and this was associated with economic depression, lack of user orientation etc. The findings also revealed that the resources that were majorly affected are reference materials as well as books containing disc etc. The study found out some methods used to perpetrate the act of theft and vandalism of library resources, this include; mutilation of books, walking out with library materials when security is not alert etc. Also, Nkedishu (2023) found that security threats school administrators in Delta State are prone to include stealing among students, fighting, kidnapping of teachers and students, and destruction of school property by students, among others. The result further strengthened the fact that theft as a security threat undermines administrative effectiveness in tertiary institutions in Imo State by disrupting academic activities, diverting resources, and eroding trust among stakeholders. The loss of

valuable assets and resources due to theft hinders administrators' ability to deliver quality services, manage budgets, and maintain infrastructure. Ultimately, theft compromises the overall efficiency, productivity, and reputation of these institutions, impeding their ability to achieve their academic goals.

The result revealed that there is a high but negative and significant coefficient of relationship between fire disasters as security threats and administrative effectiveness in tertiary institutions in Imo State. The result has shown that institutions experiencing frequent or severe fire disasters are likely to struggle with effective administration, as these events disrupt operations, damage infrastructure, and divert resources. The high coefficient value highlights the severity of the impact, emphasizing the need for institutions to prioritize fire safety measures and emergency preparedness. Overall, the finding underscores the importance of mitigating fire disasters to ensure effective administration in these institutions. In line with the result, Abdullahi, Dewa and Hassan (2024) found that the challenges faced by academic libraries due to fire disaster on information resources, which include; inadequate finance, lack of disaster control plan, lack of disaster control personnel, lack of insurance cover, lack of training of library staff on how to handle firefighting equipment's, inappropriate library design and inadequate power supply. Similarly, Ilori, Sawa and Abdullahi (2019) found that fire disasters in public and private secondary schools in Ilorin metropolis are primarily caused by bush/waste burning, electrical fault/wiring, arson, carelessness, and alcohol, smoking. Also, that the root-causes of fire phenomenon from the classic categories were setting undergrowth on fire, non-insulated wiring system and sparks from wrong connections, emotional induced from cultism rivalry among male teachers and students over a girl and superiority within and outside the school, mishandling of chemicals in various laboratories during experimentation, and lack of proper fencing of the school compound. The result was strengthened with the fact that fire disasters as security threats significantly impede administrative effectiveness in tertiary institutions in Imo State by causing destruction of infrastructure, disrupting academic activities, and diverting resources towards recovery efforts. The aftermath of fire disasters also creates emotional trauma and anxiety among students and staff, further complicating administrative tasks. Fire disasters compromise the institutions' ability to deliver quality education, manage resources efficiently, and maintain stable learning environment which are detrimental towards achieving administrative effectiveness in tertiary institutions in Imo State.

Conclusion

In conclusion, the study highlights the significant negative impact of security threats, specifically theft and fire disasters, on administrative effectiveness in tertiary institutions in Imo State. These threats undermine the institutions' ability to deliver quality education, manage resources efficiently, and maintain a stable learning environment. The study's results demonstrate that security threats are a major obstacle to effective administration in tertiary institutions in Imo State.

Recommendations

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

1.	Authorities of tertiary institutions in Imo State should implement robust security measures, such as installing CCTV cameras, improving lighting and surveillance, and employing security personnel, to prevent and detect theft, thereby minimizing its negative impact on administrative effectiveness.

2.	Tertiary institutions' administrators in Imo State should develop and implement comprehensive fire safety protocols, including regular fire drills, installation of fire alarms and suppression systems, and training for staff and students, to prevent and mitigate the impact of fire disasters on administrative effectiveness.

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