Impact of Insecurity on Curriculum Implementation at Tertiary Institutions inBenue State Nigeria, West Africa

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ABSTRACT

Purpose: This study investigated the impact of insecurity on curriculum implementation at tertiary institutions in Benue State, Nigeria, West Africa.

Methodology: Two research questions were answered, and two null hypotheses were tested. The design adopted for the study was an ex-post facto research design. The population for the study comprised 554 teaching staff of tertiary institutions in Benue State. The sample of 68 lecturers was taken from the population using Taro Yamane's formulae of sample size determination. A 10-item structured questionnaire developed by the researchers called "Nature and Effect of Insecurity Questionnaire" (NEIQ) was used for data collection. A five-point Likert scale of strongly Agreed (SA= 5), Agreed (A=4), Undecided (U=3), Disagreed (D=2), and strongly Disagreed (SD=1) options were used to grade response. Three experts, one in English Language, Test and measurement, and Curriculum studies, all from the Faculty of Education Benue State University, validated the instrument. At the same time, a reliability coefficient of 0.86 was obtained through Cronbach Alpha. The researchers administered the instrument personally. The results were presented and analysized in tables using Mean, and Standard deviation to answerthe research questions. Any item with a mean rating equal to or above 2.50 was regarded as agreed, while an item with a mean rating less than 2.50 was regarded as disagreed. A t-test was used to test the null hypotheses at a 0.05 level of significance.

Findings: The study found a significant difference in the mean rating of the respondents on the nature of insecurity and curriculum implementation at tertiary educational institutions in Benue State.Similarly, the study found a significant difference in the mean rating of the respondents on the effects of insecurity and curriculum implementation at tertiary educational institutions in Benue State, Nigeria.

Unique Contribution to theory, practice and policy: The study recommends, among others, that parents, as first teachers, should be committed to giving their children a solid moral foundation early in life. This may lay a foundation for the youths to visualize whom they are, particularly concerning what distinguishes them from others.

Keywords: *Insecurity, Curriculum Implementation, Education, Tertiary Institutions*

Introduction

Education is the bedrock of society, a critical pillar for human development, and a platform for high-level training skills necessary for every labour market. It is the process of impacting values, beliefs, and habits to shape the recipients' behaviors. The Federal Government of Nigeria (FGN, 2018) describes education as an instrument per excellence pivotal to the actualization of the current national and global policy objectives of which higher education is one factor that can contribute to the economic growth, security, and development in the increasingly global trait across the globe. Higher learning institutions are expected to impact positively on the learners and provide the right channel for them to develop, contributing positively to the security and economic challenges bedwetting Nigeria among others.This was clearly articulated by the World Bank's former president, James Wolfensohn, in 2013, who suggested that Nations need a more robust higher education system that serves as centres for learning excellence, training, and technological advancement.

A well-developed higher education system would not only train and prepare the human capital potential needed for the knowledge economy but also well-educated citizens who have the potential to contribute to the social development of a country. According to Okafor and Okafor (2014), ''Nigeria is a federation of thirty-six (36) states and a Federal Capital Territory. The constitution of the Federal Republic of Nigeria identified several services on the concurrent list; services that the Federal, State, and Local governments can jointly perform concerning governance''.

Education is one of the services on the concurrent list, apparently because it is an important, indispensable factor for development.Tertiary education is the phase three stage or level of education following the completion of secondary education in Nigeria. The FGN (2013) elucidates tertiary education to include Universities, Colleges of education, Monotechnics, and Polytechnics.Tertiary education in Nigeria generally awards academic degrees, Higher National Diplomas (HND), and Nigeria Certificate in Education (NCE) to attendees from rigorous training and knowledge in respective disciplines.The goals and objectives of tertiary education institutions in Nigeria, as specified by FGN (2013), include, among others:

i. To contribute to national development through high-level human resources training.

ii. To develop and inculcate proper value for the survival of the society.

iii. Acquire physical and intellectual skills. This will enable individuals to be self-reliant and useful members of the society.

Experience shows that these lofty objectives cannot be achieved if Nigerian tertiary institutions continue to be characterized by ongoing Insecurities. Insecurity at the tertiary institutions, as pointed out by Gbolahan (2013), includes cultism,offensive sexual advances, macho-violence, forced sex or gang rape, drug-related violence, assault on life and properties,

indiscriminate use of lethal weapons, dangerous arms, and the resultant disruption of the academic calendar, examination, and extortion. Gbolahan's study identifies factors responsible for insecurity but did not cover its impact on curriculum implimentattion in tertiary instutitions in Benue State Nigeria.

Similarly, Nwakpa (2018) opined, Insecurity in tertiary institutions is a social problem and is the concern of all (Citizens, Federal, State, local government, and educational authorities). Insecurity in tertiary institutions should not be compromised because of its far-reaching implications and direct consequences on curriculum implementation, the economy, and society. Ibrahim in Adejoju (2016) conceptualized security as an encompassing phenomenon that is paramount to communities, entities like tertiary institutions of learning, individuals, and Nations. Security has to do with self-preservation which is the first law of existence, and securing life and properties on campuses is a must; thus, those saddles with the responsibilities of educational management and government authorities must ensure to fortfill this obligation. Ibrahim added that, security implies a stable, relatively predictable environment in which any group or individual may pursue its aims or objectives without fear of disturbance, injury, disruption, or harm. The author maintained that section 14 (2) (b) of the Nigerian 1999 constitution states, among other things: "The security and welfare of the people should be the primary purpose of government."

Alemika (2015), conceptualized security to connote the absence of threats to:

i. The sovereign powers and territorial integrity of a nation.

ii. The capability of a country's government

iii. Safety of the person and property of citizens from oppressive rule, economic exploitation, discrimination and exclusion, diseases, homelessness, starvation, ignorance and illiteracy, environmental degradation, and all forms of structural and criminal violence.

To Oni (2016), security in tertiary institutions connotes the protection of school (Institution), students, instructors, or lecturers' tangible and intangible assets from all forms of dangers. By tangible assets, the author refers to physical structures, library books, electronic gadgets in the departments, stakeholders and players, and regular and occasional visitors to the Institution. Intangible assets include intellectual property, research data, classified information, integrity, peace of mind, order, and above all, images.

According to Onyenoru (2016), Insecurity in Nigeria's tertiary education can be traceable to authoritarian governance arising from the attrition of institutional autonomy; infrastructural collapse, and social distortion due to inadequate funding; lack of motivation of staff who have a significant obligation to mode the moral character and well-being of the students; the impact of the broader moral crisis on the tertiary institutions, staff, and students; and the precarious socio-psychological mental state of students as youths in social change and their consequent disposition to immediacy. Onyenoru maintained that campus

overcrowding problems have resulted in criminal activities such as extortion, rape, and inter-cult rivalry, making it difficult for lecturers or instructors to implement the curriculum.

Talking about Curriculum implementation, Offorma (2018) sees curriculum implementation as a planned or officially designed course of study that, the teacher translates into syllabuses, scheme of work, and lessons to be delivered to students in a school setting. Also, Odoh, Saaondo, and Kayange (2018) assert that, curriculum Implementation takes place when the teacher-constructed scheme of work, experience, personality, instructional materials, and a serene environment for teaching and learning interact with the learner to acquire planned or intended goals/objectives, skills, knowledge, ideas and good attitudes. The learner is therefore seen as the central figure of curriculum implementation.

No wonder Ofoha et al., (2009) and Obanya (2004) cited in Ogwuchukwu, Okafor, and Emeka (2018) buttress curriculum implementation as day-to-day activities that the school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. The authors added that an effective curriculum reflects what the learner eventually takes away from an educational experience. In doing so, a serene environment is required to implement the curriculum effectively. Mkandawire (2016) notes that it is challenging to implement a curriculum, especially in developing country like Nigeria, due to Insecurity and underfunding. Mkandawire added that, the number of pupils and teachers has kept rising, but the government budget for education is less. Since human resources in the educational sector have increased, the bulk of the money allocated to education is absorbed by salaries leaving very little for security purposes. Mkandawire's study did not cover the impact of insesucurity on curriculum implemenatation in Benue State.

Oluyomi (2013) summarized the variety of issues faced by schools, including examination malpractices, truancy, indecent dressing, cultism, lack of teacher respect, bullying, vandalism, and fighting, among others. All these factors constituute Insecurity at the tertiary education levels, which may hamper curriculum implementation that is the focus of the present study. Furthermore, Obikeze (2013) revealed that, students of higher institutions are involved in violent crimes such as rape, armed robbery, gun use, kidnapping, stabbing, use of acid, arson, cultism, gangsterism, bullying and locker theft, among others. This, to Obikeze, affects their academic pursuit and exposes them to dangers otherwise known as Insecurity. The present study is set to determine the impact of these factors on curriculum implemenatation at tertiary institutions in Benue State, Nigeria.

Insecurity therefore, is an issue that should be seriously tackled. Although the issue of Insecurity at tertiary institutions has attracted much public interest over the years, solving the insecurity situation appears to be waning, cult violence has become a severe bane among tertiary institutions in Nigeria, and intensely so in the last two decades. Nigerian University campuses are not spared from the vestiges of crime rocking the national scene by ethnic militant groups such as Bandits, Boko Haram, and Niger-Delta militants, among others. Unfortunately, institutions of higher learning are the major critical target point where the bulk of adolescent offenders are students, lecturers, or stakeholders who constitute the high risks

and pose challenges to institutional managers who are at the receiving ends of Insecurity and psycho-pathological carnage (Alimika, 2015). Efforts made to curb the menace of Insecurity in tertiary institutions and society so far have proven abortive.

Ejike (2016, p23-40) highlights some of the insecurity cases in tertiary institutions in Nigeria, including: "the killing of the Secretary General of the Student's Union of University of Benin in 1997 by cult members as well as, the Principal Assistant Registrar of the Delta State University. Mr. Peter Otobo who was murdered in cold blood by cultists. Mr. Ileoje, the head of department at the Institute of Technology (IMT) Enugu, who was shot in his office by a female cult member early in 1997. Again in 1997, a final year banking and finance student at Ondo State University, Ado Ekiti (OSOA), who was killed for defection. He was murdered in his hostel after renouncing cultism. On July 10th, 1999, seven Obafemi Awolowo University (OAU) Ife undergraduates were murdered in cold blood in their sleep within the university campus. On Saturday, May 9th, 2015, Dr. Femi Omisore of Environmental Design of Obafemi Awolowo University, Ile Ife, was kidnapped within the university campus. On June 16th, 2015, Dr.Paul Erie of Ambrose Alli University, Ekpoma Edo State, was kidnapped.

A N50 million ransom was demanded; N12 million ransom was paid, but Dr. Erie never made it back home alive. On May 18th, 2016, five lecturers of Ekiti State University were rounded up and abducted at gunpoint by kidnappers, among others.'' The issues of Insecurity have not been adequately addressed by the government and all those involved in educational management (Arijesuyo & Olusanya, 2011). Even when the issue is addressed, the little emphasis seems to be paid to its impact on curriculum implementation at teratiry institutions in Nigeria.

Also, Mediayanose (2016) admitted that, the quality of higher education and learning depends not only on the content of teaching and curricular but also on campus life. In many Nigerian tertiary institutions, criminality, unrest, and Insecurity may seriously harm the study situation. According to Oju (2012), Insecurity is the greatest crisis facing Nigeria's tertiary institutions today. In the past, tertiary institutions were closed due to student riots or teacher strikes. Lately, there have been a growing number of tertiary institutions; yet, no adequate security plan to curtail the activities of various cult groups operating in higher learning institutions in Nigeria. The menace of secret cults on campus is tantamount to returning man to the state of nature where life is nasty, brutal, and short.

Oju added that, under this condition, it becomes impossible to attempt the attainment of educational aims and objectives where the deplorable conditions become manifest, students and teachers are physically injured by cult members; teachers and students are under constant fear, and cult members destroy facilities of the school while clashing with each other; activities of cults disrupt academic, social and recreational events in schools; members of the school community have their movement restrained even in schools and in the night because of actuating.

Furthermore, Azelama (2016) affirms that tertiary institutions in Nigeria have lost peace as a result of Insecurity. This constitutes a severe obstacle in the effective management of Nigerian tertiary institutions, which invariably affects learning. Escalating violence remains unchecked; cult groups have become heartless and callous such that students and teachers no longer feel safe pursuing learning in an ideal happy and healthy environment. Tertiary institutions in Nigeria have been brought under siege and virtually turned upside down by the heart throbbing activities of students' secret cults among others. These clashes are generally inimical to the traditional serenity and peace that should characterize any learning environment, an environment in which the proper socialization and the inculcation of the right values and attitudes could effectively take place.

This study is anchored on the social learning theory proposed by Albert Bandura. Bandura (1977) states that learning does not always lead to a behavioral change. The theory explored the question of what needs to happen for an observable behavior to be learned (in addition to observation) and cited four necessary steps: attention, retention, reproduction, and motivation. The theory emphasizes the importance of attitudes, modeling, observing, and imitating the behaviors, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior. There are reported cases of students dropping out of school to avoid being harmed by their colleagues (Okoye, 2018). Nigerian tertiary educational institutions are established to give any student who enrolls a very sound and qualitative education in a secured environment devoid of valence, rape, armed robbery, gun use, kidnapping, stabbing, use of acid, arson, cultism, gangsterism, bullying to be able to function effectively in any environment in which he/she may find him/herself; to become more productive, self-fulfilling and attain self-actualization. This remains a desire under the present insecurity situation. It is a known fact that many Nigerian tertiary educational institutions find it increasingly difficult to achieve their goals because of Insecurity. Hence, this study needs to fill this gap.

Statement of the Problem

Concern has been raised about the decline in the quality of Nigerian tertiary education. That the quality of education offered by higher educational institutions is appalling substantially. Insecurity of lives and properties resulting in difficulty in curriculum implementation has been blamed for this quandary. It should be noted that Nigerian tertiary educational institutions are established to give any student who enroll a very sound and qualitative education to function effectively in any environment where he/she may find him/herself (FGN,2013).

Experience shows that this laudable goal is stilled desired. Insecurity in the form of violence,sexual harassment, cultism, rape, armed robbery, gun use, kidnapping, stabbing, use of acid, arson, cultism, gangsterism, and bullying, among others, has taken over Nigerian tertiary education campuses to the level that students drop out of school to avoid being harmed by their colleagues, lecturers are scared for their life and no authority seems to be doing much to arrest this quandary.If these threads go unchecked, they will have far-reaching

consequences on curriculum implementation at the tertiary education level, hence the need for this study to fill this gap.

The purpose of the study is to:

1.   To examine the effects of Insecurity and curriculum implementation at tertiary institutions in Benue State.

2.   To determine the nature of Insecurity and curriculum implementation at tertiary educational institutions in Benue State.

Research Questions

1.   What is the nature of insecurity and curriculum implementation at tertiary institutions in Benue State.?

2.   What is the effect of insecurity and curriculum implementation at tertiary institutions in Benue State?

Hypotheses

H_{O1}.   There is no significant mean rating difference in insecurity and curriculum implementation in tertiary educational institutions in Benue State.

H_{O2}.   There is no significant mean rating difference between the effects of Insecurity and curriculum implementation in tertiary educational institutions in Benue State.

Methodology

The researchers adopted an ex-post facto research design for this study. Ex-post facto research design, as elucidated by Emaikwu (2012) is a survey design in which the investigation starts after the facts has occurred without interference from the researcher. Respondents' opinions on a pre-existing phenomenon were sought; therefore, the researchers considered this design the most appropriate.

The study was carried out in Benue State, Nigeria, West Africa. The area was chosen because Benue State has faced numerous security challenges, especially Banditry, Farmers/ Herders crisis, kidnapping, and political unrest. The researchers hope this study could become an eye opener for the public, educational administrators, lecturers, and those residing and working in Benue state, Nigeria, on the effect of Insecurity and the way forward to turn the page around for the better on the quandary of insecurity challenge they faced.

The study population comprised all teaching staff of tertiary institutions in Benue State, Nigeria (Teaching Staff 554, 11,853 students). Consequently, a sample size of 68 lecturers was taken from the population using Taro Yamane's formulae of sample size determination. A simple random sampling technique was used to draw one institution and sixty-eight (68) lecturers from six tertiary institutions from Benue State. This technique was used to give all institutions and teaching staff equal chance to be selected.

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A 10-item structured questionnaire developed by the researchers called "Nature and Effect of Insecurity Questionnaire" (NEIQ) was used for data collection. A Likert scale of Strongly Agreed (SA= 5), Agreed (A=4), Undecided (U=3), Disagreed (D=2), and Strongly Disagreed (SD=1) options were used to grade responses. Three (3) experts from Benue State University, all from the Faculty of Education, validated the instrument. At the same time, a reliability coefficient of 0.86 was obtained through Cronbach Alpha, and the instrument was certified adequately reliable for the study. Data for this study was obtained at the lecturer's offices. The researchers of this study administered the instrument directly and personally.

Descriptive statistics of Mean and Standard deviation were used to answer the two research questions raised. Items with a mean rating, the same or above 2.50 were regarded as agreed, while item with a mean rating less than 2.50 was regarded as disagreed. Inferential statistics of t-test was used to test the two-null hypotheses at 0.05 level of significance. The hypotheses with less than or equal to a 0.05 level of significance was rejected, while the hypotheses with a significance level greater than 0.05 was not rejected.The results were analysized and presented and in tables.

Results

Research Question One

What is the nature of insecurity and curriculum implementation at tertiary institutions in Benue State, Nigeria?

Table 1: mean and standard deviations of nature of Insecurity on curriculum implementation at tertiary institutions in Benue State.

s/no	Statements	N	Mean	Std. Deviation
1	I was once Intimidated by an unknown student in my school	68	4.6176	.82912
2	Insecurity can arise from fear of examination failure by students	68	3.7647	1.06670
3	Students use cult groups to force action from lecturers	68	3.2794	1.25598
4	Admitting students into courses other than their choice constitutes Insecurity	68	3.8382	.83951
5	Students' lack of self-confidence leads them into acts that endanger people's lives on campus	68	3.9118	.85928
Valid N (listwise)		68		

Table 1 shows the mean and standard deviations of 68 teaching staff ratings of the nature of Insecurity at tertiary institutions in Benue State. The table reveals that items 1, 2, 3, 4, and 5 had their mean scores between 3.28 and 4.62, with the corresponding standard deviations between 0.83 and 1.26. The mean and standard deviations indicate that the teachers at tertiary institutions in Benue State agree that intimidation and fear of examination failure, among others, constitute Insecurity at the tertiary Institution.

Research Question Two

What is the effect of insecurity and curriculum implementation at tertiary institutions in Benue State, Nigeria?

Table 2: mean and standard deviations of the effect of Insecurity on curriculum implementation at tertiary institutions in Benue State

s/no	Statements	N	Mean	Std. Deviation
6	Insecurity in my school has claimed the lives of students	68	4.0000	1.24589
7	Insecurity in my school hampers curriculum implementation	68	4.6176	.97780
8	Academic activities in my school were once shot down due to Insecurity.	68	4.5588	.90409
9	Insecurity in my school is the reason for student's failure to attend classes regularly, affecting curriculum implementation	68	4.3824	1.06546
10	I once awarded marks to a student under the influence of pressure from unknown students	68	4.0000	1.59289
Valid N (listwise)		68		

Table 2 shows the mean and standard deviations of 68 teaching staff ratings of the effect of Insecurity on curriculum implementation at tertiary institutions in Benue State. The table reveals that items 6, 7,8, 9, and 10 had their mean scores between 4.00 and 4.56, with the corresponding standard deviations between 0.90 and 1.59. The mean and standard deviations indicate that the teachers at tertiary institutions in Benue State agree that,Insecurity has effects on curriculum implementation at tertiary institutions in Benue State.

Hypothesis One

There is no significant difference in the mean rating of the nature of Insecurity and curriculum implementation at tertiary educational institutions in Benue State.

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Table 3:t-test of mean rating of the nature of Insecurity at tertiary educational institutions in Benue State.

Variable	N	Mean	Std. Deviation	Df	t	Sig
Nature of Insecurity	5	3.5235	.68536	67	16.258	.000
Curriculum Implementation	68	4.6176	.82912			

Table 3 revealed that t= 16.258 at df = 67; p = 0.000 < 0.05. This means there is a significant difference in the mean rating of the nature of Insecurity and curriculum implementation at tertiary educational institutions in Benue State. The null hypothesis is therefore rejected. Thus, it can be concluded that a significant difference exists in the mean rating of the nature of Insecurity at tertiary educational institutions in Benue State.

Hypothesis Two

There is no significant difference in the mean rating of effects of Insecurity and curriculum implementation at tertiary educational institutions in Benue State.

Table 4: t-test of mean rating of effects of Insecurity on curriculum implementation at tertiary educational institutions in Benue State

Variable	N	Mean	Std. Deviation	df	T	Sig
Curriculum Implementation	68	4.6176	.82912	67	13.514	.000
Nature of Insecurity	5	3.8721	.90607			

Table 4 revealed that t= 13.514 at df = 67; p = 0.000 < 0.05. This means a significant difference in the mean rating of Insecurity and curriculum implementation effects at tertiary educational institutions in Benue State. The null hypothesis is therefore rejected. Thus, it can be concluded that a significant difference exists in the mean rating of the effects of Insecurity at tertiary educational institutions in Benue State, Nigeria.

Discussion of Findings

Insecurity in the form of violence, sexual harassment, rape, armed robbery, gun use, kidnapping, stabbing, use of acid, arson, cultism, gangsterism, and bullying, among others, has taken over Nigerian tertiary education campuses to the level that, students drop out of

school to avoid being harmed by their colleagues, lecturers are scared for their life. Security in tertiary education campuses is tantamount to a conducive academic environment. Findings revealed a significant difference in the mean rating of the nature of Insecurity and curriculum implementation at tertiary educational institutions in Benue State, Nigeria.

This implies that the nature of insecurity at tertiary institutions in Benue State includes, among others, Intimidation, fear of examination failure, cult activities to force an action on teachers and school administration, admitting students into courses other than their choice, and students' lack of self-confidence among others lead them into acts that endanger people's lives on campus, based on the respondents' rating on Nature and Effect of Insecurity Questionnaire (NEIQ).

The findings agreed with that of Gbolahan (2013) that offensive sexual advances, macho-gang rape,cultism, and their activities, drug-related violence, violence, assault on life and properties, arbitrary use of light weapons, dangerous arms, and the resultant disruption of the academic calendar, examination extortion, vis-a-vis indicate that Insecurity is inimical to the realization of the objectives of tertiary education. The findings also agreed with that of Mkandawire (2016) that it is challenging to implement curriculum in Nigeria due to Insecurity. Nigeria have been brought under blockade and almost turned upside down by the heart throbbing activities of student cultists. These clashes are opposed to the traditional serenity and peace that characterize any learning environment. These have dangerously taken a torn-on curriculum implementation at the tertiary education level and may be responsible for the significant difference found in the present study.

Another finding revealed a significant difference in the mean rating of the effects of Insecurity and curriculum implementationat tertiary educational institutions in Benue State.This implies that Insecurity at the tertiary educational level in Benue State has claimed lives, properties of teachers and students on campus,academic activities were once shut down, students failed to attend classes regularly, and marks were awarded to unknown students as a result of Insecurity based on NEIQ rating. This finding agrees with Oju (2012) that, Insecurity is the greatest crisis facing Nigeria's tertiary institutions today. In the past, tertiary institutions were closed due to students' riots affecting curriculum implementation, but today, other vices have emerged, as seen in the findings.

This finding also agrees with Azelama (2016) that tertiary institutions in Nigeria have lost peace due to Insecurity. This, to Azelama, constitutes a severe obstacle in the effective management of Nigerian tertiary institutions, which invariably affects learning.The value of higher education (tertiary Institution) and learning depends not only on the content of teaching, instruction, and curricular but also on the lifestyles on campus. Insecurity, criminality, and unrest may harm the study situation. This could be responsible for the significant difference found in the present study.

Conclusion

The study found a significant difference in the mean rating of the respondents on the nature of Insecurity and curriculum implementation at tertiary educational institutions in Benue State, Nigeria. Similarly, the study found a significant difference in the mean rating of the respondents on the effects of Insecurity and curriculum implementation at tertiary educational institutions in Benue State, Nigeria. The study, therefore, concluded that the nature and effects of Insecurity are potent factors in curriculum implementation at tertiary educational institutions in Benue State, Nigeria. Effective curriculum implementation may be hampered negatively in an insecure learning environment.

Recommendations

Based on the findings of this study, the researchers recommend that:

1.   Parents, as first teachers, should be committed to giving their children a solid moral foundation early in life. This may set the groundwork for the youths to visualize whom they are, particularly concerning what makes them unique and different from others.

2.   The security personnel on campus need to be repositioned via retraining to effectively discharge their duties in connection to the emerging security challenges on campus for a safe academic environment for staff and students.

3.   School management should promptly take the necessary step using appropriate sanctions to curtail all cult and violent activities in tertiary educational institutions. This may serve as a deterrent to others.

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