

Academic Staff of Tertiary Institutions in Nigeria and the Problem of Insecurity

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ABSTRACT

The objective of tertiary education in Nigeria can only be realized when the tertiary institutions environment are peaceful, secured and conducive for teaching, learning and implementation of research programme. The recent attacks on tertiary institutions, especially on the academic staff, non-academic staff and students cannot guarantee sustainable development of tertiary education in Nigeria. Therefore, this paper discusses the effects of insecurity on the academic staff of Nigerian tertiary institutions. The research employed the used of secondary and primary data to provide empirical supports for the various points raised in the paper. The secondary data used for this paper were sourced from both print and online publication. The paper concludes that attacks on academic staff of tertiary institutions have led to the death of academic staff, disruption of teaching programme, research programme, displacement of academic staff and brain-drain. To address these problems of insecurity, the paper recommended that government should identify problems causing insecurity, banditry and insurgency in the country and solve them. Management of the university should provide adequate security in all staff quarters and installation of CCTV at strategic locations should be done. All tertiary staff quarters should be fenced and adequate funds should be provided for the security unit of tertiary institutions and the units should be equipped with modern security technologies etc.

KEYWORDS: *Academic, Public, Problems, Tertiary, Staff.*

1. Introduction

Tertiary Education is the education given after post basic education in institutions such as Universities and Inter-University centers such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages as well as institutions such as Innovation Enterprise Institutions (IEIs), Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) (Ogunode, Hammadu, Ahmed, & Ojo, 2021, NPE, 2013).

The goals of Tertiary Education shall be to contribute to national development through high-level manpower training, provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians, provide high-quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work, reduce skill shortages through the production of skilled

manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity, and promote national and international understanding and interaction (Ogunode, Hammadu, Ahmed, & Ojo, 2021, NPE, 2013).

Ogunode, Okwelogu, Olatunde-Aiyedun, (2021) observed that the realization of the objectives of tertiary education hinges on the availability of human and material resources. The human resources include academic staff and non-academic staff. Ogunode, Jegede, & Abubakar, (2020) cited Adetoro (2009) and Charles, (2012) who classified educational resources into human, physical and financial resources. These resources must be provided in a right quantities and qualities to be able to realize the objectives of any school. These are potential inputs of the institution that enable the institution to achieve its objectives if they are effectively managed. They are the pre-conditions for successful implementation of school programmes and, whenever this condition is not fulfilled, the ability of the teaching staff to perform their tasks will be greatly hampered.

It has been observed that the objectives of tertiary education in Nigeria can only be realized when their environments are peaceful, secured and conducive for teaching, learning and implementation of research programmes. The academic staff are the implementers of the curriculum. In each of the educational system, professional teachers are employed to teach and carry out other educational services. Every educational institution needs teachers. Teachers are regarded as the engine room of educational institutions. Teachers working in public educational institutions in Nigeria are facing many challenges (Ogunode, Okwelogu & Ahaotu, 2021). Academic staff, non-academic staff and students require a conducive and peaceful environment to teach, work and learn. The provision of a peaceful and secured teaching and learning environment for the lecturers, non-teaching staff and students guarantee an uninterrupted development of tertiary institutions.

Academic staff in Nigerian tertiary institutions are faced with the challenge of insecurity. Many researchers as well as local and international media have been reporting cases of attacks on Nigerian academic staff working in the various higher institutions across the country. Daily post reports recently that four lecturers of the University of Abuja were kidnapped in their staff quarters on Nov 3, 2021. Again, on Nov, 4, 2021, another lecturer was reportedly attacked in the permanent site by Daily post 2021. According to Ogunode (2021), insecurity in educational sector guarantees that the human resources within educational institutions are in the state of fear or threat and lack peace to carry out their respective functions. It is a situation where both school administrators, teachers, non-teaching staff and students are in constant panic. Educational institutions in Nigeria are under attack, basic, secondary schools and higher institutions notwithstanding. Teachers in all the forms of educational institutions are facing the problems of insecurity. It is imperative to examine the effects of insecurity on the Nigerian academic staff in Nigeria.

1.1. Statement of the Problems

The objectives of Nigerian higher institutions is to provide post-secondary school education with the aims of producing relevant manpower that will aid the social and foster the economic and technological advancement and development of the country. This objective is feasible only if the teaching and learning takes place effectively in a peaceful environment. Recent developments in Nigeria where educational institutions, including higher institutions are always closed down because of insecurity challenges caused by internal and external actors is alarming. The worse of all is that academic staff and non-academic staff and students are been attacked, even killed by criminal elements such as bandits and terrorists.

Obi (2015); Abubakar (2016), Ogunode & Musa, (2020), Ogunode, Ahmed, Jegede & Abubakar (2020) and Ahaotu & Ogunode, (2021) all reported that tertiary institutions are faced with insecurity problems leading to the death of lecturers specifically. The implementation of teaching, research

programmes and community services depend on a peaceful and secured environment. Lecturers and students can only teach and learn under an environment that is conducive and devoid of fear. The threat of insecurity in the Nigerian tertiary institutions is inimical to the development of higher education. It is based on this that this paper intends to examine the effects of attacks on tertiary institutions and academic staff in Nigeria.

1.2. Theoretical Framework

The theories reviewed for this study focused on system theory and behavioural/human relation theory as explained below:

System's Theory.

Odey, (2018) cited Ludwig von Bertalanffy (1920) was one of the proponents of this theory. The system emphasized the science of wholeness. The assumption of the theory is that "the whole is more than the sum of its parts". Systems theory is concerned with correlation of input, output and outcomes. This theory believes that what happens in the system is measured by changes observed in the outputs in relation to the outcomes or goals of the system. Odey, (2018) and Ludwig von Bertalanffy's conception of system's theory was one of organization. According to him, system's theory serves as an organizing conceptual framework or meta theory. He saw it as a component part of a larger organism. Thus, system's theory is an organizational theory that looks at interactions between systems. Explaining this approach, he stated that system's approach to management views organization as a social system or entity composed of interrelated parts acting together as a unitary whole which enables inputs to be converted into outputs. Furthermore, Odey, (2018) and Olagboye (2004) stated that when applied to organization, inputs refer to people, materials, information and finance which are organized and activated such that human skills and raw materials are converted into products, services and other related outputs which are discharged into the environment.

This theory provides a framework for describing and analyzing different parts of organization as well as framework within which to plan and anticipate outcomes in an educational organization. Thus, application of this theory/approach will ensure effective coordination and interaction between the government, teachers, pupils, facilities, educational planners and others, which will be measured through the products. It will also provide feedback for improvement so as to achieve the set educational goals in general and UBE goals in particular.

The present study is anchored on the premise that tertiary institution is a system made up of the inputs-human and material resources. These resources include academic staff, non-academic staff, funds, pupils, school facilities among others. The duties and functions of these resources are correlated and interact to effect teaching and learning in school which produce outcome in form of graduates of the higher education programme. The graduates are expected to have acquired basic skills, competences and change in behaviour to enable them contribute to the growth and development of the country. The result of the synergy is measured by the product which is the learner (graduates). The academic staff are part of the higher education system. The killing of academic staff, their discomforts and their withdrawing of services will affect the entire higher education system.

2. Conceptual Framework

2.1. Concept of Academic Staff

Academic staff also known as faculty members are key components of higher institutions especially the universities. Academic staff as the name implies are professionals that handle the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated, because the

academic staff are the implementers of instruction in educational institutions. Academic staff are professional personnel in charge of teaching or lecturing in the higher institutions. The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching and researching and community services. They are categorized into Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I, senior Lecturer, Associate professor/Reader and Professors. Academic staff are critical determiners in the attainment of higher education goals. Without them, the goals of higher education in the country cannot be achieved (Ogunode, Jegede, & Abubakar, 2020). According to Ogunode, Jegede, & Abubakar, (2020) the main duties and responsibilities of academic staff in the higher institutions include:

- A. to teach at undergraduate and graduate level in areas allocated and reviewed from time to time by the Head of Department;
- B. to carry out research and produce publications, or other research outputs, in line with personal objectives agreed in the Staff review process;
- C. to obtain research funding support;
- D. to engage with the broader scholarly and professional communities;
- E. to supervise or assist with supervision of undergraduate, taught graduate (Masters) or research graduate (MPhil/PhD) students;
- F. to contribute to the development, planning and implementation of a high-quality curriculum.
- G. to assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance.

Ogunode, Jegede, & Abubakar, (2020) pointed out that the teaching role involves preparing and delivering of lectures, supervision of students in industrial training and final year projects, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels - sports, graduation, convocation, etc. (Ogunode, Jegede, & Abubakar, 2020; Uchenna, Maureen & Anthony, 2018). Teaching and research are the core functions of lecturers and their quality can be improved by hiring the best scholars and empowering them with good incentives (Ogunode, Jegede, & Abubakar, 2020; Goodall, 2013).

The academic staff are known as builders of manpower or producers of a country's workforce. Ogunode, Jegede, & Abubakar, (2020) cited Folunso, Adewale and Abodunde (2014) who observed that job performance of academic staff is important because good quality tertiary education is an important determiner involved in nurturing teaching staff who are required for the successful implementation of the UBE scheme as well as others needed in the medical field. Others too such as accountants, economists and journalists, in fact, all aspects of a country's manpower, are generated when the educational systems are in good function. They also maintained that for higher education to develop the capacities mentioned, it must ensure that their staff are well motivated in order to contribute to the quality needed for socio-economic and political development. The academic staff need a peaceful, conducive and secure environment to be able to deliver the curriculum. The lecturers must be in their right mind set before they can present any lecture or research work. A

secure and conducive environment is indispensable in the implementation of school curriculum. No meaningful lectures can take place in an environment that is unsettled and chaotic.

2.2. Attack on Academic Staff of Nigerian Tertiary Institutions

There are many reports of attacks on academic staff of higher institutions in Nigeria. Some of the reports include that of TVC news of Nov, 3, 2021 that reported the invasion of the University of Abuja staff quarters where a professor and other staff were abducted by unknown gunmen. Vanguard, on 3 Oct 2021 reports that a *lecturer* at the Adekunle Ajasin University, Akungba, Akoko, AAUA, Ondo state, had been reportedly *abducted*. On August, 24, 2021 gunmen invaded Nigeria's foremost military institution, the Nigerian Defence Academy, Afaka, Kaduna, killing two officers and abducting one. The interview, on 11 Jun 2021 reported that bandits invaded the institution's staff quarters in the campus and kidnapped two lecturers and eight students at the Nuhu Bamalli Polytechnic, Zaria. Punch, on 9 Sep 2021 reports that four armed Fulani herdsmen have reportedly *kidnapped* a retired *lecturer* at the Federal Polytechnic, Ofa in Kwara state. Tribune Online, on 28 Sep 2021 reports that a *Professor* and Dean of the Faculty of Management Sciences of the Kogi State University, Ayangba, had been *kidnapped* by gunmen. Sahara Reporters on 23 May 2021 reported that Gunmen have *abducted* the Deputy Director of Information Communication Technology of Tai Solarin University of Education. The Paradise, on 23 Oct 2021 reported that a former *professor* in the Cross River State University of Technology (CRUTECH), now University of Cross River State (UNICROSS) was kidnapped. Premium Times on 22 Feb, 2021 reports that a lecturer with the University of Port Harcourt, Rivers State, was on Sunday abducted by gunmen in the state.

Sahara Reporters (2020) reported that on 29, Nov, 2020, Gunmen on Saturday evening killed an Associate Professor with the University of Agriculture Makurdi, Benue State capital. Also, Orient Daily News on 18 Feb 2020 reported that an Associate *Professor* with the Institute of Public Policy & Administration (IPPA) of the University of Calabar had been kidnapped in Calabar. Vanguardngr on 17 Feb 2020 reports that Gunmen have *abducted* a university *lecturer* and a staff of a media organisation in Calabar, Cross River State. Sahara Reporters (2020) reported that Gunmen killed and Associate Professor in Benue. Premiumtimes reports that on 23 November 2020, gunmen, invaded ABU Zaria campus and abducted a lecturer's wife, and daughter. It also on May 17, 2020 reports that some hoodlums entered the house of a lecturer in the University of Jos, shot him and kidnapped his six-year-old daughter. Sunnews online reports that on 7, Jan, 2020, Bandits killed some ABU lectures in Katsina. Daily Post reported that on 2 Sep 2020 unknown gunmen kidnapped three persons, including a staff of the University of Calabar in Cross River.

The Newspad, on 31 Jul 2019 reported that students and a *lecturer* of Federal University Wukari in Taraba State have been feared killed by suspected bandits.

Vanguard on July 23, 2018 reports that four persons, including a professor, were on Sunday evening killed by armed bandits along the volatile Abuja-Kaduna highway.

On 16th January 2017, two teenage suicide bombers detonated bombs in the University of Maiduguri which killed 3 people including a professor. In 2017, a Professor in the Department of Zoology, University of Calabar was kidnapped by gunmen while he was jogging in campus at about 6.40 am. The kidnapped lecturer was dragged for over 100 meters on the road by his abductors amidst intense gun shooting, before whisking him away to a waiting boat at the Big Qua River that borders the university.

In the University of Calabar Staff Quarters, lecturers were attacked and three persons were kidnapped on May 23rd 2016. The incidence of 23rd May led to a one-week withdrawal of service by academic staff. Punch reports that on 11th Aug, 2016, four gunmen on Thursday morning trailed

and *killed* a senior lecturer in the Department of Political Science, University of Agriculture Makurdi, Benue State capital. AllAfrica reports that a lecturer with the Department of Computer Sciences, Federal College of Education, Obudu in Central Cross River State, was abducted by hoodlums.

Premium Times (2013) reports that a senior lecturer in the Department of Sociology at Olabisi Onabanjo University (OOU), Ago-Iwoye, was on Wednesday shot dead by gunmen who stormed his private residence. On 18th December 2013, suspected cultists attacked and killed a Senior Lecturer in The Department of Sociology of Olabisi Onabanjo University (OOU), Ogun State. Media documented that some unknown assailants abducted the Education Director of degree programs in Rivers state on January 22, 2013. News sources reported that on February 23, 2013, unknown perpetrators kidnapped a senior lecturer from a federal low-cost estate in Maiduguri, Borno state, shortly after a battle in the area. The outcome of the kidnapping remained in the dark.

Refword (2014) observed that seven university staff members were kidnapped from the Federal College of Education, Rivers state, between January and October 2012, and one of them died, allegedly from torture. Between 2010 and 2012, six other higher education personnel were abducted in the south, including two professors at the University of Uyo, the Director of Continuing Education at the College of Education in Afaha Nisit, Akwa Ibom; the Provost of the College of Health Sciences at the Nnamdi Azikiwe University; the Vice-Chancellor of Enugu State University of Technology and the Delta State Commissioner for Higher Education. In the North, one lecturer from the University of Maiduguri was also shot and killed, reportedly by Boko Haram.

Refword (2014), also reports violence that occurred due to sectarian clashes. During post-election violence in April 2011, on the outskirts of Zaria in northern Kaduna state, a mob of youths supporting former military leader Muhammadu Buhari, backing the imposition of sharia law in the north, cornered four Christian students and a Christian lecturer in the staff quarters of the campus of Nuhu Bamalli Polytechnic and beat them to death with sticks, clubs and machetes.

Also, Okafor & Okafor, (2011) reported that a lecturer in charge of verification of students' result in Rivers State University of Science and Technology reportedly had his office which was in the two-storey engineering complex in the university burnt by a cult group because he did not heed their warning earlier, to ensure that a member of their cult group did not fail his exams.

2.3. Effects of Attacks Tertiary Institutions and Academic Staff

Attacks on the academic staff of tertiary institutions in Nigeria is inimical to the development of higher education. Ekpoh, Edet, & Ukpong, (2020) and Badiora (2017), "the spectra of crimes on the campuses of tertiary institutions in Nigeria have grown to an alarming rate and level, that it has remained a permanent issue in national discourse". Ekpoh, Edet, & Ukpong, (2020) observe that unfortunately, this has adversely affected the academic and social life of both staff and students on campus. The effects of the insecurity include: death of academic staff, disruption of teaching and research programmes which has led to brain-drain and displacement of academic staff across Nigeria.

A. Death of Academic staff

Attacks on tertiary institutions and lecturers of higher institutions in Nigeria have led to the death of many lectures in Nigerian higher institutions. According to NEEDS (2014); Ogunode (2020); Ogunode & Abubakar (2020), Nigerian higher institutions are faced with the problem of shortage of lecturers. The few lecturers available are been killed by bandits and insurgents across the country Vanguard on Septem 4, 2014 reports that some unknown gunmen murder a lecturer. Ogunode (2020) posits that insecurity is another problem facing the administration of public universities in

Nigeria. The Islamic sect called Boko Haram, which means Western education is forbidden, attacks educational institutions in the Northern part of Nigeria. Many public universities located in the Northern Nigeria have been victims of such attacks. Many students, lecturers and administrators have been killed while others are kidnapped. Ahaotu & Ogunode (2020) noted that many students and academic staff of higher institutions have been attacked at different times resulting in their death within the campus. The higher institutions environment is unsafe for students and lecturers. Okafor and Okafor, (2011) noted that the entire Nigerian university community is engulfed by fear and panic following an email allegedly sent by the Islamic extremist group "Boko Haram" to the 15 universities in southern Nigeria. Public relations officer at the University of Benin, Harrison Osarenren, explained that the message was sent through an email address, bokoharamewe@yahoo.com, to the registrar. "...they said that their aim was to eradicate Western education in Nigeria. This university has been shortlisted among 19 other universities. They warned that these universities will soon experience a series of bomb blasts. According to Thisday newspapers (2018) the United Nations Educational, Scientific and Cultural Organization (UNESCO) counts 2,300 teachers Boko Haram has killed in Nigeria's northeast since the start of the insurgency in 2009. The killing of academic staff of tertiary institutions by bandits and insurgents is inimical to the development of higher education and has the potential of reducing the strength of academics across the country. The killing of academic staff across the country portray danger to the development of higher education. The effects are substandard teaching, brain-drain and poor quality of education.

B. Disruption of Teaching Programme

The attacks on tertiary institutions in Nigeria and attacks on academic staff across the country is leading to disruption of academic activities of the institutions. Musa (2018) noted that the attacks on University of Maiduguri have led to suspension of teaching programme several times. Higher institutions are closed down whenever there is an insecurity problem within the campuses caused by either internal or external actors. Ohiare, Udebu & Ogunode, Rauf (2021) submit that the insecurity problem is another major challenge facing the implementation of curriculum studies programme in tertiary institutions. The teaching programme of the University of Jos was suspended due to the instability that occurred in the city as reported by (Musa 2018). In the University of Calabar Staff Quarters, lecturers were attacked and three persons were kidnapped on May 23rd 2016.. Ohiare Udebu & Ogunode, Rauf (2021) also observes that the most worrisome of the insecurity is the school closure which have affected the academic calendar of different higher institutions in the country. Many faculties and departments cannot graduate their students due to the closure of universities and many academic programme. Ahaotu & Ogunode, (2021) stressed that insecurity on campus negatively affects the learning processes. It breeds fear and feelings of insecurity amongst students and staff of tertiary institutions and sometimes leads to disruption of the academic calendar. The disruption of learning on the campus threatens the development of the nation because no nation can rise beyond the capacities of her tertiary institutions.

C. Disruption of Research Programme

Attacks on academic staff and higher institutions in Nigeria is disrupting research programme of the higher institutions and that of academic staff in particular. Olayinka (2006) sees research as a systematic investigation including development, testing and evaluation, designed to develop or to contribute to knowledge. Ogunode, Jegede, Adah, Audu, Ajape (2020) observed that the three cardinal programmes of the universities are teaching programme, research programme and community services. Research programme is the second cardinal programme of the universities. It is one of the most important criteria used for measuring the performance of universities. The aim of research programme of the universities is to aid the social, economic and technological advancement of the country. Ogunode & Abubakar (2020) submitted that research is the second cardinal

programme of higher institutions. Research is very important to the development of the society. Research is conducted mostly in the higher institutions environment with the objective of solving problems affecting the society. The academic staff is saddled with the responsibilities of carrying out researches in the universities. The problems of insecurity in tertiary institutions today prevents academic staff from carrying out capital intensive research programmes across the tertiary institutions in the country. The continuous closure of higher institutions in the Nigerian as a result of insurgency affects the implementation of research programmes. Ogunode, Jegede, Adah, Audu, Ajape (2020) noted that insecurity is a major problem affecting the administration of research programmes in the Nigerian public universities. Many research programme in the Nigerian public universities have been put to hold or stopped, especially in the universities in the Northern part of Nigeria because of the insecurity challenges leading to the closure of universities. No lecturer can carry out any research activity in an insecure environment. For meaningful research to take place, the lecturers must feel safe and the environment must be conducive and secured.

D. Displacement of Academic Staff

The insecurity problem ravaging the higher institutions and the continuous killing of academic staff by bandits and insurgents is leading to displacement of academic staff across the country. Many lecturers are leaving states with high security risk to states where the security risk is lower. This submission is confirmed by Jimada, (undated) who observed that many schools have closed down due Boko Haram activities and lack of talented lecturers. Teachers have abandoned their schools for other schools in another peaceful states leading to brain drain in such regions. More than 800 school buildings have been affected in the North leading to some students having their classes under trees and canopies.

E. Brain-drain

The continuous attacks on lecturers in Nigerian higher institutions is leading to depletion in adequate teaching manpower. Many lecturers have left the country especially from states with high risk of insecurity to other neighboring countries to work. Ogunode & Abubakar (2020) defined brain drain as the massive movement of professionals from developing countries to developed countries for greener pastures. Insecurity in Nigeria and especially in the Northern part of Nigeria is forcing many academics to relocate to other parts of the country where there is peace. Others are picking up appointments abroad due to this instability. The brain-drain problem has affected many higher institutions in the country, losing many of their professors to foreign universities. The massive movement of these lecturers is causing major lecturer gap in the Nigerian higher institutions and in the research programme (Ogunode, Jegede, Adah, Audu, Ajape 2020).

Thisday newspapers (2018), citing UNESCO global education monitoring report of 2018, indicated that 19, 000 teachers have been displaced in the North east Nigeria, thus, affecting access to education. The reported indicated that Boko Haram members has destroyed nearly 1,000 schools and displaced 19,000 teachers. The reports showed Boko Haram had killed almost 2,300 teachers. “

2.4. Way Forward

In order to address these problems identified in this paper, the following recommendations were made:

1. The government should identify problems causing insecurity, banditry and insurgency in the country and tackle them.
2. Management of the university should provide adequate security in all staff quarters and install CCTVs at strategic locations. All tertiary staff quarters should be equipped with perimeter fences.

3. Adequate funds should be provided for the security unit of tertiary institutions and the units should be equipped with modern security technologies.
4. Ekpoh, Edet, & Ukpong, (2020) recommended the following:
5. Provision of sufficient surveillance vehicles. This will be very useful in timely fighting and containment of criminal activities on campus.
6. Access into the university environment should be checked. Currently, people who have no business in the school are found everywhere. Access should be restricted.
7. All identified cultists should be rusticated from the institution by the university management. Linkages should be established with other institutions of learning so that such students are denied re-admission. Also, students arrested on involvement in heinous crimes should be suspended and handed over to law enforcement agencies for prosecution.
8. Management of the university should consider as utmost importance the installation of CCTV at strategic locations to monitor movements of persons for possible detection of criminal activities within the institution.
9. Security units in the university should be well-staffed with qualified personnel. Recruitment of security personnel should be tailored towards getting those with experience and passion. The security department should not be an all-comers affair.
10. Regular training and retraining programmes should be organized for all security personnel to sharpen their skills and acquaint them with modern trends in intelligent gathering, crime detection and security operation.
11. Security is everybody's business, hence there is need for security awareness by both staff and students in order to stay safe.

Conclusion

The objective of tertiary education in Nigeria can only be realized when the environments of tertiary institutions are peaceful, secure and conducive for teaching, learning and implementation of research programmes. The recent attacks on tertiary institutions especially the academic staff, non-academic staff and students cannot guarantee a sustainable development of tertiary education in Nigeria. Therefore, this paper discusses the effects of insecurity on academic staff of Nigerian tertiary institutions. The researchers employed the use of secondary data and primary data to provide empirical support for the various points raised in the paper. The secondary data used for this paper were sourced from both print and online publication. The paper concludes that attacks on academic staff of tertiary institutions have led to the death of academic staff, disruption of teaching programme, research programme, brain-drain and displacement of academic staff in Nigeria. To address these problems of insecurity, the paper recommended that government should identify problems causing insecurity, banditry and insurgency in the country and solve them. Management of the university should provide adequate security in all staff quarters and installation of CCTV at strategic locations should be done. All tertiary staff quarters should be fenced and adequate funds should be provided for the security unit of tertiary institutions and the units should be equipped with security modern technologies etc.

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