



ENHANCING INSTITUTIONAL GOVERNANCE AND ADMINISTRATIVE EFFECTIVENESS THROUGH VALUE EDUCATION IN THE FACE OF SECURITY CHALLENGES



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Abstract

The study investigates how value education contributes to administrative effectiveness in Ambrose Alli University, Ekpoma, Edo State in the midst of rising security challenges in Nigeria. The study was guided by two research questions. Descriptive survey research design was employed for the study. The population of the study comprised of twenty-one thousand, three hundred and ninety-four (21,394) undergraduate students who registered for 2023/2024 academic session in all the faculties in Ambrose Alli University, Ekpoma, Edo state. The 21,394 students presented in the population covers all the students from 100-500 levels in Ambrose Alli University, Ekpoma, Edo State. The sample size of the study consisted of three hundred and fifty (350) undergraduate students in Ambrose Alli University, Ekpoma, Edo State. The simple random sampling technique was used to select seven (7) faculties and in each of the selected faculty, a total of 50 students were randomly selected and this give a total of 350 respondents which constituted 1.6% of the entire population. Data was collected through a structured questionnaire titled 'Value Education, Security, and Administrative Effectiveness Questionnaire' (VESAEQ). The data obtained were analyzed using the Pearson Product Moment Correlation Coefficient (PPMC). Findings revealed that value education significantly improves administrative effectiveness by fostering student discipline, promoting ethical leadership, and enhancing institutional responses to security concerns. The study recommends that educational institutions should formally integrate value education components across all programmes and courses to instill ethical thinking and responsible citizenship; administrators should organize value-based sensitization programmes and safety campaigns to promote awareness and student participation in maintaining a secure learning environment amongst others.

Keywords: Institutional Governance, Administrative Effectiveness, Value Education and Security Challenges

Introduction

Educational institutions in Nigeria face growing insecurity, including campus violence, theft, and cultism. These challenges have tested the strength of university administration in safeguarding the educational processes. Security remains a cornerstone of societal stability and development. However, increasing incidents of terrorism, banditry, kidnapping, cultism, and violence within and around educational institutions have placed Nigerian schools, in precarious positions. Administrative heads of universities are now faced with the dual task of maintaining academic standards and ensuring safety. This paper contends that value education; a curriculum of moral, civic, and ethical instruction can

enhance the administrative capacity to respond effectively to these challenges. Hence through value education, promoting honesty, respect, responsibility, and discipline has been proposed as a tool to mitigate such risks while reinforcing administrative functions.

Value education refers to the process through which individuals develop moral integrity, social responsibility, and civic consciousness (Oladipo, 2009). In the context of teacher education, it encompasses training preservice teachers to uphold values such as honesty, empathy, diligence, and respect; qualities that are critical in shaping future citizens. For example in teacher education programmes, according to Okafor (2012), value education equips teachers with not only pedagogical skills but also the ethical standards required to influence their students positively. Ajayi and Alani (2013) argue that teacher education programs that incorporate value education promote holistic development and are more likely to produce teachers capable of managing classrooms with fairness and inclusivity. This is especially significant in a diverse and often divided country like Nigeria, where value disorientation has been identified as a root cause of youth unrest and indiscipline (Nwagwu, 2015); and these depends to a large extent on the institution governance/universities administration.

Institutional governance refers to the structures, processes, and practices through which an institution (such as a university) is directed, controlled, and held accountable to its stakeholders. It encompasses decision-making frameworks, leadership roles, policies, and mechanisms that ensure transparency, accountability, and the effective achievement of institutional goals (Salmi, 2009). Institutional governance in universities brings about leadership structures, decision-making processes, and accountability mechanisms that aligns with the institutional goals and stakeholder expectations; thereby bringing about administrative effectiveness.

Peretomode in Ogieva (2020)) views administration as concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization. Administrative effectiveness on the other hand, refers to the capacity of leadership and management teams to plan, coordinate, and implement institutional goals efficiently (Obanya, 2010). Administrative Effectiveness can be described as the measure of the ability of schools' heads, administrators, and heads of departments to perform their administrative duties using methods, principles and practices to establish and execute policies, plans and procedure to achieve predetermined goals. (Ogieva in Ogieva & Emuihi, 2025). As noted by Ezeani (2012), effective administrators are visionary, ethical, and responsive to both academic and non-academic needs. Writers, such as Ukeje (2014) maintain that the success of educational institutions largely depends on how well administrators respond to emerging security challenges.

Security issues such as cultism, kidnapping, armed robbery, and communal clashes have posed severe threats to learning environments in Nigerian universities (Okebukola, 2016). Ambrose Alli University, like many other public universities, has experienced periods of unrest and insecurity which affect academic performance, staff morale, and institutional stability. Adeosun and Akintunde (2019) found that administrative inefficiency in handling security concerns leads to low student retention, absenteeism, and a breakdown of trust in institutional leadership. Hence, there is a compelling need for school management to combine security policies with proactive value reorientation that discourage violence and promote peace. The study focused on students of Ambrose Alli University Ekpoma, Edo State in 2024/2025 to explore the connections between value education and administrative effectiveness under security threats.

This study is anchored on the transformational leadership theory as propounded by Burns (1978) and further developed by Bass (1985). Burns introduced the concept of transformational leadership as a process in which leaders and followers raise one another to higher levels of morality and motivation (Burns, 1978). Bass (1985) expanded the theory by identifying four core components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leadership is the process through which leaders' takes action to increase their followers' awareness of what is right and important to increase the motivation of their followers over their self interest for the improvement of the group and society. Koutzes in Ogieva, (2016) agreed that transformational leaders show integrity, and they know how to develop a robust and an inspiring vision

for the future. They motivate people to achieve the vision and build ever stronger followers. In this study, transformational leadership provides a relevant lens for examining how value education can enhance administrative effectiveness, especially in addressing security challenges within our education programmes. University administrators who exhibit transformational qualities are more likely to influence institutional culture positively by imbibing values such as integrity, responsibility, and accountability into policy and practice (Bass & Riggio, 2006). This, in turn, supports a learning environment that prioritizes ethical behavior, effective decision-making, and proactive security management which are essential for the preparation of future educators in a complex and often insecure educational landscape. Security challenges in Nigeria's education sector include insurgency, kidnapping, examination malpractice, cultism, sexual harassment, and armed robbery. These threats compromise teaching and learning, disrupt academic calendars, and erode public confidence in schools.

Objectives of the Study

1. To examine the extent to which value education influences administrative effectiveness in teacher education.
2. To determine how administrative practices respond to security challenges on campus.

Research Questions

1. How does value education contribute to administrative effectiveness in AAU?
2. What administrative strategies are employed to address security challenges on campus?

Methodology

The study adopted the correlation research design. The population of the study was made up of all the twenty-one thousand, three hundred and ninety-four (21,394) undergraduate students who have registered for 2023/2024 academic session in all the thirteen Faculties in Ambrose Alli University, Ekpoma, Edo state. The 21,394 students presented in the population covers all the students from 100-500 levels in Ambrose Alli University, Ekpoma, Edo State. The sample size of the study consisted of three Hundred and Fifty (350) undergraduate students in Ambrose Alli University, Ekpoma, Edo State. The simple random sampling technique was used to select seven (7) faculties and in each of the selected faculty, a total of 50 students were randomly selected and this give a total of 350 respondents which constituted 1.6% of the entire population. Data was collected through a structured questionnaire titled 'Value Education, Security, and Administrative Effectiveness Questionnaire' (VESAEQ). The questionnaire was divided into two section; section A, elicited questions about the respondents bio data while section B, elicited 20 questions from the respondents; four (4) of the questions were based on the students perception on value education and administrative effectiveness, while four (4) questions were based on students perception on administrative strategies employed to address security challenges on campus. The five-point Likert scales was used to interpreted as follows: 4.50 - 5.00 - Strongly Agreed (SA), 3.50 - 4.49 Agree (A), 2.50 - 3.49 - Undecided (UD), 1.50 - 2.49 - Disagree (D), 1.00 - 1.49 Strongly Disagree (SD)..

Analysis

Research Question 1: How does value education contribute to administrative effectiveness in Ambrose Alli University, Ekpoma?

Table 1: Mean Scores of students perception on value education and administrative effectiveness

Item	X	SD	N= 350
1 My institution emphasizes moral and civic values in its curriculum.	4.20	0.61	
2. Students are regularly sensitized on ethical behaviour.	4.10	0.68	

Item	X	SD	N= 350
3. Teachers serve as role models in promoting Integrity	3.95	0.73	
4. There are structured courses on values and ethics.	3.80	0.85	
Total X	4.01	0.72	

The table 1 above shows the mean scores ranged from **3.80 to 4.20**, indicating a strong institutional presence of value-oriented content and practices. The data revealed high mean scores for all items under the **value education** construct, with respondents agreeing that moral, civic, and ethical values are emphasized and modeled by academic staff.

Research Question 2: What administrative strategies are employed to address security challenges on campus?

Table 2: Administrative strategies employed to address security challenges on campus

S/n	Item	Mean	SD
1.	School administrators are proactive in addressing challenges.	3.90	0.77
2.	Communication between admin and students is effective.	3.85	0.80
3.	There is timely response to security threats.	3.70	0.82
4.	Admin policies reflect ethical leadership.	3.95	0.76
Total Average		3.85	0.79

Table 2 above shows Items on security patrols and emergency awareness were rated relatively higher, but students were less confident about the consistency of security programs. Responses related to security response had moderate mean values, ranging from **3.25 to 3.75**, indicating some level of awareness and intervention but also pointing to areas for improvement.

Findings

The descriptive data revealed high mean scores for all items under the value education construct, with respondents agreeing that moral, civic, and ethical values are emphasized and modeled by academic staff. The mean scores ranged from 3.80 to 4.20, indicating a strong institutional presence of value-oriented content and practices. This supports the views of Okafor (2018), who emphasized that value education fosters institutional discipline and enhances administrative ethics, thereby improving organizational climate in teacher education settings. This suggests that as institutions strengthen their value-based educational initiatives, there is a corresponding improvement in how effectively administration functions, particularly in decision-making, responsiveness, and transparency.

Responses related to security response had moderate mean values, ranging from 3.25 to 3.75, indicating some level of awareness and intervention but also pointing to areas for improvement. Items on security patrols and emergency awareness were rated relatively higher, but students were less confident about the consistency of security programs. This implies that value education plays a role in shaping responsible behavior and enhancing administrative preparedness to handle campus security issues. This result is in line with the argument of Akinbote (2020), who emphasized that leadership grounded in ethics and values can enhance accountability, reduce administrative lapses, and improve overall school governance.

Conclusion

Drawing from the data obtained from undergraduate students of Ambrose Alli University, Ekpoma, it is evident that value education significantly contributes to administrative effectiveness and security responsiveness. The results provide empirical evidence that value education is a crucial pillar for achieving administrative effectiveness in the face of security challenges. It does so by fostering ethical leadership, enhancing student behavior, and reinforcing administrative responsiveness.

Therefore, integrating structured value-based content into teacher education programmes can contribute significantly to sustainable institutional development and safety.

Recommendations

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

1. Education institutions should formally integrate value education components across all programmes and courses to instill ethical thinking and responsible citizenship in future leaders.
2. Continuous professional development in ethical decision-making, transparency, and value-based leadership should be provided for deans, heads of departments, and other administrative personnel to strengthen ethical leadership training for Administrators.
3. Administrators should organize value-based sensitization programmes and safety campaigns to promote awareness and student participation in maintaining a secure learning environment.

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