

Prevalent Crime in Nigerian Tertiary Institutions and Administrative Strategies for its Effective Management

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Abstract

This study examined crime in tertiary institutions in southern Nigeria. The purpose of the study was to identify the common crime prevalent in the institution, the administrative strategies for managing crime and find out the extent to which institution managers or Administrators are employing the identified strategies to ensure a crime free environment. Three research questions were asked and answered. The sample of the study was drawn from a population of tertiary institutions in Southern Nigeria. A sample of 932 respondents were selected through stratified random sampling technique from nine tertiary institutions in South-West Nigeria. The questionnaire was the instrument for collection of data from the respondents. It is divided into three sub-scales. Cronbach Alpha for the three sub scales yielded 0.84, 0.80 and 0.76. The finding revealed the common crime prevalent in tertiary institution in South-West Nigeria as examination malpractices, assault, plagiarism, sexual harassment, and certificate forgery. The findings further showed that crime management strategies like mounting closed circuit camera in strategic locations, regular monitoring of activities, use of anti-cult group are some of the identified crime management strategies. The extent of employment of the identified strategies in crime management is low.

Keywords: administrators, management strategies, prevalent crime, tertiary institution, Nigeria

1. Introduction

Children are born innocent with a clean mind. As they grow and begin to interact with people in the society, they learn different behaviour. In this way, they become corrupted by the society and peers in the school. The Nigerian society has been witnessing ethical decline and moral crisis as moral values which were hitherto cherished are degenerating. Citizens of the country are becoming violent in nature, crime vulnerable, materialistic, drug prone, sexually promiscuous, evil minded, and greedy. These unethical behaviours manifested by members of the Nigerian State have transmitted into the tertiary education system. Sexual harassment and victimization have been documented as a serious crime plaguing tertiary institutions in Nigeria, which have impacted fear and trauma, depression and aggressive behaviour on the victims (Taiwo, Omole & Omole 2014; Imonikhe, Aluede & Idogho, 2012). Violent behaviours, rape, suicide, drug use and abuse have been observed in higher education institutions in Nigeria. Some of the criminal behaviours have led to student unrest which resulted in closure of the institutions by the government. Study conducted by Mezie-Okoye and Alamina (2014) indicates that sexual violence was high in the University of Port Harcourt, Port Harcourt. At the Obafemi Awolowo University Ile-Ife and Ambrose Ali University, Ekpoma, two professors were punished for sexually harassing and exchanging sex for scores (Nwadiani, 2012; Onoyase, 2019)

Oganwu (2018) noted that impunity and pervasive moral decadence was high in the country. She reiterated that characters of hard work, honesty, integrity, dedication, fairness, accountability and justice have been jettisoned. Parents send their children to institutions of higher learning with the hope that they will receive more knowledge, skills and competences and develop desirable attitudes needed for useful citizenship. It is also hoped that through their education and training in institutions of higher learning they will be turned into better individuals who can conveniently face the challenges of life. The safety and learning of students in any school depend on the climate created by the administrators of the institution. Students learn effectively when the school environment is safe and secure and devoid of elements capable of infringing on their freedom and comfort. The institution administrator is responsible for protecting the students against danger, treat and deprivation. He is responsible for creating a favourable climate for students' safety and discipline so that the missions and visions of the institution can be more fully realized. Re-emphasizing the importance of safety Graham (2015) expressed that there can be no future for the world without safety schools.

Researchers uphold that a university reputation is a key element second to learning in discussion about standards (Gray, Fan, and Lianes, 2003; Downes, 2017). A university with high records of criminal cases no doubt will lose its reputation and this situation will lower the enrolment and withdrawal of some donors (Dawnes, 2017). Nigeria has recorded several cases of crimes including killings and victimization by cult groups, assassination, murder, and other violent acts. Worried about unethical practices and increasing criminal activities in Nigeria, Ifedili and Ifedili (2011) decried the high incidence of crime and violent acts which have become so rampant in tertiary institutions in Nigeria. More worrisome is the acts of victimization, assault, sexual harassment, and armed robbery which have posed serious problems (Chirasha & Mahapa, 2012; Fagbohungebe, Akinbode & Ayodeji, 2012). This study examined crime in tertiary institutions in southern Nigeria.

2. Review of Literature

Studies have established that a high percentage of schools in Nigeria are not safe due to criminal activities of some students and staff (Yusuf. and Idoghor, 2016). In April 14th 2014, Boko Haram sect attacked Government girls' college, Chibok Borno State and abducted 276 girls. In 2017 some lecturers of the University of Maiduguri were abducted and this led to the closure of the institution. In 2018 Boko Haran sect abducted 110 school girls in Dapchi, Yobe state. Leah Shaibu was among the Christian girls abducted and up till now her case is no more heard. UNICEF (2018) in Sahara Reporters stated that since the insurgency in Nigeria began in 2009, 1400 schools have been destroyed and more than 22195 teachers have lost their lives. Kidnapping and Killing of school children with impunity has become so rampant in northern Nigeria.

A 300 level female student of the Department of Mass Communication Delta State University Abraka, Elozino Ogege was murdered in a bush by group of boys popularly known as "yahoo boys" on the 19th of November 2018. Her body was found in Ekrejata community Abraka with tongue and breasts severed. There have several cases of ritual killings, rape, armed robbery and abducting of school children to unknown destinations by unknown persons. Insecurity on tertiary institution campuses in Nigeria have been an issue of great concern to many Nigerians. Aguba (2010) lamented over the case of kidnapping, militancy, armed robbery and cultism leading to loss of life in the institutions. He maintained that the killing, assassination and maiming of some students and lecturers of tertiary institutions have heightened the level of fear of students and staff of the institutions. The 1st international security summit organized in Nigeria from 16-18 of September 2010 was as a result of insecurity in the country. (Ogbuokiri, 2010; Ukpong and Esa, 2010). Criminal activities short chains the realization of the goals and objectives of education (Ali, Dada, Isiaka & Salmon, 2014).

The Nigeria Labour Congress (2012) noted that measures employed by government to curb insecurity problems in the country have not yielded any positive results as insecurity of life's and properties have continued to thrive and transcended the educational settings indicated by rampant bombings, kidnapping of school children, sectarian violence, community crisis and ritual killings. Orita and Gbonegun (2016) lamented on the kidnapping of three students of Babinto Macaulay Junior Secondary School in Ikorodu, Lagos. The United Nations Children Fund (2015) noted the increasing use of school children as suicide bombers in northern Nigeria, noting that northern Nigeria has the highest violence acts of brutality. Boma (2017) found that unethical practices in the forms of awarding undeserved scores to students, examination cheating, and victimization among teachers were common criminal acts among mission schools in Delta state. At the Delta State University Abraka, Official Bulletin (2017) 45 cases of examination malpractice was reported by the mobile disciplinary Committee. Six were cases of impersonation and the culprits were expelled from the institution. 24 students were caught with relevant materials to the examination questions and were punished by suspension for six semesters. 5 students who were caught with cell phones were suspended for two semesters. Two students were found guilty of cheating and were punished by rustication for two semesters. 1 student was caught with smart wrist watch with relevant information and was rusticated for six semesters. 1 student was found guilty of insubordination to a lecturer and was warned to be of good behaviour. Two students who were caught with extra examination booklets were discharged for want of evidence. For the postgraduate programme, four students who were charged for examination malpractice, three impersonated and one was caught using cell phone. They were all found guilty and expelled from the institution. At the University of Jos, in May 2017, Atedze, (2016) reported the suspension of Associate Professor Benedicta Dauda for two semesters for cheating by copying from prepared sheet of paper in master's examination in Research and Public Policy course. She was also suspended from the Presidential Advisory Committee Against Corruption and suspended for two semesters from the Masters programme. Until her involvement in this ugly mess, she was the head of department of Jurisprudence and International Law, Faculty of Law, University of Jos. The authority of Lagos State University, Ojo demoted Professor Olatunji Abanikannda from the rank of a Professor to senior lecturer. The reason was due to a petition against the Vice Chancellor Prof. John Obafunwa and the Registrar Mr. Lewis Akinwunmi who were accused of promoting the professor without following due process. Upon investigating the matter it was found that

Abanikannda did not have the required publications for promotion to the rank of a professor. Consequently, Abanikannda was demoted while the former Vice Chancellor and the Registrar were reprimanded by the university Council. Anadi, Egboka and Aniorobi (2012) attributed the alarming rates of crimes in the Nigerian society and tertiary institutions to indecent dressing among youths especially female students. They emphasized that sexual harassment, stealing, lying, HIV/AIDS explosion and ritual killings on campuses were as a result of the provocative dress trends of female students. Onohwosaafe (2015) echoed that in Nigeria, College students abused drugs including traditional drugs and others such as heroine, cocaine, and amphetamines. A strong association existed between drugs and alcohol use and rebelliousness and deviant behaviours (Lennox and Cerchim, 2008; Onohwosaafe, 2015). Iyeke (2013) describing Nigerian youths as the cannon fodder of major security problems in the country, emphasized that most insecurity problems in Nigeria are deep rooted in tertiary institutions of learning. Security challenges in Nigeria have been a source of worry to many as insecurity of life and properties have spread into tertiary institutions and consequently, the institutions are breeding grounds for all forms of deviant or criminal behaviours. Criminal offences such as armed robbery, ritual killings, suicide, assassination and rape among tertiary education students were associated with cultism (Omede & Omede, 2015; Udeh, Okoroafor, & Ihezue, 2013; Ejene, Aina and Omotosho 2008). According to Omede (2012), campuses of tertiary institutions in Nigeria were over populated amidst inadequate facilities and infrastructures. This situation he noted made students to indulge in criminal activities and that many armed robbery cases in the country, the culprits are unemployed graduates of tertiary institutions. Additionally, Omede expressed that tertiary education graduates are recruited by politician as thugs during election to perpetrate electoral malpractices while some of these graduates continue to perpetrate social vices including pipeline vandalism, kidnapping and terrorism.

Studies have shown that crime is prevalent in tertiary institutions worldwide. Use of drugs and alcohol was identified by Gutuza, and Mapolisa, (2015) among secondary school students in Zimbabwe. In Bangladesh 74 students were killed in a university in Dhaka, 24 students were killed in University of Rajshahir and some of the students killed were attributed to victimization (Zaman & Yesmen, 2017). In Northwestern University, a female student filed a case against a philosophy lecturer, Peter Ladlow for getting her drunk and sexually harassing her. In Harvard University, 279 students were suspended for examination malpractice in 2012. 70 of these students upon investing the case were asked to withdraw from the institution and their tuition fees were refunded. In 2016 Ohio State University, 85 students who were found guilty of examination malpractice in take home examination were fired and at the College of Food, Agriculture and Environmental Science, a student paid to complete online course work for 23 students (Zimlich, 2016; Bile, 2016; Farkas, 2016). In 2012 through reports from some parents and students, Texas Christian University authority arrested 17 students while trying to sell marijuana, cocaine and ecstasy to narcotics offices at the neighborhood of the institution (Durrett, 2012; Nicholson, 2014). In Columbia University, 5 students were also found guilty of selling marijuana, cocaine and ecstasy in 2010 (Glynn, 2011; Zraick & Secret, 2010). In Scotland, Mckeganey and Norrie (2014) revealed that 8.6% of females and 34.1% of males between the age of 11 to 16 agreed that they have carried weapons at least once in their life time. In Cape Town South Africa Flisher (2016) reported that 9.8% of males and 1.3% of females of secondary school students carried knives to school for a period of four weeks.

World Health Organization (2003) noted that rape, armed robbery and sexual promiscuity were effects of abuse of hard drugs which has several over dependence. The Nigerian Drug Law Enforcement Agency cited in Amosun, Ige and Ajala (2010) submits that in Nigeria, adolescents and youths of age ranging between 15-30 are high risk groups guilty of abuse of hard drugs. Majority of these adolescents and youths are secondary school and tertiary institution students or graduates. It is clear to say that criminal activities in tertiary institutions are associated with students and staff who abuse drugs and consume alcohol. Most of the studies conducted in Nigeria related to crime were on ethical misconduct, indiscipline and examination malpractice and covered secondary schools. In tertiary institutions of learning, there is dearth of research on crime. Against this back drop, the need to concentrate effort in this area becomes imperative.

3. Statement of the Problem

The researchers have observed several complaints from the general public about increasing criminal cases in tertiary institutions in Nigeria. Students can only attain academic success when they pursue their academic activities with seriousness, rigor, dedication and hard work. Students' involvement in vices may not only hinder their attainment of academic success but could dent the image of their institution and reputation. An institution noted for lawlessness amongst students and anti-social vices like fighting, stealing, cultism, indecent and provocative dressing, sexual harassment, breach of peace, examination malpractice and impersonation may not be able to attain academic excellence. The extent, types of crimes prevalent and the administrative strategies for curbing it is not quite clear to the researchers. This informed this investigation.

Research Questions

1. What are the common crime prevalent in tertiary institutions in Nigeria?
2. What administrative strategies can be employed for management of crime in tertiary institutions in Nigeria?
3. What is the extent of application of the identified administrative strategies for crime management in tertiary institution in Nigeria?

4. Methodology

This is a survey research which drew its sample from the entire population of government owned tertiary institutions in southern Nigeria. The sample of the study comprised 532 staff and 400 students of tertiary institutions of learning in Southern Nigeria. The sample was drawn through the simple random sampling techniques from two Colleges of Education and two Universities in south-west Nigeria. The questionnaire was the instrument used for collection of data from the respondents. It was entitled "Prevalent Crime and Administrative Strategies for Management Questionnaire" (PCASMGTO). It was sub-divided into four parts. Part A elicited demographic information of the respondents which bordered on ownership, and type of institution (University /or College) and status (Academic or Non-Academic) of staff. Part B of the questionnaire contained 14 items on "Prevalent Crime in Tertiary Institutions Questionnaire" (PCTIQ). Part C contained 18 items titled "Administrative Strategies for Crime Management Questionnaire" (ASCMQ). Parts B and C were structured on a five point Likert scale of Strongly Agree (SA) = 5, Agree (A) = 4, U (Undecided) = 3, SD (Strongly Disagree) = 2, and D (Disagree) = 1. The Part D contained 16 items titled "Extent of Application of Identified Administrative Strategies for Crime Management Questionnaire", (EAIASCMQ). It was structured on a three point scale of Always, Sometimes and Never.

The instrument was given content validity by three experts who are professors of educational administration. The comments they suggested after scrutinizing the instrument were used to effect corrections of the items before the final draft was typed and printed. Cronbach Alpha reliability computation of the three sub-scales after administration to 40 staff of tertiary institutions not included in the study yielded 0.84, 0.80 and 0.76 for PCTIQ, ASCMQ and EAIASCMQ respectively. This showed that the items internal consistency was high enough for use. The researchers employed the assistance of three research assistants in the administration of the instrument. A total of 932 copies of questionnaire were administered but 900 copies were returned valid and used for analysis of data. Frequency count and percentage, mean and standard deviation were employed in the analysis of data. For the percentage score, 50% was taken as the bench mark for accepting an item while any item whose percentage score fall below 50% is not accepted. For mean score, 3.00 for taken as the bench mark for accepting an item. Thus any item with mean score from 3.00 and above is accepted while any item with mean score below 3.00 is not accepted.

5. Results

The results of data analysis to answer the research questions are presented in Tables.

Table 1. Common Crime Prevalent in Tertiary Institutions in Nigeria

<i>S/N</i>	<i>SA</i>	<i>A</i>	<i>U</i>	<i>SD</i>	<i>D</i>
	<i>Freq/%</i>	<i>Freq/%</i>	<i>Freq/%</i>	<i>Freq/%</i>	<i>Freq/%</i>
Certificate forgery	380(42.2)	376(41.7)	58(6.4)	58(6.4)	28(3.1)
Plagiarism	256(28.4)	228(25.3)	148(16.4)	200(22.2)	68(7.5)
Bullying fellow students	330(36.6)	211(23.4)	126(14.0)	156(17.3)	77(8.5)
Assault	349(38.7)	264(29.3)	130(14.4)	98(10.8)	59(6.5)
Ritual killing	124(14.1)	180(20.0)	333(37.0)	160(17.7)	100(11.1)
Kidnapping	174(19.3)	166(18.4)	174(19.3)	300(33.3)	86(9.5)
Suicide	222(24.6)	298(33.1)	140(15.5)	116(12.8)	124(13.7)
Rape	228(25.3)	111(12.3)	290(32.2)	139(15.4)	90(10.0)
Arbitrary upgrading of scores	315(35.0)	188(20.8)	150(16.6)	158(17.5)	89(9.8)
Examination malpractice (impersonation)	420(46.6)	258(28.6)	100(11.1)	74(8.2)	48(5.3)
Embezzlement of fund	142(15.7)	326(36.2)	154(17.1)	192(21.3)	86(9.5)
Stealing	240(26.6)	422(46.8)	160(17.7)	23(2.5)	55(6.1)
Sexual harassment	248(27.5)	306(34.0)	88(9.7)	132(14.6)	126(14.0)
Drug use and abuse	192(21.3)	318(35.3)	138(15.3)	172(19.1)	80(8.8)

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From the data in Table 1, the prevalent crime in tertiary institutions in South-West Nigeria are certificate forgery, examination malpractice, stealing, assault, sexual harassment, bullying, arbitrary upgrade of scores, suicide, drug use and abuse, plagiarism and embezzlement of fund.

Table 2. Mean and Standard Deviation Scores on Identified Administrative Strategies for Crime Management in Tertiary Institutions

<i>Items on Administrative Strategies for Managing Crime</i>	<i>Mean</i>	<i>Std Dev</i>	<i>Remark</i>
The use of metallic crime detector to check peoples cars and bags before they are allowed entrance into the institution can help in managing crime	3.22	1.11	+
My institution organizes conference on ethical leadership	3.32	1.00	+
Sacking of persons found guilty of criminal offenses can be a useful strategy for crime management	3.14	0.72	+
Expulsion of any student found guilty of criminal offense can help to manage	2.34	0.74	-
The use of anti-crime cadet can help in managing crime in institutions	3.30	0.54	+
Mounting of closed circuit camera can be an effective strategy for crime management in higher institutions of learning	3.60	0.48	+
Community policing can help in check mating crime in tertiary education institutions	3.33	0.90	+
Institutions collaborating with families and other stake holders can be a good strategy for crime management	3.00	0.80	+
Regular monitoring of activities within the institutions can help in reducing crime in campuses	3.38	0.73	+
Warning indicators can be strategic points as a way of admonishing students to desist from criminal activities	3.38	0.55	+
The teaching of moral values through character education can help in crime management in tertiary institutions	3.38	0.38	+
Through organizing orientation for fresh students they can learn about crime and avoid it	3.25	0.59	+
Crime can be managed by demotion of staff found guilty of an offense	3.12	1.08	+
Use of prayer can be an effective strategy for crime management in tertiary institution	3.32	1.02	+
The use of electronic device to check in students into the examination hall can help in management of examination related crimes	3.40	0.66	+
Placing indicators about criminal acts at strategic locations on campus	3.27	0.59	+
Ensuring there are no dark spots or hide outs for criminals on campus	3.39	0.68	+
Institutions ensuring that adequate number of staff are in one examination hall as invigilators at a time can help in managing examination related crimes	3.38	0.67	+

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Key: + (Positive Sign) = Accepted, - (Negative Sign) = Not Accepted

The data in Table 2 shows that all the items except item 4, the mean score exceeded the benchmark of 3.00. Hence the items having mean score above the bench mark score represent the identified crime management strategies in tertiary institutions.

Table 3. Percentage Scores on Extent of Application of Identified Administrative Strategies in the Management of Crime in Tertiary Institutions

<i>Items on extent of application of identified Administrative Strategies for crime management in tertiary institutions</i>	<i>Always</i>	<i>Sometimes</i>	<i>Never</i>
	<i>Freq/%</i>	<i>Freq/%</i>	<i>Freq/%</i>
In my institution metallic crime detector is used to check peoples cars and bags before they are allowed entrance	106(11.7)	326(36.2)	468(52.0)
My institution organizes conference on ethical leadership to help check mate crime	228(25.3)	380(42.2)	292(32.4)
My institution administrator invites moral transformation agents to give talks to students on crime related topics	240(26.6)	365(40.5)	295(32.7)
In my institution staffs found guilty of criminal offenses have been sacked	722(80.2)	140(15.5)	40(4.4)
In my institution some students have been expelled for being found guilty of criminal offenses	605(67.2)	190(21.1)	105(11.6)
My institution uses anti-crime group to check mate crime	320(35.5)	440(48.8)	140(15.5)
In my institution closed circuit camera is mounted at strategic points to catch criminals	128(14.2)	236(26.2)	536(59.5)
My institution uses community policing to check mate crime	225(25.0)	193(21.4)	480(53.3)
My institution employs collaborative measures with parents in addressing criminal cases	128(14.2)	260(28.8)	512(56.8)
My institution uses monitoring of academic activities as a strategy to manage crime	476(52.2)	238(26.4)	186(20.6)
My institution places warning indicators at strategic points as a way of admonishing students to desist from criminal activities	480(53.3)	220(24.4)	200(22.2)
The teaching of moral values is used to manage crime in my institution	584(64.8)	218(24.2)	98(10.8)
My institution organizes orientation for fresh students during which they are admonished to desist from criminal activities	450(50.0)	378(42.0)	72(8.0)
Demotion of staff involved in criminal offenses is used in managing crime in my institution	536(59.5)	226(25.1)	138(5.3)
In my institution electronic checking in of students into the examination hall is employed to help reduce examination malpractice	126(14.0)	338(37.5)	439(48.7)
In my institution some students have been rusticated as a way of managing examination related crimes	580(64.4)	222(24.7)	98(10.8)

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The data in Table 3 indicates that 8 out of 16 items recorded 50% and above indicating that they are the administrative strategies that have been employed in crime management in tertiary institutions in South-West Nigeria. Therefore, the extent of application of identified administrative strategies for crime management in the institution is moderate.

6. Discussion

The findings of this study have shown that the crime prevalent in tertiary institutions in South-West Nigeria are certificate forgery, examination malpractice, stealing, assault, sexual harassment, bullying, arbitrary upgrade of scores, suicide, drug use and abuse, plagiarism and embezzlement of fund. This finding corroborates that of Kanu. and Urshula, (2012) who found that financial fraud, cultism and drug abuse were unethical practice bedeviling Nigerian education system. In addition, the finding on plagiarism as a common crime prevalent in tertiary institutions of learning agreed with Lancaster. and Clarke. (2016) that found that contract cheating was an academic crime common in tertiary institutions of learning. Furthermore, the finding has the supports of Aghedo (2014) and

Taiwo, Omole and Omole (2014) they found that sexual harassment was a common crime in higher education institutions. The finding also agrees with Hayden (2011) who reported several physical assaults on teachers in secondary schools. In addition, studies have shown that assault to constituted authority have posed serious administrative problems in institutions (Charisma & Mahapa, 2012; Fagbohunge, Akinbode & Ayodeji, 2012). The finding on plagiarism lends credence with Coughlin (2015) who averred that plagiarism lowers learning among students, leading to increase in fraud and inefficiency. The finding on plagiarism is also in tandem with other studies by Morris (2018), Lancaster and Clarke (2016), Newton and Lang (2016) and Walker and Townley (2012). They found that plagiarism was a serious academic crime common among students of higher education who duplicate assignments of their classmates and submit as theirs. Plagiarism by students and lecturers threatens the quality of education and professional ethics globally.

The study identified administrative strategies for crime management as the use of closed circuit camera, electronic checking in of persons into the institutions, elimination of dark spots or hide out for criminals, character education, regular monitoring of activities, use of metallic crime detectors, collaboration with stakeholders, mounting of crime indicators at strategic points, community policing, organizing orientation on crime to newly admitted students, use of prayer and anti-crime cadets, demotion and sacking of staff fund guilty of criminal case. The finding is in concordance with Kingshott, and Mckenzie, (2013). They identified community support and assistance from law enforcement agents as strategies for ensuring safety and security in schools. The use of electronic checking device to authenticate student's information before entering into the examination hall is identified as an administrative strategy for reducing cheating and impersonation during semester examinations. This finding is supported by Mellar, Peytcheva-Forsyth, Kocdar, Karadeniz and Yovkova (2018) that e-authentication checking systems is an effective way of reducing cases of academic dishonesty among students. The finding on the use of character education for managing crime is in line with Cheurprakobkit and Bartsch (2005), Greenwood (2008) and Ramalinggam, Mohd, Tengku and Nur (2019) who upheld that crime can be prevented in schools by the teaching of criminal law as a compulsory subject. They stressed that through teaching, of criminal law students will learn core moral values of good citizenship. In addition Asiyai (2015) found that through character education students can learn and imbibe moral values for good living in the society.

The third finding indicates that the extent of application of the identified administrative strategies for crime management in tertiary institutions in South-West Nigeria is moderate. This finding is in tandem with Arowolo (2010) who found that there are increased unethical conducts in institutions due to environmental influence, stressing that the environment is characterized by people who out rightly disregard rules and standards norms that help to moderate moral conducts in public offices and lackadaisical attitudes of administrators in effectively tackling crimes. Students can only attain academic excellence when they pursue their academic activities with seriousness, rigour, dedication and hard work. Participating in crime or vices may not only hinder students' attainment of academic success but could dent the image of their institution and its reputation. Furthermore, the finding lends credence with Adebayo (2014) who found that unethical issues including gross indiscipline, corruption, fraud and laziness characterized public services in Nigeria.

7. Conclusion

The study has identified the crime prevalent in tertiary institutions in South-West Nigeria as well as administrative strategies for their effective management. It can be concluded that numerous crimes are prevalent in tertiary institutions. From the findings, it can further be concluded that although administrators of tertiary institutions in Southern Nigeria are aware of some good administrative strategies for management of crime, some of these strategies are not being applied in crime management in the institutions. Therefore, the extent of application of the identified administrative strategies in the management of crime in the institutions is moderate.

Recommendations

Based on the findings and conclusion drawn, the study recommends as follows:

1. Tertiary institution administrators should help in ensuring the maintenance of good practices in their institutions by establishing good ethical policies and institution culture that focus on ethical standards and academic integrity in all their activities.
2. Administrators of tertiary institutions in Nigeria should emphasize the teaching of core moral values such as hard work, self respect, self control, integrity, contentment, godliness and service in order to reduce the incidence of crime.

3. Administrators, lecturers and other staff of tertiary institutions should mentor the students by exhibiting good behaviour for them to emulate.
4. Education of the heart is timely for total re-orientation of the minds of Nigerian citizens towards inculcating and internalizing good moral values for nation building.
5. Nigerian government should prioritize the funding of education so that administrators of tertiary institution can be able to provide closed circuit televisions and other electronic devices to help check mate criminal activities in the institutions.

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