

ACADEMIC STAFF PROFESSIONAL BOUNDARIES AWARENESS CREATION AND NEEDS ASSERTION AS PREDICTORS OF ENHANCED INSTITUTIONAL ENVIRONMENTAL SAFETY IN SOUTH-SOUTH NIGERIAN UNIVERSITIES

¹SAMUEL D. GILBERT & ²SUNDAY T. AFANGIDEH

^{1&2}Department of Educational Management, Faculty of Education, University of Port Harcourt, Port Harcourt

samueldoddgilbert@gmail.com sunday.afangideh@uniport.edu.ng

Abstract

The study examined academic staff professional boundaries awareness creation and needs assertion as predictors of enhanced institutional environmental safety in South-South Nigerian universities. Two (2) research questions and 2 hypotheses were tested in the study, respectively. The design for the study was correlational, the population as the six federal universities in South-South Nigeria, and the sample as 395 Heads of Department and Co-ordinators who were selected using the stratified random sampling technique. Respondents of the study responded to two sets of instruments. These were the validated 32-item Academic Staff Professional Boundaries Awareness Creation and Needs Assertion Scale (ASPBCNAS) and the 47-item Enhanced Institutional Environmental Safety Scale (EIESS), designed by the researchers in the modified 4-point Likert Scale model, with reliability coefficients of 0.72 and 0.88, respectively, obtained using Cronbach Alpha statistical model. Simple regression was used in answering the research questions while t-test associated with simple regression was used in testing the hypotheses. The results of the study show that, academic staff professional boundaries awareness creation and needs assertion predict enhanced institutional environmental safety to a low and very low extent, respectively. The study also established significant predictions of academic staff professional boundaries awareness creation and needs assertion on enhanced institutional environmental safety in South-South Nigerian universities. The study therefore concluded that, academic staff professional boundaries awareness creation and needs assertion are yet to assume an appreciable extent that, they can predict enhanced institutional environmental safety in South-South Nigerian Universities and that the safety in universities is the product of professional boundaries awareness creation and needs assertion consciously and deliberately exhibited by individual academic personnel. Consequently, the study recommended that, stakeholders in academic staff management should endeavour to get involved in efforts to create awareness and also embark on deliberate initiatives to ensure needs assertion of academic staff professional boundaries in order to guarantee institutional safety for work to thrive.

Keywords: Academic Staff, Professional Boundaries, Awareness Creation, Needs Assertion, Enhanced Institutional Environmental Safety.

Introduction

In contemporary societies, whether at the local, national or international levels, certain social group provides services to the members of the society and the society in general, without which the society and members will find it difficult to survive without the threats of extinction. These social groups are typically and conceptually referred to as organizations. Organizations that service the society and its members include educational, security, economic, religious, health, agricultural, political, industrial, non-governmental and other sundry organization. While educational organizations provide educational services to members of the society and also act as an agent of social change and control, security organization like the Army, Navy, Airforce, Police, Civil Defense and others provide security, economic organization like banks and market see to the economic needs of the

society, the religious organizations like churches, mosques and traditional religious groups cater for the spiritual and social needs of people and society, health organization take care of the health and general wellbeing of people in society, agricultural organization make provision for food, political organizations provide leadership, industrial organizations provide for the industrial needs of the people while non-governmental organizations supplement the efforts of the government and individuals in providing for the general care and wellbeing of society and its members (Akpabio, Eboh & Udoukpong, 1985).

Done with the roles of organizations in the life of humans in society, it is pertinent to put on record that, the present academic excursion is interested in educational organizations. Educational organizations are responsible for the introduction of the young ones in societies into the worthwhile knowledge, skills and values of their societies, from generation to generation. Put in another way, Afangideh & Befii-Nwile (2016), consider educational organizations as those that are responsible for the introduction of the younger, needing and desiring members of the society into their society's worthwhile knowledge, skills and values from one generation to another. It is also noteworthy that, differences in the two educational organizational conceptualizations are quite conceptual and an appeal to modern requirements on what education should represent and that their full explanation is a discussion for another academic contribution.

Educational organizations also act as agents of social change in society, agents of social control, control the pace of societal development apart from contributing immensely to sustainable existence of societies. Educational Institution may find it difficult to perform the tasks society ascribes to them, but for existence of human resource in the school system. As Maduagwu & Nwogu (2006) note, the human resources in the school system are divided into two. These are the staff and students' personnel. Under the staff category of personnel, there are teaching and non-teaching (Okeke, 2007). While the teaching personnel see to the basic function of curriculum implementation through teaching and assisting in general school administration, the non-teaching are personnel who provide supports to teaching and administrative functions of the school. Differently, the student personnel are considered to be the major stakeholders in the school, who must be taught by teachers.

Following from the foregoing exposition, it would therefore not be an understatement to note that, teachers are therefore the second major stakeholders in the school system, as the job of curriculum implementation, which the school stands for is under their purview. In order that teachers can do their works with dexterity, they, as professionals are expected to behave in some ways, in respect of their relationships with others in the school system. These modes of behaviours, as they connect their relationships with others in the system, constitute what is technically referred to as professional boundaries. Professional boundaries are the dos and donts in organizational relationships among professionals. For professional boundaries to be adhered to, there is need for the proper management of the boundaries, few of which is to ensure the creation of awareness of the boundaries and asserting the needs for the boundaries.

The foregoing revelation is important because, when awareness is created and needs asserted for professional boundaries, academic personnel will be aware of what should or should not be done and then assert the needs for them in order to create an enduring and enhanced environment for work to be done in an atmosphere of safety. Educational and social literature have it that an institution is considered to be environmentally safe if it has high retention rate, are capable of attracting new people, are more gratifying to stay, produce products with better quality, renders services with better

quality, have employees who resume work swiftly, whose environments are safe, protect future generation from negative impacts, provide encouraging environment, promote learning, provides children's basic needs, people feel more comfortable, provides opportunities for exploration, provides opportunities for people to learn, provide opportunities for people to grow, place safety protocols, place necessary policies of safety, are environmentally safe. There is absence of bullying, there is presence of human rights, there is no weapon use, drugs are not used and not available, possess risk management plans, nurture trust among themselves (IMOFF, 2022; Independent School Management, 2022; AOTC, 2022; United State Agency for International Development (USAID) Education Link, 2022).

Others include, respect between adult and children, mount training programmes for their internal members, regularly reviewing safety programmes to determine results, make periodic improvement on their safety plans, review past mistakes before introducing new ones, ensure proper communication among members, ensure the constant checking of their equipment, focus on risk management, coordinate their safety programmes with professionals, ensure environmental vigilance, absence of school based violence, absence of school gang activity, absence of attacks from communities, absence of attacks from armed robbers, absence of natural hazard, and health emergencies, have high level of response procedure to safety issues, promote students unwillingness to use reporting procedure on safety issues and probe students related threats.

With these in mind, the proceeding reviews focus on professional boundaries awareness creation and needs assertion as part of efforts to manage academic staff professional boundaries in institutions of higher education.

Professional Boundaries Awareness Creation

Once organizational boundaries are identified and analyzed, the third practical step to take in the management of professional boundaries is that, there should be deliberate professional boundaries awareness creation. This third step is considered to be very important, especially in professional organizations.

By awareness, we mean the knowledge or perception of a situation or fact (Oxford Language, 2023). Awareness may also be seen as concerns about and well-informed interest in a particular situation or development. Though, the forgoing appears to be more literal than conceptual, some authorities have made presentations on the concepts of awareness. According to IGI-Global (2023), awareness refers to the ability to perceive, to feel, or to be conscious of events, objects, thoughts, emotions or sensory pattern. As IGI-Global furthers, in this level of consciousness, sense data can be confirmed by an observant without necessarily implying understanding, as it is broadly a state being or quality of being aware of something. For Dictionary Cambridge (2023), awareness is the knowledge that, something exists, or understanding of a situation or subject at the present time, based on information or experience. In this presentation, awareness is the condition of being in the know through feelings and perceptions that something is in existence.

Three types of awareness are distinguished. These are; self-awareness, social awareness and organizational awareness (Institute of You, 2023). While self-awareness is the most known type of awareness, it remains the ability to know oneself, to have a deep understanding of what is, who we are, not just our strength and weakness but, also what triggers our emotions and behaviours or what our core values are. This view is suggestive of the fact that, awareness is also the capacity to make

our knowledge of ourselves evolve. Differently, social awareness has to do with the ability to understand others, the relationships you have with them and the relationship they have with each other and finally, organizational awareness is which is considered the trickiest of the three types of awareness, can be abstract and sometimes seem foreign but very important to develop and maintain, especially for one's career. These include; office policies and organizational boundaries (Tolly, 2021).

In the management of professional boundaries, the awareness of the boundaries so identified, analyzed must be created. Little wonder, scholars have reacted in some ways. According to Youthdoit (2023), awareness creation, also known as awareness raising means making people conscious about a problem or issue. Thus, making people to be conscious of a problem and probably, what it can lead to. It is a tool for advocacy to convince policy makes of the urgency of a certain issue, that is backed up by a whole segment of an environment. Awareness creation is considered very powerful because, it educates people about topics, which are new them and others and encourage them to form a part and participate in bringing the needed changes in organizations and society. This is the position of professionals and other organizational members in organizations, especially schools. This confirms why African Conservative Tillage Network Act (2023) maintains that, awareness creation is meant to convey the knowledge and skills, that will contribute and alleviating poverty, changing livelihood and improving the living conditions of people.

Scholars, researchers, academic institutions and organizations have made significant contributions on how to create awareness in organizations, groups and society in general. Some of these contributions includes those of One Cause (2023), Vintage Fit (2023) and Go Fund Me (2022) and N.M, Abraham (Personal Communication January 20, 2022).

For One Cause (2023), the processes include the following:

- i. Building a recognizable brand;
- ii. Doing one's research and setting goals;
- iii. Selecting the right date for awareness campaign;
- iv. Proper identification of the target audience;
- v. Adequate definition of the audience;
- vi. Conscious drafting of the awareness campaign manage;
- vii. Engaging ambassadors to reach and raise awareness;
- viii. Securing awareness campaign sponsors;
- ix. Setting up awareness campaign web pages; and
- x. Hosting an awareness event

Differently, but with some similarities, Vintage Fit (2022) provides a ten point plan, which include the following:

- i. Getting rid of the stigma;
- ii. Holding workplace activities;
- iii. Providing a platform for discussion;
- iv. Introducing inclusive policies;
- v. Leading by example;
- vi. Training managers;
- vii. Launching employees assistance projects;
- viii. Explaining the concept of stress;

- ix. Running physical health campaigns; and
- x. Finding a mental health partner wrap up

For Go Fund Me (2023), eight activities are important and needed to be done. These include hosting fund raising events, organizing educational events, setting a world record, being consistent in designing and distributing swag, boosting social media awareness, producing contents that others find available and making informed pamphlets and finally N.M Abraham prefers leadership by example and effective communication.

The foregoing and numerous others are muted to achieve effective awareness creation on professional boundaries in entities. Whether they can go a long way to help in ensuring institutional environmental safety in the reason for the current research effort.

Professional Boundaries Needs Assertion

In the process of managing professional boundaries in organizations, certain steps are required. As mentioned in previous presentations, the first step is the identification of the boundaries, analysis and a deliberate action to create awareness on the identified boundaries. Immediately following boundaries awareness creation is the variable of professional boundaries needs assertness.

To be assertive means that you are aware of your feelings and then to yourself and these around you, your partner, your friends and your colleagues, your family (Linkedin 2022). It is also seen as one's ability to express what you need and what is essential for you, in a living way and that, is a clear sign for you and others that, you honour the person you are, apart from meaning that you respect yourself as much as you appreciate others.

Differently, Skills You Need (2023) considers assertness or being assertive to being able to stand up for one's and other people's right in a calm and positive way, without being assertive or passively accepting wrong. For the concern, assertive individuals are able to get their points across without upsetting others or becoming upset themselves. Little wonder, S.O Oluwuo (Personal Communication, January 20, 2023) considers it as a confiscated and powerful behaviour put up by an individual or an organizational member to buttress his or her stand on certain work activities, rules and behaviours.

In this study, assertness or assertiveness is the ability of an organizational member to stick to his position on organizational issues that bother on rule of work and individual behaviour. This way, work will be discharged according to the establishment.

In professional groups and in work organizations, assertness is very important. This is so because, it is through assertiveness, that other organizational members will be exposed to the identified, analyzed and made known boundaries and then take personal decisions on how to relate with you. As Linkedin (2023) explains, boundaries need assertness have the following benefits to the individual and the organization:

- i. Help the individual organizational members to understand who they are;
- ii. Help the individual organizational members to know what is essential for them as individuals;
- iii. Make the individual organizational member to feel that he/she is being loved;
- iv. It makes the other members of the organization to know the real you;
- v. It makes the individual organizational members to have a feeling of being in charge;

- vi. Helps the individual organizational member to do something to improve his personal situation and that of the organizations; and
- vii. Makes the individual members to feel better about him/herself and about the organization.

The foregoing presentations are suggestive of the fact that, in the management of professional boundaries at the level of the individuals and at the levels of organizations, it is important to present the identified, analyzed and made known boundaries. A probable question to follow is the knowledge of the need and importance as is how these can be achieved.

Reputable academic sources have made a variety of contributions on how individuals and organizational member can assert their professional boundaries in professions and organizations. These sources include those of S. A Okonta (Personal Communication, October 20, 2022) and Eugene Therapy (2023) among others. A summary of their presentations shows that, member should do the following:

- i. Define their individual and organizational limits;
- ii. Openly communicate their boundaries to people in their life and organization;
- iii. Constantly remind people of the need for their boundaries;
- iv. Take time for themselves and their organization;
- v. Stick to the demands of their boundaries;
- vi. Should never be afraid to say no;
- vii. Practice to say no;
- viii. Relate and upload their boundaries;
- ix. Deal with difficult people, and
- x. Create work life balance

As presented, the first item will expose the individual or organizational boundaries to other members of the organization, the second handles the question of awareness creation, while the third constantly sends signals on your dos and don'ts, the fourth constantly reminds the individual about how to use his time and the fifth makes for a constant reminder that, there are things one should and should not do, the sixth one emphasizes boldness to say no, when you know, you may not be able to deliver, and a constant reminder to practice to say no. Differently, the eight requires that you should relate your boundaries to the ones of others and the ninth requires that, you should stamp your feat against difficult people, who may wish to cross your boundaries and endeavor to harmonize your work and finally to create a balance, so that, the work or family will not suffer.

Presentations in this section, have been on the need to assert professional boundaries when they have been identified, analyzed and make known. This action is expected to ensure that individual and professional boundaries are not crossed unnecessarily and as the absence of such crossings will bring about institutional environmental safety.

Statement of the Problem

The conscious and deliberate creation of awareness and needs assertion as part of efforts to manage academic staff professional boundaries is assumed to be capable of creating enhanced institutional environmental safety for work to be done in institutions of higher learning. Based on this proposition, educational leaders in institutions of higher education, make efforts to create the required awareness and assert needs for professional boundaries as part of organizational efforts to manage the boundaries.

With such efforts, it is expected that, enabling safe environments should be created in institutions of higher education for teaching and learning, rather the researchers were surprised to obtain from research findings, personal observations, comments from stakeholders in university personnel administration and significant others that, universities still present evidence of unsafe environment for learning, among them, crime prone, armed robbery, unfertile environment to grow, learn and teach, absence of environmental vigilance, among numerous others. These bothered the researchers, who felt constrained to determine whether the creation of awareness and needs assertion for professional boundaries can no longer help in managing staff professional boundaries for enhanced institutional safety in school organization. Based on this, the researchers drew the propensity to conduct a study on academic staff professional boundaries awareness creation and needs assertion as they can predict enhanced institutional environmental safety in higher educational institutions.

Aim and Objectives of the Study

The study examined academic staff professional boundaries awareness creation and needs assertion as predictors of enhanced institutional environmental safety in South –South Nigerian Universities. In specific terms, the study sought to:

- i. ascertain the extent to which academic staff professional boundaries awareness creation contributes to enhanced institutional environmental safety in South-South Nigerian Universities.
- ii. establish the extent to which academic staff professional boundaries needs assertion predicts enhance institutional environmental safety in South-South Nigerian Universities.

Research Questions

The following research questions were answered in the study.

- i. To what extent does academic staff professional boundaries needs assertion predict enhanced institutional environmental safety in South-South Universities?
- ii. To what extent does academic staff professional boundaries needs assertion predict enhanced institutional environmental safety in South-South Universities?

Research Hypothesis

Ho₁: There is no significant prediction of academic staff professional boundaries awareness creation on enhanced institutional environmental safety in South-South Universities.

Ho₂: There is no significant prediction of academic staff professional boundaries need assertion on enhanced institutional environmental safety in South-South Universities.

Methodology

The design for the study was correlational, the population as the six (6) federal universities, in South-South and the sample as 395 Heads of Departments and Coordinators who were selected using the stratified random sampling technique. The study had two (2) instruments. These were the validated 32-item Academic Staff Professional Boundaries Awareness Creation and Need Assertion Scale (ASPBACNAS) and the 47-item Enhanced Institutional Environmental Safety Scale (EIESS) designed by the researchers in the modified 4-point Likert Scale model, with reliability co-efficient of 0.72 and 0.88, respectively, obtained using Cronbach Alpha Statistical model. Simple regression

was used in answering the research questions while t-test associated with simple regression was used in testing the hypotheses.

Results

The results of the study came from the answers to the research questions and test of hypotheses, thus;

Research Question 1: To what extent does academic staff professional boundaries awareness creation predict enhanced institutional environmental safety in South-South Nigerian Universities.

Table 1: Summary of Simple Regression Analysis on the Extent Academic Staff Professional Boundaries Awareness Creation Predicts Enhanced Institutional Environmental Safety in South – South Nigerian Universities.

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Decision</i>
1	.519 ^a	.270	.267	Very Low Extent

* Scale of Measurement

0 – 25% very low extent

26 – 50% low extent

51 – 75% high extent

76 – 100% very high extent

Data on Table 1, present the summary of simple regression analysis on the extent academic staff professional boundaries awareness creation predicts enhanced institutional environmental safety in South – South Nigerian Universities. With the model as I, the regression score value came out as .519^a, the regression square co-efficient as .270, the adjusted regression square as .267 while the co-efficient of determination stood at 27.0%. When reference is made to the scale of measurement, 27.0% falls between 26 – 50% (to a low extent). Hence, this suggests that, the extent of prediction of academic staff professional boundaries awareness creation on enhanced institutional environmental safety is to a low extent. Based on the foregoing observations, the result show that, academic staff professional boundaries awareness creation predicts enhanced institutional environmental safety in South – South Nigerian Universities to a low extent.

Research Question Two: To what extent does academic staff professional boundaries needs assertion predict enhanced institutional environmental safety in South – South Nigerian Universities.

Table 2: Summary of Simple Regression Analysis on the Extent Academic Staff Professional Boundaries Needs Assertion Predicts Enhanced Institutional Environmental Safety in South – South Nigerian Universities.

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Decision</i>
1	.506 ^a	.256	.254	Low Extent

* The scale of measurement for table 1 applies.

Data on Table 2 presents the summary of simple regression analysis on the extent academic staff professional boundaries needs assertion predicts enhanced institutional environmental safety in South – South Nigerian Universities. With the model as I, the regression value came out as .506^a, the regression square co-efficient as .256, while the adjusted regression square resulted in .254 and the co-

efficient of determination as 25.6%. When reference is made to the scale of measurement 25.6% when approximated to 26% falls between 26 – 50 % (low extent). Hence, this suggests that, the extent of prediction of academic staff professional boundaries needs assertion on enhanced institutional environmental safety is to a low extent. In the light of the foregoing observations, the result is that, academic staff professional boundaries needs assertion predicts enhanced institutional safety in South – South Nigerian Universities to a low extent.

Hypothesis 1: There is no significant prediction of academic staff professional boundaries awareness creation on enhanced institutional environmental safety in South – South Nigerian Universities.

Table 3: Summary of t-test Associated with Simple Regression on the Prediction of Academic Staff Professional Boundaries Awareness Creation on Enhanced Institutional Environmental Safety in South – South Nigerian Universities.

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	17.778	1.649		10.782	.000
Needs Awareness creation	.488	.048	.519	10.281	.000

Data on Table 3, present the summaries of t-test associated with simple regression analysis on the prediction of academic staff professional boundaries awareness creation on enhanced institutional environmental safety in South – South Nigerian Universities. The t-calculated value used in testing the hypothesis came out as 10.281, while the significant value resulted in 0.00, with an alpha level of 0.05. At 0.05 alpha level and the observed value of 10.281 the significant value of 0.00 is less than the alpha value of 0.05. This suggests that, there is a significant prediction of academic staff professional boundaries awareness creation and enhanced institutional environmental safety. Consequent upon the foregoing observations, the researchers rejected the null hypothesis in favour of the alternative that, there is a significant prediction of academic staff professional boundaries awareness creation on enhanced institutional environmental safety in South-South Nigerian Universities.

Hypothesis 2: There is no significant prediction of academic staff professional boundaries needs assertion on enhanced institutional environmental safety in South-South Nigerian Universities.

Table 4: Summary of t-test Associated with Simple Regression on the Prediction of Academic Staff Professional Boundaries Needs Assertion on Enhanced Institutional Environmental Safety in South-South Nigerian Universities.

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	18.519	1.633		11.343	.000
Needs assertion	.471	.047	.506	9.928	.000

Data on Table 4, present the summary of t-test associated with simple regression on the prediction of academic staff professional boundaries needs assertiveness on enhanced institutional environmental safety in South-South Nigerian Universities. The t-value calculated and use in testing hypothesis came out as 9.928, while the significant value resulted in 0.00 with the alpha level at 0.05. At 0.05 alpha level and the observed t-value of 9.928, the significant value of 0.00 is less than the alpha value of 0.05.

Hence, there is a significant prediction of the independent variable (academic staff professional boundaries need assertion) on the dependable variable (enhanced institutional environmental safety). Following from the observations, the researchers rejected the null hypothesis in favour of the alternative that, there is a significant prediction of academic staff professional boundaries needs assertion on enhanced institutional environmental safety in South-South Nigerian Universities.

Discussion of Findings

Academic Staff Professional Boundaries Awareness Creation as a predictor of Enhanced Institutional Environmental Safety in South – South Nigerian Universities

The first finding of the study is that academic staff professional boundaries awareness/creation predicts enhanced institutional environmental safety in South – South Nigerian Universities to a low extent. This finding disagrees with Tillage Network Act (2023), One Cause (2023), Go Found Me (2022) and N. M. Abraham (Personal Communication, October 20, 2022). A possible explanation for this finding, may be in the fact that, the respondents of the study as Heads of Departments and Coordinators in their respective Universities, have not mounted boundaries awareness programmes for their staff and probably have never gone through such programmes, since joining the academy. Differently, a corresponding finding from test of hypothesis establishes that, there is a significant prediction of academic staff professional boundaries awareness creation on enhanced institutional environmental safety in South – South Nigerian Universities. This alternative finding agrees with Tillage Network Act (2023), One Cause (2023), Vintage Fit (2023) and N. M. Abraham (Personal Communication, October 20, 2022). This does not mean that the extent of prediction is high. Rather, it suggests that, the extent of prediction is significant in the eyes of statistics and which may have been caused by the rigorous statistical processes employed in the statistical analysis. Consequently, the findings imply that, academic staff professional boundaries awareness creation appears not to be put in their proper places. However, an appreciable number of professionals are aware of the boundaries, which they should uphold in the cause of their interactions with colleagues in the system in ensuring an enhanced institutional environmental safety, for organizational members and that, it is this personal individual awareness that seems to be responsible for the palpable peace in universities.

Academic Staff Professional Boundaries Needs Assertion as a Predictor of Enhanced Institutional Environmental Safety in South – South Nigerian Universities.

The second finding of the study is that academic staff professional boundaries need assertion predicts enhanced institutional environmental safety in South – South Nigerian Universities to a low extent. This finding is in disagreement with LinkedIn (2023). S. A. Okonta (Personal Communication, October 20, 2022) and Eugene Therapy (2023). Somehow, it appears natural that, when boundaries are not identified, analyzed and awareness is not being created, one cannot talk about needs assertion for professional boundaries. This may explain why the extent of prediction is low. Quite surprisingly, a corresponding finding from test of hypothesis establishes that, there is significant prediction of academic staff professional boundaries needs assertion on enhanced institutional environmental safety in South – South Nigerian Universities. This finding however, is in agreement with LinkedIn (2023), S. A. Okonta (Personal Communication, October 20, 2022) and Eugene Therapy (2023). These organization and Scholars in their different presentations establish a nexus between professional boundaries needs assertion and organizational safety. Though, it is surprising that the alternative finding establishes a positive result, it also may not be unconnected with the

rigorous statistics used in the analysis data that were entreated in establishing significance, the gap between not significant and significant prediction may not have been much but a significant prediction is established and so be it. These findings imply that, even as some institutions of higher education do not embark on deliberate needs assertion of academic staff professional boundaries, academic staff on their own assert their needs and which explains why there is relative peace in institutions of higher education among staff.

Conclusion

In view of the findings of the study, it is concluded that academic staff professional boundaries awareness creation and needs assertion are yet to an assume an appreciable extent that they can predict enhanced institutional environmental safety in universities, rather, the safety in universities is the product of professional boundaries awareness creation and needs assertion consciously and deliberately exhibited by individual academic personnel.

Recommendations

Based on the findings of the study, their academic implications and conclusion, it is recommended as follows:

- i. Stakeholders in academic staff management should endeavour to get involved in efforts to create awareness of academic staff professional boundaries, so as to make for safety in educational institutions.
- ii. Significant stakeholders in academic staff management should embark on deliberate initiatives to ensure needs assertion of academic staff professional boundaries in order to guarantee institutional safety for work to strive.

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