Kogi Journal of Education and Pedagogy (KOJEP), Vol. 4, No. 2, DECEMBER, 2025

ISSN 2736-0091
E-ISSN 2737-0107

MANAGING EMERGING SECURITY THREATS IN SELECTED HIGHER EDUCATIONAL INSTITUTIONS IN KWARA STATE, NIGERIA

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Abstract

This study examined the extent to which higher educational institutions in Kwara state were managing the emerging security threats. The study was descriptive of the cross-sectional survey method. Multi-stage sampling technique was adopted to select ninety (90) security personnel in eight (8) higher educational institutions. Purposive sampling technique was also used to select eight heads of security units for oral interview. An Interview Protocol and two instruments were employed for data collection. A reliability index of 0.82 for STOQ was attained using Cronbach alpha. Four research questions were raised and answered. Data obtained were analysed using, percentages, mean and standard deviation to answer research questions 1–4. Findings revealed that the: proportion of the available security tools stood 46.7%; proportion of adequate security tools available was 0%; security personnel often used the available security tools; challenges associated with management of emerging security threats were frequent power disruption, lack of relevant security tools, inadequate manpower, poor salary and allowances among others. The study concluded that security personnel were not fully equipped with counter security threats tools. It was recommended among others that the higher educational institutions in Kwara state should provide adequate counter security threats tools for their security personnel.

Keywords: Security Threats, Security Tools, Management and Higher Educational Institution

Introduction

No society exists without a set of norms or ethical principles. Those sets of norms are recognized in practice and adhered to by a greater entirety of its members. A deviation from those acceptable norms and values more often than not leads to crises and possibly security threats to lives and properties. Nigeria has been experiencing many security threats which are either man made or environmental/natural. One of the most devastating security threats in recent times is the armed bandits' activities, kidnapping and killing of staff and students in educational institutions. Abdullahi (2021) stated that the incessant attacks by these deadly groups on educational institutions resulted in creating fear in students, lecturers and parents as well as destabilizing academic activities and destructions of educational facilities within the affected communities. Educational Institutions in Nigeria are usually attacked as soft target by bandits and other criminal elements. In this regard, security threats could be prevented especially the unnatural type, but when it occurs, it can be kept under control by effective management. It is within this framework that emerging security threats and its management in higher educational institutions in Kwara state were examined in this study. Hence, this study focused on the extent the higher educational institutions in Kwara state were managing emerging security threats.

The security personnel need both financial and non-financial rewards in view of the risky nature of their day-to-day activities. This would go a long way in improving the performance of the security personnel. However, it is one thing for the security tools and arrangement to be available; it is another thing for those tools to be adequate for effective management of the security threats. Besides, availability of security tools and arrangement in any educational institution without being put in to use has no positive contributive factor. This was one of the major motivations for this study, which examines the availability, adequacy and frequency of use of security tools as well as the challenges associated with managing the security threats in higher institutions in Kawara State.

Mosindi (2020); Adebayo (2018), Okpe (2019), Fashina (2021) and Dauglas (2022) identified numerous impediments to effective management of security threats in educational institutions and the general society. Studies of Isah (2013) and Manga (2020) investigated the relationship between adequacy of security equipment and sustainable developments in schools in Nigeria. The aforementioned studies were theoretical/positional studies. In addition, studies on management of security threats conducted within Nigerian environment were mostly in basic and senior schools and majority in the North East and West parts of Nigeria. Consequently, this study focused on

ISSN 2736-0091
E-ISSN 2737-0107

variables of availability, frequency of use and challenges associated with effective management of security threats in higher educational institutions in Kwara State.

Objectives of the Study

The objective of this study is to examine the extent to which the higher educational institutions are managing the emerging security threats in Kwara State. Specifically, the objectives of the study were to:

i. examine the availability of counter-security threat equipment to the actual needs of the higher educational institutions in Kwara State
ii. investigate the adequacy of the available counter-security threat equipment/tools to the actual needs of the higher educational institutions in Kwara State
iii. assess the frequency of use of the available counter-security threat equipment/tools in the higher educational institutions in Kwara State
iv. examine the challenges associated with managing the emerging security threats in higher educational institutions in Kwara State.

Research Questions

The following questions were answered:

i. What is the proportion of the available counter-security threat equipment to the actual needs in higher educational institutions in Kwara State?
ii. What is the proportion of the adequate available counter-security threat equipment to the actual needs in higher educational institutions in Kwara State?
iii. How frequent is the use of counter-security threat equipment by the security personnel of higher educational institutions in Kwara State?
iv. What are the challenges associated with managing the emerging security threats in higher educational institutions in Kwara State?

Methodology

The descriptive research of survey type was employed for this study. The target population for this study was all security personnel in the selected eight higher educational institutions in Kwara State. Multi-stage sampling involving stratified and purposive sampling techniques was adopted to select 90 out of 456 security personnel and eight heads of security units of each of the higher educational institutions for this study. Three research instruments were employed for this study. These include:

Security Tools Observation Checklist: The Security Tools Observation Checklist (STOC) was developed by the researcher. The instrument contained a list of security tools which were assessed in terms of availability, functionality and adequacy of the available security tools.

Security Personnel Questionnaire: The security personnel questionnaire was titled "Security Personnel Frequency of Use and Challenges Associated with Managing Security Threats (SPFUCAMST). The questionnaire was divided into three major sections of A, B and C. These sections are described as follows:

(i) Section A: Section A was the introductory aspect, which was concerned with demography of participants. Information on the security personnel personal data such as respondents' institutions, gender, working experience and educational qualification would be sought in this section.

(ii) Section B: Section B of the instrument was designed to elicit information on the security personnel extent of utilization of the available security tools in managing the security threats. The items in this section were developed by the researcher. This section consisted of 20 items relating to science teachers' extent of utilization of ICT. This section consisted of 10 items. The section would have four points' response options of Very Often Used, Often Used, Rarely Used and Not Used which was scored 4, 3, 2 and 1 respectively.

(iii) Section C: Section C of the questionnaire concentrated on the challenges associated with managing security threats. This section consisted of 10 items. The items were developed by the researcher. The items were rated on a four point's scale of Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SD) which would be scored 4, 3, 2 and 1 respectively.

Interview Protocol: A structured interview protocol for heads of security units was developed by the researcher to ascertain the quality of the data collected. The researcher conducted oral interview with selected eight head of

ISSN 2736-0091
E-ISSN 2737-0107

security units. The protocol consisted of 5 questions which addressed issues relating to availability, adequacy, extent of use of security tools and challenges associated with managing security threats.

The drafts of the three instruments were given to the supervisor for thorough scrutiny. The instruments were also given to two experts in the Centre for Peace and Security Studies of the University of Ilorin. The purpose was to ensure that there was no misrepresentation of facts. The instruments were trial-tested in a mini study. The purpose was to establish the reliability of the instruments. The instruments were administered on the respondents that were not involved in the study. It is important to state that the samples for pilot study were drawn from non-participating higher educational institution. Data collected were subjected to reliability test. Cronbach alp*h*a technique was used to determine the reliability of the instruments. Additionally, Descriptive statistics such as frequency, percentages, mean, and standard deviation were used to answer research questions 1, 2, 3 and 4.

Results

Research Question 1: What is the proportion of the available counter security threat equipment/tools?

Table 1: Proportion of the Available Counter Security Threats Tools

S/N	Security Tools	Available	%	Not Available	%	Remark
1	CCTV Camera	2	28.6	5	71.4	Not Available
2	Perimeter Fencing	4	57.1	3	42.9	Available*
3	Security Signs and Symbols	2	28.6	5	71.4	Not Available
4	Access Control Security (eg, ID Card for staff and students, Scanner, Guest Book Register, Metal Detector etc)	5	71.4	2	28.6	Available*
5	Security Gates/Barriers/Bollards	5	71.4	2	28.6	Available*
6	Solar Security/Street Light	4	57.1	3	42.9	Available*
7	Whistle	4	57.1	3	42.9	Available*
8	Torch Light	4	57.1	3	42.9	Available*
9	Light Weapons (Fire Arms)	3	42.9	4	57.1	Not Available
10	Patrol Vehicle	-	-	7	100	Not Available
11	Watch Towers/Observation Post	-	-	7	100	Not Available
12	Bullet Proof Vests	-	-	7	100	Not Available
13	Walkie Talkies/Dedicated Telephone Line	2	28.6	5	71.4	Not Available
14	Boots, Uniform and Iron Helmet	4	57.1	3	42.9	Available*
15	Handbook on Security Awareness	2	28.6	5	71.4	Not Available

Available Tools= 7; Not Available Tools= 8; Number of Tools= 15

Note: Proportion of the available security tools = 7/15(100) = 46.7%

Results in Table 5 show the proportion of the available security tools. As shown in the table, the proportion of the available security tools is 7 out of 15, which is 46.7%. This means that 8 out of the 15 security tools cannot be said to be available. To ascertain the results of the quantitative analysis regarding the availability and adequacy of the security tools, the respondents (head of security units) were asked of what they have to say regarding the availability and adequacy of the security tools. From the responses, the interviewees unanimously said that some of the security tools were not available and the available ones were not adequate.

ISSN 2736-0091
E-ISSN 2737-0107

Research Question 2: What is the proportion of adequate counter security threat equipment tools available?

Table 2: Proportion of Adequate Counter Security Threats Tools

S/N	Security Tools	Adequate	%	Not Adequate	%	Remark
1	CCTV Camera	-	-	7	100	Not Adequate
2	Perimeter Fencing	-	-	7	100	Not Adequate
3	Security Signs and Symbols	1	14.3	6	85.7	Not Adequate
4	Access Control Security (eg, ID Card for staff and students, Scanner, Guest Book Register, Metal Detector etc)	-	-	7	100	Not Adequate
5	Security Gates/Barriers/Bollards	-	-	7	100	Not Adequate
6	Solar Security/Street Light	1	14.3	6	85.7	Not Adequate
7	Whistle	1	14.3	6	85.7	Not Adequate
8	Torch Light	-	-	7	100	Not Adequate
9	Light Weapons (Fire Arms)	-	-	7	100	Not Adequate
10	Patrol Vehicle	-	-	7	100	Not Adequate
11	Watch Towers/Observation Post	-	-	7	100	Not Adequate
12	Bullet Proof Vests	-	-	7	100	Not Adequate
13	Walkie Talkies/Dedicated Telephone Line	-	-	7	100	Not Adequate
14	Boots, Uniform and Iron Helmet	-	-	7	100	Not Adequate
15	Handbook on Security Awareness	-	-	7	100	Not Adequate

Adequate Tools= 0; Not Adequate Tools= 15; Number of Tools= 15

Note: Proportion of adequate security tools available = 0/15(100) = 0%

Results in Table 6 show the proportion of adequate security tools available. As shown in the table, the proportion of adequate security tools available is 0 out of 15, which is 0%. This means that all the available security tools were not adequate in quantity. Data obtained from the interviews conducted with the selected head of security units revealed that both the quantitative and qualitative analysis regarding the adequacy of the available security tools in the selected tertiary institution yielded the same result.

Research Question 3: What is the frequency of use of the of the available counter security threat equipment/tools?

Table 3:**Analysis of the Frequency of Use of the Available Counter Threats Security Tools**

S/N	Items	Mean	SD
1	I use to check and register the identity of people and vehicles coming and out of my institution.	3.17	0.84
2	I use CCTV Camera to monitor and supervise security.	2.04	0.99
3	We use patrol vehicle to carry out security supervision and other day-to-day activities.	2.37	1.15
4	We mount the watch tower/observation post to supervise security of the environment.	2.66	1.16
5	I use to wear my boots, bullet proof vest and iron helmet whenever I am on duty.	2.77	1.17
6	I use walkie talkie to communicate with my colleagues.	2.32	1.22
7	I use to carry whistle and torch light at night.	2.77	1.17
8	I use to turn on all the solar security/street light at night.	2.77	1.12
9	I use metal detector and scanner to check persons and vehicular movement	2.30	1.20

ISSN 2736-0091
E-ISSN 2737-0107

	at the gate.		
10	I use to read hand book on security awareness and standing operating procedure of my institution.	2.72	1.12
11	I use to direct vehicles and motor cycles to park at the designated parking space.	3.03	1.05
	Grand Mean	**2.63**	**1.11**

Key:
Not Used = 0.01 – 1.50
Rarely Used = 1.56 – 2.50
Often Used = 2.56 – 3.50
Very Often Used = 3.56 – 4.00

Results in Table 7 show the frequency of security personnel use of the available security tools. As shown in Table 8, the observed grand mean of 2.63 was within the benchmark of "Often Used". This means that the observed security personnel often used the available security tools. The data obtained from the interview with the selected head of security units equally revealed that the available security to were often used.

Research Question 4: What are the challenges associated with management of emerging security threats?

Table 8: Rank Ordering of the Challenges Associated with Management of Emerging Security Threats

S/N	Items	Mean	Ranking
1	Frequent power disruption in higher educational institutions.	3.28	1st*
2	Lack of relevant security tools in higher educational institutions.	3.00	2nd*
3	Negative attitude of staff and students towards security personnel in higher educational institutions.	2.30	10th
4	Lack of support/motivation to security personnel from the management of higher educational institutions.	2.36	9th
5	Inadequate manpower and security tools in higher educational institutions.	2.73	4th*
6	Poor salary and allowances received by security personnel in higher educational institutions.	2.71	5th*
7	The available security tools in higher educational institutions are not functional.	2.71	5th*
8	High cost of modern security tools.	2.84	3rd*
9	Lack of maintenance culture by security personnel, staff and students of higher educational institutions.	2.63	7th*
10	Insufficient knowledge/awareness on emerging security threats among staff and students of higher educational institutions.	2.48	8th

Results in Table 8 show the challenges associated with management of emerging security threats. As shown in the table, in the order of ranking, the challenges associated with management of emerging security threats were frequent power disruption, lack of relevant security tools, high cost of modern security tools, inadequate manpower and security tools, poor salary and allowances received by security personnel in higher educational institutions, non-functionality of the available security tools and lack of maintenance culture by security personnel, staff and students of higher educational institutions.

Discussion of the Findings

Findings from this study showed that the proportion of the available security tools is 7 out of 15, which is 46.7%. This means that 8 out of the 15 security tools cannot be said to be available. This suggests that these security tools were not adequately in such a way that the security personnel could utilize them to enhance their day-to-day security supervision. Results from this study are similar to that of Etor, Eno and Ukpabio (2019) who reported that a reasonable number of security tools were available in Universities in Cross River State. Finding from this study also corroborate comments of the selected heads of security units who were interviewed. They noted that some of the security tools were available for management of security in higher educational institutions. The finding from this study however contrast that of Manga (2020) who reported low level security equipment in tertiary educational institution in Kebbi State.

ISSN 2736-0091
E-ISSN 2737-0107

The outcome of this study also indicated that the proportion of adequate security tools available is 0 out of 15, which is 0%. This means that aavailable security tools in the higher educational institution's schools were inadequate in quantity. The reason for the inadequacy of these security gadgets stems from poor funding of higher educational institutions in Nigeria. The poor funding which for years running is far below the 26% education funding benchmark advocated by UNESCO. Consequently, this may be the reason why these security tools were found not to be adequate in all the higher educational institutions. This poses serious difficulties in these higher institutions where modern security tools are needed for security supervision.

The findings of this study also revealed that the observed security personnel often used the available security tools. This is a good trend as the use of security tools could enhances security supervision in the institutions. This outcome is consistent with the finding of Isah (2013) who revealed that few security tools available were utilised for security supervision by security personnel in in Nigeria. This finding supports the comments of the heads of security units' who were interviewed. However, results from this study contrast the finding of Ishaq, Musa & Abdulhafiz (2019) who revealed that majority of security personnel did not utilize modern security gadgets for security supervision in Nigeria. Findings from this study identified erratic power supply, *lack* of relevant security tools, high cost of modern security tools, inadequate manpower, poor salary and allowances received by security personnel and lack of maintenance culture by security personnel, staff and students as challenges associated with management of emerging security threats. The erratic power supply is a national phenomenon that has a detrimental effect on all sectors including education. Some of these challenges could also be attributed to low level of funding. In this case, if the higher institutions are well funded, the management of these institutions can always make provision for alternative power supply.

Conclusion

The conclusion arising from the findings of this study is that security tools were not adequately available in such a way that the security personnel could utilize them to enhance their day-to-day security supervision. Based on the findings arising from the conclusion of this study, it can be said that security personnel were not fully equipped for managing the emerging security threats in Nigeria. The study identified erratic power supply, poor funding, and remuneration of security personnel, inadequate equipment and manpower among others as challenges associated with management of security threats in higher educational institutions. This will no doubt have adverse effects on the security.

Recommendations

Based on the findings, discussions and conclusions of this study, the higher institutions in Kwara state should:

i Make concerted effort to provide adequate security tools such as CCTV cameras, solar security lights and patrol vehicles among others for their institutions.
ii Endeavour to provide alternative power source such as solar panels and lights, inverters or higher capacity generating set to each of their institution in order to forestall the intermittent disruption of electricity supply.
iii. Train and re-train security personnel so as to equip them with the required skills and competencies of how to supervise and manage security in their respective institution.
iv. Constantly organise sensitization seminars, workshops and conferences for staff and students on security issues.
v. Make an upward review of the salary and allowances of security personnel.
vi. Recruit more security personnel to increase the current number of security supervisors across the higher institutions in Kwara state.

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