The Strengths of Security Personnel in Tertiary Institution: A Case Study of Kwara State Polytechnic, Nigeria

Amin Amin[1]* & Abdulkadir Kolawole Ajadi[2]

[1,2] *Department of PublicAdministration, Institute of Finance and Management Studies, Kwara State Polytechnic Ilorin.*

Corresponding Author: aminaminolohunoyin@gmail.com

Abstract

The paper examined the types of training, capacity of security, impact, and challenges confronting security at Kwara State Polytechnic. The study is a descriptive research design Both primary and secondary data were used. The questionnaire was analyzed by using Statistical Package for Social Sciences (SPSS) Version 22. Findings from the study showed that the majority of the respondents agreed that the security personnel receive orientation before engaging in any task. The respondents agreed that the school management has recruited more personnel to enhance security on the campus agreed. The majority of the respondents agreed that security personnel have been able to curb cultism operations in the campus and its environs and agreed that the security personnel can maintain a good relationship with transporters (bus and taxi drivers, keke NAPEP operators) to ensure the smooth running of academic activities The study also reveals that majority of the respondents agreed that students' harassment is one of the challenges facing security unit and respondents agreed that lack of proper identification of staff affects security operation and also agreed that inadequate patrol vehicles hinder effective security operation in the campus The paper concludes that security personnel are working effectively to maintain peace and prevent any form of riot in the Polytechnic community. The paper recommended that much emphasis should be laid on students' orientation rather than matriculation and the management should introduce a functioning security office to every institute on the campus.

Keywords: : Education, Security, Student, Polytechnic, Tertiary

INTRODUCTION

The Polytechnic is a teaching and learning organization that attracts students, staff and other stakeholders who have one thing or the other to carry out in the polytechnic environment. The institution comprises both tangible and non-tangible assets. The tangible assets of polytechnic include; the physical structures, textbooks, journals, magazines in the libraries, electronic gadgets such as computers, all stakeholders, and the players involving the regular and occasional visitors to polytechnics. The intangible assets include intellectual property, research data, classified information, integrity, peace of mind, the image of the school etc. Tari (2004) posits that security aims to ensure the safety and security of staff, students and visitors, protecting the property and assets of the institution, investigating and detecting crime, reducing incidence of reported crimes and the apprehension and prosecution of offenders.

The quality of higher education is essential for producing quality graduates in the future (Nurin, Puteri, Aina, Nurul and Fadilah, 2022). The National School Board Association (2013) identify the responsibility of all schools to include, giving adequate safety and security against disasters, accidents, and injuries, as well as prepare proactive plans that investigate perceived threats and disasters. As a result, every polytechnic has a well-established security unit, whereby security personnel are employed to handle school security and ensure that lives and properties are protected and secured. The security officers are responsible for protecting lives and property, surveillance, gathering and dissemination of security intelligence and so on. Polytechnic campuses are dynamic environments with constant activity, which require an effective security unit that would address the protection and safeguarding of students, staff, visitors, institutes, property and facilities on campus (Abdullahi and Orukpe, 2016).

Consequently, the national policy on education documents specifies policy goals shall be pursued by higher educational institutions in Nigeria. These include teaching, research and development, vocational training, virile staff development, generation and dissemination of knowledge, a variety of modes of programmes including full-time, part-time, block-release, day release, open distance flexible e-learning, sandwich, etc, access to training funds such as those provided by the Industrial Training Fund (ITF), Students Industrial Work Experience Scheme (SIWES); maintenance of minimum educational standards through appropriate agencies; inter-institutional cooperation, dedicated service to the community through extra-moral and extension services (NCE, 2000).

STATEMENT OF THE PROBLEM

Nigerian institutions have been witnessing an upsurge in criminality and security threats. There are reported cases of stealing, raping, killing, kidnapping and cultism on the campuses that claim human lives. On several occasions, thieves and armed robbers have attacked and stolen properties at students' hostels, settlers around campuses and staff quarters. Despite the efforts of the Kwara State Government and the Management of Kwara State Polytechnic Ilorin to ensure adequate security within the campus and its environs through the deployment of security personnel from different divisions in the state and the recruited security staff of the Polytechnic Ilorin, the security personnel do not have adequate and regular training to cope with the advanced level of criminality that is on the increase in campus and are therefore unable to operate modern security gadgets with efficiency. The security personnel presumably do not have formal training

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in security management. Besides, the few who are professionals do not have the opportunity for capacity-building programmes to update their skills and knowledge in crime management. Equally, it is presumably observed that the security personnel lack basic facilities to use and combat crimes and, as such, are easily overwhelmed by the criminals. It is from this premise, the paper will examine the strength of security in Kwara State Polytechnic.

Many scholars have worked in security and tertiary institution such as Ibrahim 2013, Abdullahi and Orukpe 2016, Amoatemaa, Kyeremeh, and Arthur 2017, Badiora, 2017, Oladipo, Awoyinfa and Adefarakan 2018, Enang 2019, Mensahetal 2019)   but much have not been written on the strength of security personnel in Kwara State Polytechnic Ilorin. Therefore, the paper intends to fill the gap.

RESEARCH QUESTIONS

1) What are the types of training accrues to security unit in Kwara State Polytechnic Ilorin?
2) What is the capacity of security unit in maintaining peace and preventing as well as controlling crime on the campus?
3) What are the impacts of security in Kwara State Polytechnic Ilorin?
4) What are the challenges confronting security in Kwara State Polytechnic Ilorin?

OBJECTIVES OF THE STUDY

The objectives of the study are to:

1) Identify the types of training that accrues to the security unit in Kwara State Polytechnic Ilorin;
2) Ascertain the capacity of security in maintaining peace and preventing as well as controlling crime on the campus;
3) Examine the impact of security in Kwara State Polytechnic Ilorin; and
4) Identify the challenges confronting security at Kwara State Polytechnic, Ilorin.

LITERATURE REVIEW

Education

Education refers to the process through which a person is taught better ways of doing something or a better way of living (BBC English Dictionary). Obasi and Erondu (2003) define it as the process by which an individual acquires or imparts knowledge, facts, skills, experiences, abilities and attitudes necessary for an active and useful life in society.

Polytechnic Education

Ukpai (2008) posits that polytechnic education is a type of education resulting in the acquisition of practical and useful skills. This type of education, according to the Federal Republic of Nigeria (FRN), is given after the second six years of formal schooling, (t is the education at the tertiary level represented by 4 in the 6:3:3:4 system of education as stated in the National Policy on Education (NPE).

Security

Oladikpo, Awoyinfa and Adefarakan (2018) define security as the degree of protection against danger, damage, loss, and criminal activity. Brauch (2011) views security as being a political value that has no independent meaning but relates to an individual or societal value system. Omoyibo and Akpomera (2013) view security as a concept that is before the state, and the state exists to provide that concept. Nwagboso (2012) states that security is associated with the lessening of threats to the survival of individuals or groups. Albert (2003) sees security as involving the survival of the state and the protection of individuals and groups within the state. Otto and Ukpere (2012), state that security relates to the presence of peace, safety, happiness and the protection of human and physical resources or the absence of crisis. Akin (2008) defines security as any laid down procedures for the protection of persons and property against hostile persons. Lawrence & Nye (1975) cited in Biola and Atu (2022) see security as the absence of serious threats to the basic values that people consider important to their survival. According to Onifade, Imhonopi & Urim (2013), security has to do with instituting ways of protecting the lives of the people and their properties from aggressors. Security is about creating a conducive and convenient environment and atmosphere where people can move around within a given natural space or without being intimidated or threatened. Zabadi (2011) emphasizes the indispensability of

security to mankind. Omede (2012) posits that security has to do with the ability of a state to deal with any threat to its core.

Imobighe (2001) cited in Ugo (2022) justified the importance of security to humans and nations when he posits that "without security, the state is bound to experience great difficulty in harnessing its human and material resources towards meaning development and the promotion of the general well-being of the people". Therefore, it is clear that security is vital for development in any human collectivity. Abdullahi and Orukpe (2016) and Enang (2019) observe that theft, cultism, kidnapping, rape, room break-in, office break-in, cell phone snatching, stealing, violent demonstration by students, vandalism and other forms of assaults are major security challenges on campuses. Caleb (2013) notes that cultism has proved to be a major concern for even existing security agencies on campuses. Oladipo, Awoyinfa and Adefarakan (2018) observed that the existence of cultist groups on campus has made life unsafe and scary to both staff and students. Oladipoet al. (2018) further enumerate the activities of cultists to include, harassing any non-member who snatches a member's girlfriend or sugar daddy (as in the case of a female cultist), harassing female students who refused their advances, as well as, harassing any lecturer who insists on merit for passing examination. They also engage in factional struggles for supremacy that often result in bloody clashes among cult groups, during which period lives are sometimes lost. Ibrahim (2013) posits that higher institutions of learning which ought to be ideal places for training of the minds have become war zones where cult groups unleash their terror in the community.Security personnel cannot discharge their duties effectively without adequate facilities. It is also observed that most institutions of learning are porous and do not have perimeter fencing, which is critical in preventing access by intruders, securing assets and protecting personnel or buildings. Okebukola cited in Youdeowei and Iruoma, 2015) posits that "no safe school, no future for the world". He gave three reasons to justify this assertion as follows: The dream of harnessing the power of education for achieving goals in health, food, employment, enrolment, energy, and security will come to nought; without safe schools, education for all will remain a pipe dream; and quality education yearned by all countries of the world will be hindered.

Xaba (2014) describes a safe school environment as one that is not dangerous and poses no threats to the physical, emotional, psychosocial and psychological well-being of the occupants. Studies by Anderson (2022) and Brown (2019) indicate a

positive correlation between participation in security seminars and employee morale and job satisfaction. The opportunity for professional development and the recognition of the importance of security. Dagogo (2005) carried out a study on the role of security agents in curbing crimes in higher institutions in North East Nigeria using four universities and three polytechnics. His study revealed that training and re-training of security personnel significantly affect their level of service delivery. His work is relevant to this study but he fails to address situations in North Central. Odidison (2004) find out in his study on factors responsible for insecurity in Nigerian tertiary institutions. Findings from the study showed that the lack of training of security personnel was one of the factors that significantly accounted for the insecurity in Nigerian institutions. Reilly, R., Smith, N. A., & Tepper, J. (2008) emphasized the importance of incorporating advanced security features into academic documents, such as watermarks, holograms, or tamper-evident seals. These features make it more challenging for individuals to produce fraudulent certificates. Amoatemaa, Kyeremah and Arthur (2017) conducted a study on students' perception of campus safety in Ghana. Findings revealed that students felt safer during the daytime than at night time. Also, it showed that isolated places and poorly lit areas of campus posed security threats. The findings further indicated that bushy areas, lack of close circuit television (CCTV), and absence of police patrols and emergency phones to call the security officers, were the major factors contributing to students feeling of insecurity on campus. Ozmen, Dur and Akgul (2010) work on school security problems and ways of tackling them found that there were various problems threatening school security, which include inadequate physical condition, lack of family interest and disruptive school environment, among others.

Research by Brown and Wilson (2020) and Johnson et al. (2018) underscores the positive impact of daily road patrols on security personnel's situational awareness. These studies suggest that regular patrols contribute to heightened awareness, improving the ability to detect and respond to security incidents promptly. Increased visibility has been linked to a notable reduction in potential security threats, providing empirical evidence for the effectiveness of this proactive approach (Anderson, 2017). Smith (2019) and Jones et al. (2020), indicated that security officers' consistent presence through daily road patrols positively influences community safety and residents' perceptions of security. Understanding the psychological impact of such patrols is crucial for developing effective security strategies. Studies by Anderson and Smith (2018) and Wilson et al. (2021) delve into the contextual effectiveness of daily road

patrols. These works examine variations in effectiveness across urban, suburban, and rural environments, considering geographic and environmental factors that influence the impact of security measures. Brown and Johnson (2022) highlight the collaborative benefits of security officers participating in daily road patrols. The study suggested that these patrols not only contribute to a safer environment but also foster networking opportunities and collaborative efforts within the broader security community.

Oladipo et al (2018) examined institutional factors that served as threats to personnel security at the University of Lagos and found that there is a strong positive relationship between school location, school culture, school facilities and personnel security, while a weak, positive correlation existed between school climate and personnel security. The study concluded that hostile school environment, over-stretched and inadequate learning facilities, indiscipline, outdated security framework, poor staff and student safety and security awareness, inadequate capacity building for security personnel, poor funding of institutions and so on, were the major determinants of security lapses on campus. Badiora (2017) assesses patterns of crime on campuses in Nigerian Universities. His study revealed that the five most frequently occurring crimes on campus are; stealing and pilfering, room break-in, sexual harassment, cultism, and drug offences.

METHODOLOGY

Data Collection

The paper relied on both primary and secondary data were used. The primary data include a questionnaire. The questionnaire was administered to the security officers both junior senior cadre and management team of Kwara State Polytechnic, Nigeria to provide information concerning the strengths of security personnel on the campus. The questionnaire method allowed the respondents to express their views freely without being guided because the target respondents of this study were well-educated. Therefore, they have little or no problem with the questionnaire while the secondary data was largely from the works of scholars in the area of security personnel and tertiary institutions. For this study were collected from textbooks both published and unpublished that were found to be relevant for this study. These already written works include; textbooks, journals, magazines, newspapers, and some relevant documents that are relevant to this paper. The researchers, through the help of two research assistants,

administered copies of the questionnaires to the respondents. These research assistants were trained on the purpose of the study, the number and location of the respondents and how to politely administer and retrieve copies of the questionnaire.

Data Analysis

The transcribed qualitative primary data and the qualitative secondary data sourced from various relevant scholarly works were analysed using thematic analysis. The primary data sourced through the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) version 22 for easy analysis. This primary data was analyzed using regression and correlation analysis, which were triangulated with data sourced through the researcher's observation.

Sampling Technique

The population of the study is 212 while the sample size for this study is 139. The sample size is determined through the Taro Yamane formula i.e

$$n = \frac{N}{K+N(e)^2}$$

Where N = 212

K= 1

e = 0.05

n = ?

$$n = \frac{212}{1 + 212\,(0.05)^2}$$

$$N = \frac{212}{1 + 212 \text{ X } 0.0025}$$

$$n = \frac{212}{1 + 0.53}$$

$$n = \frac{212}{1.53}$$

n= 138.56

n= 139

FINDINGS

Table 1: *Demographic Data of the Respondents*

S/N	Items	Frequency	Per cent
1	Sex		
	Male	93	(66.9%)
	Female	46	(31.1%)
	Total	139	100
2	Marital Status		
	Single	73	(52.5%)
	Married	66	(47.5%)
	Total	139	(100%)
3	Age		
	18-30	62	(44.6%)
	31-40	53	(38.1%)
	41 and above	24	(17.3%)
	Total	139	(100%)
4	Length of Service		

	Below 4years	35	25.2
	Between 4 and 9years	64	46
	9years and above	40	28.8
	Total	139	(100%)
5	Qualification		
	Primary/S.S.C.E/Equivalent	68	48.9
	NCE/ND/DIPLOMA	47	33.8
	BA/BSC/HND	24	17.3
	Total	139	(100%)
6	Staff Category		
	Senior	24	17.3
	Junior	59	42.4
	Contract	56	40.3
	Total	139	(100%)

Source: Researcher's Field Survey, 2022

Table 2: *Types of Training*

S|N	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agreed	Total	Remark
1	Orientation.	2 (1.4%)	4 (2.9 %)	3 (2.2%)	96 (69.1%)	34 (24.5%)	139 (100%)	Agree
2	Road core.	9 (6.5%)	4 (2.9%)	20 (14.4%)	80 (57.6%)	26 (18.7%)	139 (100%)	Agee
3	Seminar.	4 (2.9%)	43 (30.9%)	4 (2.9%)	57 (41%)	31 (22.3%)	139 (100%)	Agree
4	Frequent jugging to enhance fitness.	1 (.7%)	28 (20.1%)	-	75 (54%)	35 (25.2%)	139 (100%)	Agree

Source: Researcher's Field Survey, 2022

Table 3: *Capacity of Security to Manage Security-Related Challenges*

S|N	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Remark
1	There are sufficient security personnel on the campus.	-	83 (59.7%)	2 (1.4%)	38 (27.3%)	16 (11.5%)	139 (100%)	Disagree
2	The security unit is equipped with necessary equipment such as pepe spray and, taser.	3 (2.2%)	69 (49.6%)	7 (5%)	49 (35.3%)	11 (7.9%)	139 (100%)	Disagree
3	The school management has recruited more personnel to enhance security on the campus.	1 (.7%)	7 (5%)	-	92 (66.2%)	39 (28.1%)	139 (100%)	Agree
4	The security unit is well-funded.	1 (.7%)	75 (54%)	5 (3.6%)	45 (32.4%)	13 (9.4%)	139 (100%)	Disagree

Source: Researcher's Field Survey, 2022

Table 4: *Impact of School Security System*

S|N	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Remark
1	Curbing of cultism operation on the campus	-	4 (2.9%)	8 (5.8%)	89 (64%)	38 (27.3%)	139 (100%)	Agree
2	There is mutual understanding between students and security officers.	-	-	13 (9.4%)	97 (69.8%)	29 (20.9%)	139 (100%)	Agree

#	Item								
3	The security personnel can maintain good relationships with transporters to ensure the smooth running of academic activities.	-	-	5 (3.6%)	95 (69.8%)	39 (28.1%)	139 (100%)	Agree
4	The security officers have been working effectively to prevent students from leaking exam questions and examination malpractice.	-	-	13 (9.4%)	94 (67.6%)	32 (23%)	139 (100%)	Agree
5	The security officers protect staff and students' lives and properties.	3 (2.2%)	1 (.7%)	4 (2.9%)	88 (63.3%)	43 (30.9%)	139 (100%)	Agree
6	The security officers help to prevent kidnapping in the Polytechnic community.	-	3 (2.2%)	9 (6.5%)	99 (71.2%)	28 (20.1%)	139 (100%)	Agree
7	School security plays a giant role in the result| certificate forgery of the Institution.	12 (8.6%)	28 (20.1%)	4 (2.9%)	68 (44.6%)	33 (23.7%)	139 (100%)	Agree

| 8 | The school security collaborates with other security outfits. | 3 (2.2%) | 6 (4.3%) | 10 (7.2%) | 86 (61.9%) | 34 (24.5%) | 139 (100%) | Agree |

Source: Researcher's Field Survey, 2022

Table 5: *Challenges of Security*

S|N	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	Remark
1	Students' harassment	-	10 (7.2%)	7 (5%)	95 (68.3%)	27 (19.4%)	139 (100%)	Agree
2	Lack of proper identification of staff affects security operations.	-	4 (2.9%)	8 (5.8%)	92 (66.2%)	35 (25.2%)	139 (100%)	Agree
3	Inadequate security equipment e.g gadgets, kit.	-	31 (22.3%)	8 (5.8%)	71 (51.1%)	29 (20.9%)	139 (100%)	Agree
4	There is inadequate teaser, and pepper spray as tools to prevent students from riot.	6 (4.3%)	43 (30.9%)	11 (7.9%)	59 (42.4%)	20 (14.4%)	139 (100%)	Agree
5	Insufficient remuneration affects security operations.	-	34 (24.5%)	16 (11.5%)	59 (42.5%)	30 (21.6%)	139 (100%)	Agree
6	Inadequate patrol vehicles hinder effective security operation on the campus.	-	34 (24.5%)	9 (6.5%)	66 (47.5%)	30 (21.6%)	139 (100%)	Agree

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| 7 | Independence to enforce security decisions. | - | 40 (28.8%) | 17 (12.2%) | 59 (42.4%) | 23 (16,5%) | 139 (100%) | Agree |

Source: Researcher's Field Survey, 2022

Table 6: *Normality Test of Dependent and Independent Variable*

	N	Mini Mum	Maxi Mum	Mean	Std.	Skewness		Kurtosis		
	Stati Stics	Stati Stics	Stati Stics	Stati Stics	Stati Stics	Stati Stics	Std. Error	Stati stics	Std. Error	
Dependent Variable CAPACITYII	139	1.75	5.00	3.2626	.64432	.459	.206	-.285	.408	
Independent Variabl										
TYREII	139	2.31	5.00	3.8746	.66372	.138	.206	-.667	.408	
IMPACTII	139	3.00	5.00	4.0647	.46512	.362	.206	022	.408	
CHALLENGEII	139	2.29	4.86	3.6999	.74137	-.434	.206	-1.139	.408	

Source: Researcher's Field Survey 2022

The assumption of normality is a prerequisite for many inferential techniques. There are many different ways to explore the assumptions graphically such as histogram, stem-and-leaf plot, box plot, normal probability plot and detrended normal plot (Coakes, Steed and Dzidic, 2006). There are also several statistics which are available to test the normality such as Skewness and Kurtosis, and Shapiro-Walk statistics. For this study, the test for normality has already been done to see the normality of the data. However, Skewness and Kurtosis which are within the acceptable value of ± 2 as well as the overall box plot also show normality.

Table 7: *Correlations*

		TYPEII	CAPACITYII	IMPACTII	CHALLENGEII
TYPE II	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	139			
CAPACITY II	Pearson Correlation	-.033	1		
	Sig. (2-tailed)	.704			
	N	139	139		
IMPACT II	Pearson Correlation	.125	-.201*	1	
	Sig. (2-tailed)	.142	.018		
	N	139	139	139	
CHALLENGE II	Pearson Correlation	.104	-.314**	.667**	1
	Sig. (2-tailed)	.222	.000	.000	
	N	139	139	139	139

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's Field Survey 2022

The above table was used to know the correlation coefficient among the variables being used in the course of this study. Based on the results from the table above, it is observed that the capacity of security in Kwara State Polytechnic has the highest value .704 which is greater than the P-value of 0.05.

Table 8: *Regression Result*

Table 8.1: *Model summary[b]*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.314[a]	.099	.079	.61848	.627

a. Predictors: (Constant), CHALLENGEII, TYPEII, IMPACTII
b. Dependent Variable: CAPACITYII

The above table shows that R is .314[a], R Square is .099, Adjusted R square is .079 and the Durbin Watson is .627. Therefore, since the value of Durbin Watson is greater than the standard value of 1.5 and less than 2.5. This makes this work to be alright and makes the standard value.

Table 8.2: *ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.651	3	1.884	4.925	.003[b]
	Residual	51.639	135	.383		
	Total	57.290	138			
a. Dependent Variable: CAPACITYII						
b. Predictors: (Constant), CHALLENGEII, TYPEII, IMPACTII						

The above table shows that significant value of regression is .003[b] and the sum of square of regression is 5.651.

Table 8.3: *Coefficient[a]*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.219	.531		7.942	.000
	TYPEII	-.001	.080	-.001	-.009	.993
	IMPACTII	.022	.152	.016	.144	.886
	CHALLENGEII	-.282	.095	-.324	-2.955	.004
a. Dependent Variable: CAPACITYII						

The table shows that the difference between the capacity of security and types of training is -.001 while the significant level of TYPEII is .993. Therefore, the hypothesis is accepted. The above table shows that the difference between the capacity of security and the impact of security is .022 and the significant level .886. As a result, the hypothesis is accepted. The table shows that the difference between the capacity of security and the challenge of security is -.282 and the significant level is .004. Therefore, the hypothesis is rejected.

DISCUSSION OF FINDINGS

Answer to Objective 1 (types of training)

Table 2 shows that the majority of the respondents (69.1%) agreed that the security personnel receive orientation before engaging in any task. The result is similar to Smith and Jones (2018) opined that a well-designed orientation program plays a crucial role in providing security personnel with the necessary knowledge and skills to effectively handle the complexities of their duties. This assertion is consistent with Johnson et al. (2019) underscoring the pivotal significance of orientation in augmenting the overall competence and preparedness of security personnel.

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It is also in line with Robert (2006) who stated that a well-designed compensation plan gives your organization a competitive advantage. In addition, Jennifer and Granger (2021) admitted that administrators design orientation programs with intentionality and specificity to assist in the transition to college. Brown and Wilson (2022) argued that a well-structured orientation program contributes not only to the individual proficiency of security personnel but also fosters a collective sense of organizational cohesion. The majority of the respondents (57.6%) agreed that security officers on duty participate in road core daily. The result is in line with Smith (2019) and Jones et al. (2020), who indicate that security officers' consistent presence through daily road patrols positively influences community safety and residents' perceptions of security. Smith et al. (2020), the active involvement of security officers in regular road patrols has been associated with heightened situational awareness and a proactive approach to potential security Similarly, threats. The result is also aligned with the previous study by Johnson and Brown (2018), who posited that consistent presence on the road enhances the visibility of security personnel, acting as a deterrent and fostering a sense of community safety.

Equally, the majority of the respondents (41%) agreed that the security personnel attend seminars on security matters. The finding is in line with Brown and Wilson (2020) argued that seminars offer security professionals valuable opportunities for networking and knowledge exchange. The collaborative nature of these events fosters a sense of community among security practitioners, as noted by Smith and Jones (2017). Johnson and Brown (2021), stated that collective engagement in seminars, not only builds professional relationships but also establishes a shared understanding of emerging threats and best practices. Fajana, Owoyemi, Elegbede and Gbajumo-Sheriff, (2011), opined that managers, supervisors and human resources departments are responsible for ensuring that workers are effectively trained. Anderson and Smith (2018) believe that seminars serve as platforms for disseminating the latest developments in security protocols and strategies, contributing significantly to the continuous learning process. Anderson (2022) and Brown (2019) indicated a positive correlation between participation in security seminars and employee morale and job satisfaction. The opportunity for professional development and the recognition of the importance of security. The respondents (54%) also agreed that frequent jugging is done by security officers to enhance their fitness. The result is in line with Athambawa and Jabeer (2017) that physical fitness is considered to be a vital factor in performing any duty.

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Answer to Objective 2 (Capacity of Security to manage security-related challenges)

Table 3 revealed that the majority of the respondents (59.7%) disagreed that there is sufficient security personnel on the campus. The result is similar to Jackson and Bradford (2010) argued that a safe campus involves not just the presence of security personnel but also a sense of security among the campus community. Fisher, Sloan and Wilkins (1999) stated that sufficiency should not only be about response capabilities but also the effectiveness of preventive measures, such as educational programs, training, and community-based initiatives. However, adequate personnel levels could be seen as a proactive measure to ensure compliance and safeguard the well-being of the campus community. The respondents (66.2%) agreed that the school management has recruited more personnel to enhance security on the campus agreed. The finding is similar to the previous study by Smith and Brown (2003) that increased security personnel can act as a deterrent and provide a visible presence, contributing to a safer environment. Miller and Hess (2008) emphasized the need for security personnel to engage with the campus community and that increased personnel can facilitate positive interactions, build trust, and enhance communication between security staff and students. Bryant and Frederick (2009) advocated for sufficient personnel to ensure a prompt and effective response to emergencies or crises on campus and that adequate staffing levels are crucial for managing unforeseen incidents and maintaining the safety of students and staff.

In addition, the respondents (49.6%) disagreed that the security unit is equipped with necessary equipment such as pepper spray and taser. The result is in line with the previous study by, Aper (2005) opined that an individual's job performance behaviour depends on, among other factors a person's ability, the quality of his tools, the quality of his materials, the nature of the work environment and his morale. The respondents (54%) disagreed that the security unit is well funded. The finding is contrary to Oravee and Ahmed (2021) who affirmed that giving attention to the welfare of its workforce through the provision of different socio-economic facilities motivates the workers to put in their best for the realization of the overall interest of the organization. Torjman (2004) states that welfare packages account for the performance of employees besides increasing their happiness and emotional quotient.

Answer to Objective 3 (Impact of the school security system)

Table 4 shows that the majority of the respondents (64%) agreed that security personnel have been able to curb cultism operations on the campus and its environs.

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The result is in line with the previous study by Miller and Hess (2008) said security personnel have established strong ties with the community and actively engage in intelligence gathering, this collaborative approach may contribute to curbing cultism. Fisher and Sloan (2003) supported the idea that effective prevention programs, awareness campaigns, and educational initiatives contribute to reducing the appeal of cultism among students. Manning (2008) argued that the success in curbing cultism may be linked to effective collaboration between campus security personnel and external law enforcement agencies. Keppel and Weis (1995) noted that successful interventions may involve a combination of disciplinary actions, awareness programs, and counselling services. The respondents (69.8%) strongly agreed that there is mutual understanding between students and security officers strongly agreed. The finding is similar to Skogan and Hartnett (1997) emphasized the importance of security officers engaging with students in a positive and approachable manner, fostering trust and collaboration. Parker and Decker (2013) argued that student perspectives are considered, fostering a sense of inclusion and shared responsibility for campus safety. Miller and Hess (2008) stated that effective communication and transparency in the actions and decision-making processes of security officers contribute to mutual understanding. Hoffman (2013) opined that resolving disputes or misunderstandings between students and security personnel in a way that is fair and respects the rights of all parties. Zimring and Hawkins (1973) stated that involving students in the development and review of campus security policies can contribute to a sense of ownership and understanding. They advocated for collaborative efforts that consider the perspectives and concerns of the student body. Cordner and Cordnerm(2011) emphasized the role of training and education for security officers to enhance their interpersonal skills and cultural competence. This can contribute to a more positive interaction with students.

More so, the respondents (69.8%) agreed that the security personnel can maintain good relationships with transporters (Bus and Taxi drivers, Keke NAPEP operators) to ensure the smooth running of academic activities. The result is in line with O'Toole and Meier (2004) admitted that the collaboration between security personnel and transporters may extend to event management on campus. Joint planning and coordination contribute to the successful organization of events without disruptions. Cordner and Scarborough (2007) said rules allow security officers to work collaboratively with transporters while ensuring the safety and compliance of all parties. Etzioni (2015). Emphasized the vital role that transporters play in supporting academic activities. He added that acknowledging and appreciating their contribution can foster a

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positive atmosphere and strengthen the relationship. Stone and Hughes (2002) posited that involving transporters in decision-making processes related to campus security measures can contribute to a sense of shared responsibility. The respondents (67.6%) agreed that security officers have been working effectively to prevent students from leakage of exam questions and examination malpractice. The finding is similar to the previous study by Burkhardt and Ruohoniemi (2015) highlighted the importance of surveillance and monitoring systems implemented by security officers to prevent unauthorized access to exam materials which include the use of technology such as CCTV cameras or other measures to ensure a controlled testing environment. Bhagwat and Harinarayana (2012) stated the establishment of strict security protocols and procedures for the handling and distribution of exam materials such as secure storage, controlled access, and well-defined processes to minimize the risk of leaks. McCabe, Butterfield and Treviño (2006) admitted security officers play a crucial role in ensuring that only authorized individuals have access to sensitive materials. For instance, strict access controls during the printing, storage, and distribution of exam papers. Lang (2013) advocated for the implementation of educational programs by security officers to promote a culture of academic integrity. These initiatives could involve raising awareness about the consequences of exam malpractice and the importance of ethical behaviour. Furthermore, Bowers (1964) asserted that the collaboration between security officers and educational institutions is crucial and involves sharing information and implementing joint strategies to combat exam malpractice effectively. Pierce, Snow, McDaniel and Schleyer (2003) explored the role of technology, such as secure online exam platforms, in preventing exam malpractice. Security officers might be involved in the implementation and monitoring of these technologies to ensure a fair and secure testing environment. Christensen and McCabe (2006) said regular monitoring and evaluation of security protocols can contribute to their effectiveness.

Findings also showed that the majority of the respondents (63.3%) agreed that security officers protect staff and students' lives and properties. The result is similar to Clarke and Eck (2003) the opinion that visible presence of security personnel can act as a deterrent, reducing the likelihood of incidents that could jeopardize the safety of staff and students. Borodzicz (2005) emphasized that well-trained security personnel play a crucial role in coordinating responses to incidents such as natural disasters, accidents, or security threats. Miller and Hess (2008) stated that security officers ensure the overall safety of the campus community. This involves not only responding to incidents but also engaging in community-oriented policing to build trust and prevent issues before

they escalate. Levy (2008). emphasize the role of security officers in conducting risk assessments and implementing measures to mitigate potential threats. This proactive approach helps prevent security incidents before they occur. The respondents (71.2%) also agreed that security officers help to prevent kidnapping in the Polytechnic community. The result is in line with Sacco and Kennedy (2011) stressed that there is collaboration between campus security and external law enforcement agencies for a more robust and coordinated approach to campus safety. Fennelly (2017) emphasized that technologies help to monitor and restrict unauthorized individuals from entering the premises, reducing the risk of kidnapping. Clarke and Eck (2003) stated that visible security presence can act as a deterrent and increase the likelihood of early detection of suspicious activities. Miller and Hess (2008) affirmed that building trust and encouraging the community to share information about potential threats can be vital in preventing kidnapping incidents. Borodzicz (2005) argued that adequate preparation ensures a swift and effective response in the event of a kidnapping attempt, minimizing potential harm. Cordner and Shearing (1995) emphasized the need for collaboration between security officers and external law enforcement agencies which includes working together to enhance the capacity to respond to and investigate kidnapping incidents, increasing the chances of successful resolution. Vacca, J. R. (2009) emphasized the need for effective communication systems within the Polytechnic community. Security officers should have reliable means of communication to coordinate responses and disseminate information quickly in case of emergencies.

The majority of the respondents (44.6) agreed that school security plays a giant role in result| certificate forgery of the Institution. The result is in line with the previous study by Gutierrez and Gutierrez-Solana (2009) stated that implementing advanced information security measures helps protect student data and prevents unauthorized access, reducing the likelihood of forgery. Swan, M. (2015) explored the potential of blockchain technology in securing academic credentials. Blockchain can provide a decentralized and tamper-resistant system for recording and verifying academic achievements, making forgery more difficult. Jain, Ross and Prabhakar (2004) opined that biometrics, such as fingerprints or facial recognition can enhance the security of the verification process. Vacca, J. R. (2009) highlighted the significance of establishing audit trails and continuous monitoring of access to academic records. These measures help detect and deter unauthorized attempts to manipulate or forge certificates. Tilley (2009) stressed the importance of educating both staff and students about the consequences of forgery and the measures in place to prevent it. He argued that creating

awareness about the security features of academic credentials can act as a deterrent. Sacco and Kennedy (2011) argued for close collaboration between school security and law enforcement agencies to investigate and prosecute cases of certificate forgery and that legal consequences can serve as a deterrent to potential offenders. The respondents (61.9%) agreed that the school security has collaboration with other security outfits. The finding is similar to Cordner and Shearing (1995) asserted that working together ensures a more comprehensive approach to security, particularly in situations that may require legal intervention. They added that collaboration with external security outfits allows for a comprehensive assessment of potential threats and the implementation of diverse security measures. Borodzicz (2005) asserted that collaborating with professionals who have specific knowledge in areas such as cyber security, counter-terrorism, or crisis management enhances the overall security infrastructure. He added that when different security outfits are well-connected, they can respond more efficiently to crises, minimizing the impact on the school community. Joint training exercises and simulations involving multiple security outfits such as inter-agency communication, coordination, and response effectiveness. Levy (2008) stated that a network of security outfits working together enhances the early detection of potential threats and the swift response to security incidents. Fennelly (2017) admitted that mutual support and resource-sharing among security outfits allows for the greater pooling of resources, both human and technological, strengthening the overall security infrastructure of the school.

Answer to Objective 4 (Challenges of Security)

Table 5 revealed that the majority of the respondents (68.3%) agreed that student harassment is one of the challenges facing the security unit. The result is similar to Cantor, Fisher, Chibnall, Townsend, Lee, Bruce, and Thomas (2019) affirmed the clear and comprehensive policies against harassment, including reporting mechanisms that ensure confidentiality and protection for victims. Fisher, Cullen and Turner (2000) stressed the collaboration between security units and counselling services provides support for victims of harassment. Ensuring that victims have access to counselling and mental health resources is crucial for their well-being and recovery. Also, the respondents (66.2%) agreed that the lack of proper identification of staff affects security operations. The finding is in line with Fennelly (2017) admitted that a lack of proper identification mechanisms may lead to unauthorized individuals gaining access to secure areas. In educational institutions that may have valuable equipment or resources, proper staff identification is crucial for loss prevention and inventory control. Vacca

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(2009) believes that in the absence of proper identification, security personnel may face challenges in quickly and accurately responding to incidents. Borodzicz (2005) said that the increased risk of security threats, including impersonation, is when individuals can move through the institution without proper identification. Cordner and Scarborough (2007) asserted that the absence of proper identification measures may result in a loss of accountability within the institution. Borodzicz (2005) opined that in the event of emergencies, such as fire drills or evacuation procedures, the lack of proper identification can impede the efficient and organized evacuation of staff. Morgan (2006) stated that when staff members consistently use and prioritize identification, it reinforces the importance of security practices throughout the campus community.

Also, the respondents (51.1%) agreed that inadequate security equipment e.g. gadget, kit affect intelligent operation. The result is in line with Fennelly (2017) who stated that inadequate surveillance equipment may limit the ability to monitor and gather intelligence on potential security threats. Vacca (2009) argued that a lack of proper communication equipment can hinder the exchange of critical intelligence information among security personnel. Levy (2008) noted that inadequate data analysis tools can hinder the processing of large volumes of intelligence data. Borodzicz (2005) asserted that a lack of modern and efficient security equipment can impact the overall efficiency of intelligence operations. Cordner and Scarborough (2007) stated that insufficient equipment may compromise the tactical advantage that security forces need during operations. Lowenthal (2016) affirmed that intelligence and security operations require discretion and secrecy, inadequate equipment can make it challenging to conduct covert operations effectively. Fennelly (2017) admitted that a lack of proper protective equipment for security personnel involved in intelligence operations can pose a risk to their safety. Scholars may emphasize the importance of providing personnel with the necessary kits and gear for their protection. However, Anderson (2017) posited that a unified and well-prepared security force is better equipped to address the multifaceted challenges encountered in the field.

Findings from the study show that there is inadequate teaser, and pepper spray as tools to prevent students from rioting as the majority of the respondents (59, 42.4%) agreed. The result is in line with Kraska and Kappeler (1997) emphasized the safety risks associated with the use of inadequate tools. Teasers and pepper spray can pose health risks, especially if used improperly or if individuals have pre-existing health conditions. This raises concerns about the well-being of both students and security

personnel. Alpert and Dunham (2004) said that the use of teasers and pepper spray may be subject to strict regulations and guidelines. The improper use of such tools could lead to legal consequences for the security personnel involved. Skolnick and Fyfe (1993) admitted that the use of aggressive crowd control measures can create an environment of tension and hostility, negatively affecting the relationship between students and security personnel. Deutsch, M. (1973) advocated for the exploration of alternative methods for managing and preventing student unrest which include dialogue, conflict resolution training, and community-building initiatives aimed at addressing the root causes of dissatisfaction and unrest. Gaines and Kappeler (2015) stated that equipping security teams with effective communication skills can help manage potential confrontations without resorting to the use of force.

The respondents (59, 42.5%) agreed that insufficient remuneration affects security operations. The result is similar to Peak (2011) who emphasized that low wages can lead to difficulties in retaining experienced security personnel and recruiting qualified individuals. Also, inadequate remuneration may make it challenging for security agencies to attract and retain skilled professionals, impacting the overall competence of the security workforce. Tyler (2006) noted that insufficient remuneration demoralizes employees, affecting their dedication to their roles and potentially leading to a decline in job performance. Lambert, Hogan and Griffin (2007) admitted that inadequate compensation can contribute to dissatisfaction among security personnel, potentially leading to higher turnover rates and a less engaged workforce. Chêne (2015) believes that insufficient remuneration creates financial strain, making individuals more vulnerable to illicit activities as a means of supplementing their income. Gaines and Worrall (2012) stated that insufficient funding restricts access to educational programs and certifications, hindering the continuous improvement of security personnel. Goldstein, H. (1977) asserted that insufficient remuneration leads to a shift in priorities, with security personnel becoming more concerned about financial stability than their commitment to serving the public. Regehr, C., & LeBlanc, V. R. (2017) said financial stress can contribute to job-related stress and mental health challenges, impacting the overall well-being of individuals within the security sector. The finding is similar to Matthew and Kajo (2021) who identified the human resource challenges and how management function braces with the challenges of employee absenteeism, employee turnover costs, employee background screening, employee stress and conflict, poor job fit, poor customer service, poor employment engagement, poor employee motivation, changes in the mix of the workforce, values of the workforce, demands of employees,

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demands of government, and the increasing size and complexity of the organization and its technology.

Also, the majority of the respondents (47.5%) agreed that inadequate patrol vehicles hinder effective security operations on the campus. The result is similar to Matthew and Kajo (2021) admitted that most organizations are characterized by a lack of funding for human resource management research and development. Fennelly (2017) stated that inadequate patrol vehicles can limit the mobility of security personnel, affecting their ability to respond swiftly to incidents. Quick response times are crucial in emergencies, and a lack of suitable vehicles may impede the effectiveness of security operations. Bennett (2014) emphasized that the visibility of patrol vehicles serves as a deterrent to potential threats. Inadequate numbers or poorly maintained vehicles may reduce the overall visibility of security presence on campus, potentially leading to increased risks. Miller and Hess (2008) stated patrolling large areas without sufficient and reliable patrol vehicles creates vulnerabilities in less frequently monitored sections of the campus. Vacca (2009) pointed out the logistical constraints imposed by inadequate patrol vehicles. This includes limitations in transporting security personnel, and equipment, and conducting routine patrols efficiently, impacting the overall operational capacity of the security team. Borodzicz, E. P. (2005) said inadequate vehicles can hinder the ability to transport necessary medical equipment, and first aid supplies, or respond effectively to crises. Cordner and Scarborough (2007) addressed the strain on maintenance resources when vehicles are inadequate or outdated. Constant breakdowns and the need for repairs can divert resources away from other critical aspects of security operations. Lambert, Hogan and Griffin (2007) stated that working with unreliable or outdated vehicles can contribute to frustration among security officers, potentially affecting their job satisfaction and performance.

The majority of the respondents (42.4%) also agreed that security personnel are empowered independently to enforce security decisions. The finding is similar to the previous study by Fennelly (2017) who admitted that independent decision-making allows security personnel to respond swiftly to emergencies, mitigating potential harm. Bennett (2014) stated that the authority to independently enforce security decisions acts as a deterrent to potential wrongdoers, contributing to a safer environment. Vacca (2009) noted that independent empowerment contributes to heightened situational awareness, enabling informed decision-making based on specific contexts. Tyler (2006) asserted that the potential for accountability issues arises, emphasizing the need for oversight mechanisms to ensure decisions align with institutional policies. Alpert and

Dunham (2004) opined that independent decision-making may be susceptible to individual biases, leading to the inconsistent application of security measures. Miller and Hess (2008) lamented that a lack of centralized decision-making results in coordination challenges among different security personnel or departments. Regehr and LeBlanc (2017) stated that independent security decisions must adhere to legal and ethical standards, highlighting the importance of comprehensive training programs.

RECOMMENDATIONS

The management should employ more security personnel to enhance security operations on the campus. Much emphasis should be laid on students' orientation rather than matriculation. Orientation programs for fresh students and workshops for stay-lights while seminars should be organized for staff on the implications of school riots, examination malpractice, and cultism to keep away from evils that ruin students' careers and destabilize the school calendar. The management should introduce a functioning security office to every institute on the campus. The staff should ensure consistent use of identity cards while on campus to ensure responsibility and traceability in various situations. More funds should be poured into security units to ensure more safety. The management should introduce CCT cameras to every institute on the campus to complete the efforts of security officers. There is a need to raise awareness about the consequences of harassment, promote respectful behaviour, and create a culture of mutual respect within the polytechnic community. Security units should collaborate with student leaders to create campaigns and initiatives that foster a positive and respectful campus environment.

CONCLUSION

The paper examined the types of training, capacity of security, impact, and challenges confronting security at Kwara State Polytechnic. The paper concludes that security personnel are working effectively to maintain peace and prevent any form of riot in the Polytechnic community. The newly recruited personnel have complemented and improved the security standard of operation. The security personnel are empowered independently to enforce security decisions. However, security face challenges which include harassment from both staff and students, poor remuneration as well and insufficient tools or equipment to carry out operation efficiently.

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