



## Banditry, Insecurity Challenges and Management Strategies of Universities in Zamfara State, Nigeria

<sup>1</sup>Aliyu Hassan Dalhatu <sup>2</sup>Kabiru Dahiru <sup>3</sup>Ahmed Mohammed Tijjani <sup>4</sup>Mary Samuel

<sup>1</sup>Department of Arts and Social Science Education, Federal University of Kashere; <sup>2</sup>Department of Public Administration, Gombe State University, Nigeria; <sup>3</sup>Department of Registry Federal University of Kashere;

<sup>4</sup>Department of science Education, Federal University, Kashere

Corresponding Author: Aliyu H. D., aliyudalhatudaull7779@gmail.com

### Abstract

This study investigated the Banditry, insecurity challenges and management strategies in public Universities in Zamfara state three objectives, three research questions and one hypothesis guided the study. The population comprised 130 top management staff and lecturers in all the federal and state universities. A sample of 193 subjects (37 top management staff and 156 lecturers) was used for the study. A four point modified likert type questionnaire titled Security Challenges and management strategies Questionnaire (SCMSQ), made up of 24 items was used. The instruments was validated by experts in Federal university of Kashere, Gombe state. It was also subjected to test re-test reliability, giving a coefficient of 0.47. The Data were analyzed with mean, standard deviation and z-test. The result indicated that there are various security challenges such as militancy, kidnapping, armed robbery, etc. in the study area but appropriate devices and measures are not being applied to tackle them. This paper recommended that the government, school authorities, host communities etc. should be proactive in tackling these security challenges. The paper therefore, concluded that issues concerning security challenges in the study area, for now are left to mere chances of luck which is not appropriate.

**Key words:** Banditry, Management, University Management, Insecurity, Zamfara State.

### Introduction:

He/she who wears the shoes knows were it piches. Security is a necessary precondition for the development of human beings and society. Recognizing the significance of security as a basic condition for the survival of the Nigerian people and the nation, the constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that “the security and welfare of the people shall be the primary purpose of government”. The duty conferred on the government by this provision has not been substantially discharged, judging the prevailing high level of human insecurity in the country (Alemika, 2018).

In the contest of this study, security may refer to the protection from man-made danger, violent attacks, and fear capable of impairing the full development and existential wellbeing of a people. On the other hand, insecurity may be conceived as the total lack of security or inadequate security in a given society (The fund

for peace, 2019). Nigeria today is plagued by different forms of insecurity that need to be tackled in order to promote and protect human security as well as national development and integration. According to Onwudiwe and igbo (2018), the high prevalence of insecurity in our educational institutions constitutes a great source of concern among educators and stake holders. And to worsen the situation, the state of man-made violence that had become part of the tertiary institutions in the last few decades is now spreading very fast into the secondary school and basic level of our educational system, with grave consequences.

The University education system according to (FRN, 2013) is that level of education in Nigeria that lies after the primary and secondary levels. Amongst its major objectives are to prepare youths, through the acquisition of basic knowledge and skills for self-employment and happy adult life as well as preparation for tertiary



education. The secondary education is subdivided into two parts that is the junior secondary school (Jss1, 2, and 3) and the senior secondary school (SS 1, 2, and 3). Uka and Uwaoma (2018) observed that the age range of secondary school students is between 10 and 19 years and university education it's obtained after 18 and above. They contended that this teen age of secondary school which covers pre-adolescent, adolescent, and early adulthood predispose secondary school students to various types of delinquent behaviors which may lead to insecurity within and around the school environment.

(Webster ,2012) decried the growing cases of youth violence in African institutions of learning. He observed painfully that in the last few decades, the crises of youth violence and extremism has been on the rise and unabated in both tertiary and lower levels of educational institutions. He deposed that communal/political crisis and militancy fueled by drug abuse have contributed to the growing cases of cultism, theft, Vandalization and other forms of criminal activities within and around our schools. The existence and activities of militant groups is no longer new to the Nigerian society. The last few decades have witnessed the springing up of militant and cult groups in many parts of Nigeria such as Niger delta with spill-over effects to the south east, the west and the north The fund for peace ( 2012). It also observed that this militancy and cult activities have contributed to growing cases of armed robbery, murder, kidnapping and other violent activities in our communities and schools.

Best and Von Kemedi (2012) opined that because our schools are located in communities, they are not immune from communal crises. According to them, violent activities in communities such as land disputes, chieftaincy crises, cultism and insurgency have led to the closing down of schools in many parts of Nigeria. The North, South-south, and South-East of Nigeria have witnessed rampant cases of abduction and kidnapping of school students and personnel in the last few years. Another emerging source of violence and insecurity in our communities and

schools is the recent case of invasion by the Fulani herdsmen. Audu (2016) observed painfully that the violent activities of Fulani herdsmen have resulted to the destruction of lives and property including universities community and other parts of Zamfara State. According to Ekpo (2015), many schools in the north especially those in Borno, Adamawa and Yobe states have remained closed due to incessant attacks by Boko Haram terrorists. The climax of this is the abduction of over 200 Chibok School girls in April 2014, which attracted criticisms and condemnations from people all over the world.

The challenge of violent extremism in our school demand urgent attention of government and stake holders in our educational system. Ekpo 2015) observed that the state of infrastructure in our public schools also contribute to cases of violence and insecurity in schools. According to him, most public secondary and primary schools have no perimeter fencing, iron gates and other security measures that help in the protection of lives and properties in the school environments. Most of these schools have no security personnel attached and in most cases, are thoroughfare for community members and intruders both day and night. Best and Von kemedi(2012) also opined that secondary and primary school students are most vulnerable during violent attacks due to lack of security personnel in school. And to worsen the situation, even when distress calls are made by school staff during such attacks, the response from government security agents are not usually quick as was the case of federal university Gusau. Audu(2016) was of the view that schools in violence-prone communities should be attached with armed security agents in order to ensure that the lives of vulnerable staff and students are protected at all times. And if that is not possible, the schools should be shot down.

The top management is at the head of university management team. It oversees and supervises the activities of staff and students towards the achievement of the objective of the school. One of the vice-chancellors cardinal functions is the provision of adequate security in order to protect lives and properties within the school



environment. According to Ike (2015) school security management is the process of creating conducive environment for teaching and learning free from intimidation and fear and violence, coming from within and outside the school. This may be achieved through the use of appropriate technologies/infrastructures and personnel capable of mitigating any formidable security threats in the school. The trend of insecurity in school environments all over the world in recent times demand that the government and school managers should be alert and provide adequate security measures in the school. Monkwe (2017) asserted that it is vital to continuously advance with effective school security measures. He suggested that the height of the school fence and gates should be increased up to 1.5 meters. Earthman (2002) opined that there should be installation of appropriate security gadgets in the school environment such as guide signage at the gate, CCTV cameras, and alarm bells etc. And there should be internal security personnel and armed security agents to parade the school especially in violence-prone communities. Also to improve school security management, Andrew (2013) posited that schools should seek the presence of armed police personnel, who will have effective communication with the LGA and the state police departments. Also, there should be in school programmes to keep the teachers and students updated with short and long-term security measures.

Ezeoba (2012) underscores the relevance of peace education as a panacea for achieving enduring security of lives and properties in our schools. He contended that, if peace education and peace culture is properly taught and practiced by teachers and school managers, it becomes very easy for students to imbibe. Regularly re-awakening the consciousness of students on peace culture can go a long way in curbing indiscipline and restiveness among students. Kester (2010) emphasized that the school can enhance the level of its security by organizing seminars and workshops regularly to educate staff and students on safety and safety tips, peace culture and effective school community relations. He also asserted that an effective school counselling services can help to identify early and

counsel students with problems of indiscipline and other social behaviors.

On the whole, security management in secondary schools is not just the responsibility of school heads and teachers, but that of the entire stake holders such as government, security agents, host communities, parents and the society at large. Therefore, all hands should be on deck to ensure adequate security of lives and properties in our secondary schools. The problem of this study therefore, is what types of insecurity challenges are prevalent in our secondary schools, the predisposing factors and measures to be adopted in order to check them. This study would be beneficial to secondary school authorities, teachers, parents, host communities, security agents, government, and the general public.

### **Objectives**

The objectives of this study are to:

1. Find out the types of insecurity challenges prevalent in university environments.
2. Identify the insecurity devices and mechanisms available for managing security challenges.
3. Ascertain the security measures being adopted for effective management of universities security challenges.

### **Research Questions**

1. What are the types of security challenges prevalent in university environments?
2. What are the security devices and mechanisms available for managing the security challenges?
3. What are the security measures being adopted for effective management of security challenges?

### **Hypothesis**

**H<sub>01</sub>:** There is no significant difference between the mean ratings of top management and lecturers on the measures being adopted for effective management of school security challenges.

### **Methodology**

This study adopted descriptive survey design. The population of the study comprised all top management and lecturers in 80 public



universities in Zamfara state. The people of this zone are predominantly Business men, farmers, and fishermen. Though a few others are civil servants. They are very creative in manufacturing of various kinds of goods and have a very rich culture. They are made up of the predominant Zamfara state people with few other immigrants of Gusau town. There are 1850 teachers and 80 top management giving a total population of 1930. Random sampling with replacement was used to pick a sampled population of this study. A total of 139 subjects which include 37 management and 156 lectures constituted the sample population. 29 schools were assigned 4 respondents each, which gave a total of 116, while 8 schools were assigned 5 respondents each, giving a total of 40. The sum of 40 and 116 teachers in addition to 37 principals gave a total of 193 respondents used for this study. A four point modified Likert type Security challenges and management Strategies Questionnaire (SCMSQ) made up of 24 items was used for this study. The items have a response scale off strongly agree (SA), Agree (A), disagree (D) and strongly disagree (SD) respectively. The instruments were validated by experts in Educational Administration and planning and Educational measurement and Evaluation. It was also subjected to test re-test method of reliability, using product moment reliability statistics, after being administered to some top management and lectures in Zamfara State. A reliability coefficient of 0.74 was determined. Copies of the questionnaire was administered by hand with the help of 3 research assistants to the respondents. A total of 181 copies (management 34 and lectures 147) were received and the data analyzed with mean, standard deviation, pooled mean, and z-test.

## Results

**Table 1: Mean Score and standard deviation of the types of security challenges prevalent in Universities in the area.**

S/n	Items	Mean	SD	Decision
1.	There are cases of cultism in my school Environment	3.32	0.62	Agree
2.	There are cases of vandalization in my school Environment	3.65	0.58	Agree
3.	We have problems of youth restiveness and Attacks in my school environment.	3.57	0.49	Agree
4.	Fulani Cattle herdsman sometimes invade our School premises.	2.81	0.83	Agree
5.	There are cases of kidnapping in my school Environment	2.91	0.51	Agree
6.	Militant groups terrorize people in my School	3.44	0.49	Agree
7.	Students engage in drug abuse in my school	3.09	0.50	Agree

**Pooled Mean: 3.26. Agree**

Table 1 shows that the mean score of respondents in all the items 1 – 7 are more than the bench mark of 2.50. The pooled mean of 3.26 which is also more than the bench mark indicated that the response agreed that all the security challenges mentioned in the items above are prevalent in the study area.

**Table 2: Mean Score and standard deviation of the devices/mechanisms available in my school for managing security challenges**

S/n	Items	Mean	SD	Decision
The following devices/mechanisms are available In my school for managing security challenges				
1.	Perimeter fencing with gates	1.88	0.91	Disagree
2.	Presence of security Staff	1.92	0.33	Disagree
3.	Presence of government security agents	1.34	0.59	Disagree
4.	Visitor's guidelines	2.28	0.49	Disagree
5.	Functional Staff/student ID Card	2.13	0.44	Disagree
6.	Central communication Systems	1.89	1.19	Disagree
7.	Video Surveillance Cameras	1.59	0.61	Disagree
8.	Iron Doors	1.98	0.81	Disagree
9.	Burglary proof windows	2.20	1.02	Disagree
10.	Functional Security Lights	2.04	0.83	Disagree

**Pooled Mean: 1.93. Disagree**

Table 2 above shows the mean score of respondents in all the items 8 – 17 are less than the bench mark of 2.50. The pooled mean of 1.93 is also below the mean benchmark. This indicated that the mean respondents disagree that the devices/mechanisms are not available for managing security challenges in their schools.





**Table 3: Mean Score and standard deviation of the measures being adopted for Effective management of school security challenges.**

S/n	Items	Mean	SD	Decision
1.	Seminars/workshops on security and Safety tips for staff and students	2.22	1.15	Disagree
2.	Effective collaboration between the school And the community on security issues	2.02	0.96	Disagree
3.	Maintenance of High standard of discipline Among staff and students	2.41	1.17	Disagree
4.	Effective counselling services to prevent Anti-social activities	2.05	0.86	Disagree
5.	Effective communication with government Security agencies	1.21	0.98	Disagree
6.	Effective School security/safety Committee	1.97	0.90	Disagree
7.	Hiring or engagement of school security Personnel	2.21	0.83	Disagree

**Pooled Mean: 2.01.**

Table 3 shows the mean score of respondents in items 18 – 24. All the mean scores are below the benchmark of 2.50. Also the pooled mean of 2.01 is below the benchmark. It indicated that the respondents disagreed. Which means the above security measures are not being adopted for managing security challenges in their schools.

#### **Hypothesis 1**

There is no significant difference between the mean ratings of principals and teachers on the measures being adopted for effective management of school security challenges.

**Table 4. Z-test analysis of principals' and teachers' mean ratings of security measures adopted for managing the security challenges.**

Personnel	N	x	SD	Df	Z-cal	Z-tab	Decision
Principals	34	1.12	0.86	183	0.59	1.96	Accept
Teachers	147	0.89	0.95				

Table 4 above shows that the Z-calculated value of 0.59 is less than the Z-table value of 1.96 at 0.05 level of significance. This however indicated that the null hypothesis stated above is accepted. Therefore, there is no significant difference in the meaning of the ratings of principals and teachers on the measures being adopted for managing security challenges in their schools.

#### **Discussions**

The finding in table 1 shows that all the items and the pooled mean are above the mean benchmark. This is an indication that the respondents agreed that all the security challenges mentioned are prevalent in their school environments. This result agreed with the position of fund for peace (2012) that the military and cult activities have contributed immensely to the growing cases of armed robbery, murder, kidnapping and other violent activities in many communities and schools in Nigeria.

The answer to research question 2 above shows that the pooled mean is less than the mean benchmark. It indicated that the devices and the mechanisms mentioned above are not available for managing security challenges in the study area. This finding is in agreement with the views of Ekpo (2015) that many public secondary and primary schools in Nigeria have no perimeter fencing, gates, burglary proof doors and windows. He also stated that even schools in violence prone communities operate without the presence of armed security agents.

The result of data analysis in table 3 shows that all the mean scores and the pooled mean are below the benchmark. It is an indication that all the security measures mentioned are not being adopted for managing security challenges. This finding underscored the position of kester (2010) who asserted that relevant security measures are not being adopted for managing security issues in secondary schools.

The finding in table 4 also shows that there is no significant difference between the mean ratings of principals and teachers on the adoption of some relevant security measures for managing security challenges. This equally agreed with the commendation of Ezeoba (2012) and kester (2010) who stated that secondary schools are not adopting modern security measures needed for tackling security challenges.

#### **Recommendations**

Based on the findings above, the following recommendations are made:



1. The school authorities and the host communities should form a synergy and be alert to tackle security challenges in school environment.
2. The government and other private donors should make more funds available to schools in order to provide adequate security devices and infrastructure in the school.
3. Schools are encouraged to adopt modern security measures such as effective counselling services, security/safety seminars and workshops, maintenance of high discipline, etc. to enable them handle potential security issues before it escalates.
4. In addition to hiring internal school security personnel, armed government security agents should be stationed in all schools prone to terrorism and other forms of violence in order to adequately handle security challenges.

### Conclusions

This study concluded that security challenges such as cultism, militancy, youth restiveness, Fulani cattle herdsman invasion, theft and vandalization etc. are prevalent in the school environment in the study area. Unfortunately, appropriate and adequate security devices and other measures are not being applied to tackle this security challenges. Therefore, it is noteworthy to state that security challenges in secondary schools in the study area are merely left to chances of luck.

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