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TACKLING INSECURITY IN NIGERIAN SCHOOLS THROUGH MULTI-MEDIA INTERNET SOLUTIONS

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Abstract

The problem of insecurity in Nigerian schools was the main crux of this paper. The concept, types and experiences of insecurity was discussed. Four (4) questions were answered using secondary research sources of data. The paper explored the electronic method of security provision and attempted to provide solutions to age-long identified problems of funding, sustainability and diversification of the economy also expatiating on challenges to the adoption of multimedia networks in Nigerian schools. Recommendations included that education insurance policy be inaugurated by the Federal Government of Nigeria (FGN).

Introduction

The problem of insecurity globally has been a subject of concern to stakeholders. The global Index on Terrorism (UNDP, 2016), listed countries that experienced fatalities of terror attacks in 2015. Again, UNDP (2012) also listed countries that experienced fatal terror attacks in 2011. Out of the 20 countries examined, Nigeria was listed in the 6th position in both years behind, Iraq, Syria, Afghanistan, Niger and Egypt. Other countries in the terror list include; Yemen, Pakistan, Kenya, Ukraine, Turkey, France, Russia, Philippines etc. The GTI (2016) further identified some terrorist groups and their areas of operation as shown in Table 1.

Table 1: Terrorist Groups and their Areas of Operation

S/N	Group Name	Area of Operation	Type of Agitators
1.	ISIL	Iraq	Militant and Religious
2.	Taliban	Afghanistan	Religious and Political
3.	Boko-Haram	Nigeria, Cameroun, Niger and Chad	Purely religious insurgents
4.	Palmyra, Kobani, ISIL,	Syria	Can't be identified
5.	Al-shabaab	Kenya & Somalia	Criminals
6.	Fulani Herdsmen	Nigeria	Can't be identified
7.	Al-Qaeda	Middle East Countries	Militant and Religious
8.	Maonist	India	Political

Source: Extracts from GTI (2016) www.economicsandpeace.org

There are several other terrorist groups operating all over Africa and the world that are yet to be identified or mentioned in this paper. This paper has further attempted to show the ranking of countries by level of violence as compiled by the Human Development Reports (HDR, 2015) in Table 2.

Table 2: Selected Countries by level of Violence

S/N	Country	Ranking	Index	Level of Violence	Levels of Inequality	Education	Employment Vulnerability	Human Security	Pop in millions
1.	US	8	0.915	35.6	0.76	16.5	57.8	4.7	322.6
2.	UK	14	0.907	28.4	0.829	16.2	57.4	1	63.5
3.	India	130	0.609	35.4	0.435	11.7	52.2	3.5	1,267.4b
4.	Nigeria	152	0.514	29.5	0.32	9	51.8	20	178.5
5	Iraq	121	0.654	n.a	0.512	10.1	35.5	8	34.8
6	Afghanistan	171	0.465	n.a	0.319	9.3	44	6.5	31.3

Source: *Extracts from Human Development Reports (2015)*

The data presented above are weighted data based on the issue being discussed. An understanding of Table 2 will be based on the demographic analysis of the country in reference for example, the US has human security of 4.7 in a population of 322million but Iraq has 6.5 in a population of 34.8million. In the same vein look at Afghanistan, that will inform on the levels of insecurity when weighted.

On the global platform, Studies on Terrorism and Response to Terrorism (START, 2013), listed terrorists targets in 2012 and they included the following; Private citizens/properties, police, government (General), businesses, military, educational institutions, transportation, religious institutions, utilities, governments (diplomatic), NGO's, communications, food and water supplies etc.

In Nigeria, terror attacks have become widespread and global while its extension to educational institutions are becoming common place and spreading fast. Before now, several scholars had expressed opinions about the rising tide of insecurity that includes; abduction, hostage taking, ransom demands for various purposes and outright assassinations. Nwankwo (2013), while presenting a lead paper in a conference organized by the Nigerian Association for Educational Administration and Planning (NAEAP) on the title; 'Managing Education for National Security' explained that security issues are quite important worldwide. While it involves the absence of fear, it could also involve absence of care. Explaining the concept of security historically, the paper took the audience to the Holy Scriptures (bible) which emphasized that 'security' not 'insecurity' involves; dominion, subjugation and possession. These are key qualities that any person, society or organization requires in living a fulfilled and productive life.

In the same context, Isah (2013a), writing on the title 'School Security in the Context of Increasing National Insecurity in Nigeria' explained that the issue of insecurity in schools was not taken serious in Nigeria because religious organizations and schools were taken as sacred. Even in war situations such institutions were not allowed to be attacked by local and international law as inhabitants of such places were mostly seen as defenceless. The waves of attacks on such institutions have become unexplainable with various agitators targeting schools to either attack or mass kill students. According to this paper, countries where insecurity has been identified in recent times include

and is not limited to; Iraq, Russia, Iran, India, Nigeria and Afghanistan etc. Again the types of insecurity that run through such nations that result in agitation include; personal, community, political, social etc. Again, agitators do it for political or social reasons.

In Nigeria, there are some dominant regional agitators namely; Boko Haram that operates in the Northeastern part of Nigeria. It has operated for over 8 years from 2009, bombing, killing and assassinating armless citizens while agitating for the islamization of Nigeria. Causalities in its trail are the celebrated over 220 Chibok school girls abducted since April 14th 2014 from whom only 24 have been recovered with severe damages done to their lives and 200 yet to be found. The nation (Nigeria) is still contending with the issue of internally displaced persons (IDP)s in the Northeast of Nigeria where the homes of millions of children were burnt and such children of school age have been in IDP camps with no reasonable education. Education being provided for them is under emergency situation under the supervision of international relief agencies like the Red Cross and other humanitarian organizations. In the South, South of Nigeria, the Niger Delta militants currently agitating for Resource control holds sway bombing crude oil bearing pipelines and sabotaging the means of livelihood of the nation. Also, allover Nigeria is the current problem of the Fulani herdsmen whose goal has not been properly conceptualized.

During the sensitive period mention heretofore, Isah (2013b), undertook another study titled 'Managing Ibadan Municipal Secondary Schools in Periods of Increasing National Insecurity to Educational Institutions'. The paper surveyed several schools in Ibadan metropolis (urban) with a view to establishing the state of security preparedness of secondary schools. Simple indicators were used to ascertain the state of preparedness for terrorists attacks to Ibadan schools hence the study sought to find out the number of schools that had school fence, security personnel (gateman), the level of training that teachers and students possessed on self defence and the porosity of school facilities as doors and windows etc. The study also sought to find out the level of significant relationships between the independent variables itemized above and the dependent variable which is school security. Again, the study sought the perception of stakeholders on the level of preparedness between public and private schools. The study showed a significant relationship did not exist between the level of training of

security personnel and the level of security. The level of security awareness among stakeholders was high about 70% but incidentally, school security equipment where available was less than 30% utilized in public schools.

The study of Isah (2013b) further showed that most schools had fences which were porous. Porosity here means that the fence was either a barbed wire type of fence or fences broken in some places making it easy for people with sinister motives to enter schools.

The very crux of the matter at this point is that it is evident that we have security challenges. What is the way forward? This paper intends to look at security options using multi-media solutions. This implies that there appears to be no solution to this problem except the system adopts an electronic monitoring system. The significance of such a move indicates that it will not take time to apprehend criminals. Most stakeholders perceive that inability to apprehend security breaches encourages more security crimes. An electronic monitoring device could be a solution to the emergence of a dependable security system in our schools. Questions therefore that could arise are;

(i)   What is the concept of multimedia?
(ii) What constitutes multi-media solutions?
(iii) Are there challenges to the adoption of multimedia internet solutions?
(iv) How relevant will these multi-media solutions be to the Nigerian school system?

The paper does not intend to use familiar methodological designs with rigorous statistics as obtains in the social sciences but rather draw conclusions from literature, using secondary data where available to drive home its point.

Concept of Multi-Media Solutions

In this section, it will be necessary to first ask what we understand by multi-media? Etgammal (2016), explains that the term multi-media became very popular from the 1990's when computing came into new generations of size (Desk-top, lap-top) etc. According to the study, multi-media could mean quite a lot of things to different people but basically involves combining different mediums/media to arrive at a conclusion. The study further explained that in modern parlance, the

use of the term multi-media appear to draw attention to electronic appliances especially the use of television, audio-video equipment, graphics, text, imaging, sounds, speech, recording etc.

According to Etgammal (2016), there is what is referred to as digital multi-media. The digital multi-media involves a combination of text, speech, sounds, graphics, recording, feedbacks etc in combined sequences that can be synchronized to produce moving images and such can be used in teaching, recording and several other purposes and also used by different professions. According to Anderson and Brink (2013), multi-media is adopted in education because of its ability to create knowledge, flexibility and usefulness to learners and teachers. According to Andserson and Brink (2013), multi-media enables *meta-learning* which fosters comprehension, monitoring and checking. Again, Ze-Nian, Drew, and Jiangchuan (2014), explained that in today's world, multi-media digital content is easily recorded, accessed and played using information and communication technology. Scholars in this area of research uniformly agree that in today's multi-media world, smart phones, cameras and other electronic devices are easily converging for a more refined information highway.

What then is Multi-media Security Solutions?

The issue of the term 'solution' from the perspective of this paper on educational security (planning) is finding answers to problems. In this regards, you become known or an organization becomes prominent when it provides answers to issues which have given people problems. For example in the digital electronic world, we have *'Microsoft Solutions'* hence, when we refer to multi-media solutions, we are referring to various electronic mediums that can provide solution to security. Another question then is, how does this apply to educational security? This paper may not delve into the technical production of multi-media solution devices especially as it is related to programmers, designers etc but will examine how relevant it could be to educational security.

In the perspective of this paper, educational security refers to the absence of evil or tendencies of evil happening to people who work or reside in the school environment. It is the opinion of this paper that those who work in educational institutions should enjoy maximum peace, safety to be productive. In a paper, Isah (2013a) explained the

vast destruction meted out to schools where lecturers, personnel in various parts of the world that included the attacks on innocent and defenceless school children, Professors took place. It must be noted that what security entails to the computer scientist (programmer and designer) is not what we are defining here but actually referring to its utilization by end users. End users include educational planners and administrators who simply come to their schools and find that all school properties have been charted away or find that some students have been abducted etc.

In historical manual security, watchdogs, soldiers, policemen or voluntary agencies were used in the past but the same is not so now. The level of sophistication of terrorists attacks has made it mandatory for new dimensions to be evolved in school security. This study is recommending the use of multi-media due to its sophistication, easy to use and technology. Multimedia digital solutions include cameras, videos, smartphones with inlets and outlets which records, tracks events and displays as when due. It is unfortunate that in most countries where security is taken seriously, advancements have reached such a level where satellite surveillance is now adopted. It is unfortunate that Nigeria is currently paying the price of such delays in adopting digital electronic surveillance regimes.

In previous studies such as Babalola (2010), the challenges and disadvantages to African nations who hitherto intended to adopt the use of electronic and internet devices in education was well explained and has been a reference to many scholars who study the information and communication technology (ICT). The problems include the fact that ICT equipment is costly. Internet facilities' inaccessibility and the personnel to man and transfer these techniques are in the short fall. With the precarious nature of the Nigerian economy which has slidded again into a recession, it becomes extremely difficult to forecast the direction of educational financing which is 95% government sponsored in Nigerian public schools (primary - tertiary) but obviously, educational funding in Nigeria in 2016 and 2017 will be on the negative decline.

Another major challenge to the adoption of multimedia internet solutions in most Nigerian schools has to do with the school locations for example, schools located in highly remote areas which lack internet facilities may be able to adopt the use of digital cameras but such cameras may not be able to transfer their recordings as mobile internet

connectivity may be absent. Schools that experienced attacks in Lagos and Ogun states in Nigeria were either located near large water bodies as the Atlantic ocean or the Lagos lagoon that makes it easy for militants and attackers to approach such schools through the water front and exit through the same channel. Celebrated examples are the Babington Macaulay Junior Secondary School in Ikorodu, Lagos and the Government Model School in Igbonla. The Igbonla case was that the school fence was low while the low fence was also bound by very thick forest which made access for the attackers very easy.

With the series of attacks, the crime world has found the business highly profitable as none of the assailants to the schools have ever been apprehended, indicating that the security systems in the schools are not only lapsed but outdated, ineffective and of no use if there was any at all before such attacks. The result of the foregoing is that parents, school owners (proprietors) and families of victims often defy police instruction not to pay ransom. The afflicted parents often rush to the nearest safety points to pay ransom demanded by the kidnappers and abductors when contact is made with families and as a result the kidnapping business continues to boom.

Providing Multimedia Security Systems in Nigerian Schools

Nigerian schools can be sectioned into 4 main types that include the pre-school (crèche, nursery and kindergartens), Primary, basic schools (Primary and Junior Secondary Schools), senior secondary schools and tertiary institutions (FRN, 2004). In study titled establishing management information system in Nigerian secondary schools, Isah (2014), explained the possibility of networking schools. The purpose of such network is to reduce cost as there is the possibility of shared resources in a network. There is the possibility of joint electronic monitoring instead of providing every school with its own different resources. Again, when the concept of networking is adopted, the alarm system could trigger from any of the schools under surveillance when attacked. The adoption of such devices will;

  (i) Reduce cost of purchase, installation, manning and maintenance.
  (ii) Help to identify attackers early enough to trace, apprehend and bring to judgement.

(iii) Enable fast, accurate and precise decisions by policy planners and administrators.
(iv) Assure school personnel of their safety irrespective of location.
(v) Discourage the art of kidnapping, abduction and ransom taking.

In networking, several devices must be purchased. The network design must be planned. According to CISCO (2010), there must be a planning to decide whether to use a small or large network. Such decisions are also taken by banks and other organizations and systems that require high level of dependence. It is clear that if we are looking at Nigeria, we need both small and large network systems. The CISCO (2010) explains that whichever plan a system adopts, such a system must require equipment for internetworking. In a small system, you will require switches and routers. Switches are meant for small networks while routers are meant for large networks. In Nigeria, an individual school can use a small network by creating several interfaces through which a device can transmit data to a terminal. In this regard, it require that whoever is the organization requiring the service being mentioned here will get network architects. The network architects will tell you what type of network to device after studying your location. The very good aspect of most modern networks is that they can go wireless and can travel very long distances to capture and transmit data to terminals and bases in nano seconds.
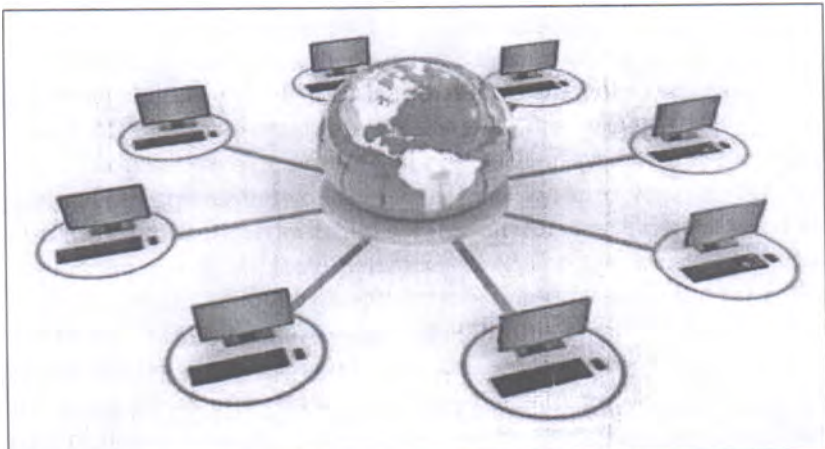

Fig 1: Large Global Networks

Source: www.itnnetworks.com.ny

Figure 1 is a demonstration of large global networks. Each of the stations is also associated with other networks.

An application of the above in the context of Nigeria involves the fact that we have different types of schools and levels of education. Therefore, the architects must know whether schools should be networked using cables or otherwise but this paper opines that cabling and wireless solutions be adopted. With that decision taken, we have levels. The nest decision will be to know whether the network will be on street basis, proprietorship or a mixture of public and private schools. A platform should be created. With that decision undertaken, figure 2 shown here becomes appropriate.
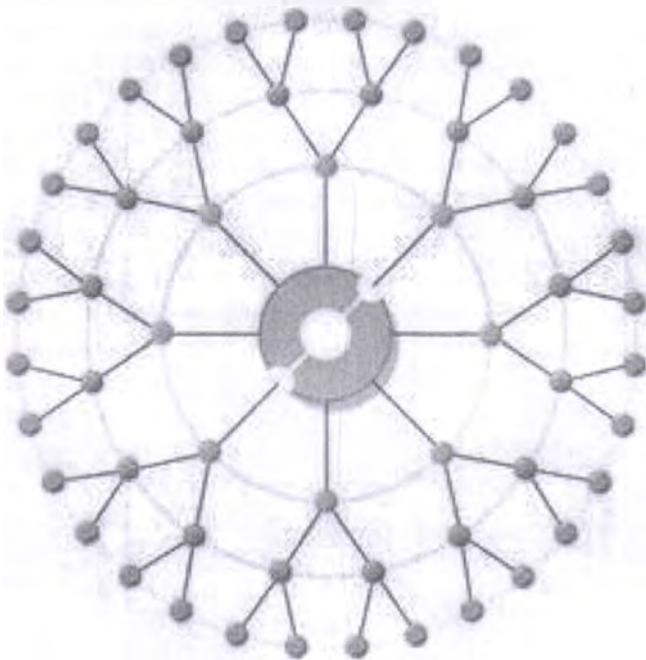

Figure 2: A hypothetical example of a Local Area Network (LAN)
Sources: www.fininc.net

In the process of developing a network of this magnitude, this paper opines that traffic should determine what will happen at each LAN and the types of equipment that will be sustainable. It will be agreed that when electronic monitoring devices of this nature are put in place, it behoves on the owner to train personnel to adequately man them.

Pathway to Sustained Human Security in Nigerian Schools

This paper though understands the limitations and challenges of the Nigerian environment which have hitherto being discussed and at the same time highlighted in the studies of other researchers, it is our opinion that we can break those challenges.

A recurring issue in most papers and research papers written by Nigerians is poor funding and request that government must release funds. Other arguments involve the fact that government due to its dependence on a single export commodity lacks the necessary funds to run education and at the same time finance education. The question is, since these arguments started in 1979 before the inauguration of the national policy on education in Nigeria, what has the government done to show Nigerians that it is capable of doing something outside its traditional resources? Akangbou (1985), argued that the economic base must be diversified. Nigeria rather than diversifying the economic base has gone aground facilities that can effect that, like the decay in the power sector, manufacturing sector and the political sector through unmitigated corruption. This paper is of the opinion that if the levels of monies meant for the common good of the nation currently stashed away in foreign nations, local banks and homes, some in hard currency and others in local currency can be ploughed back into education, the nation has enough resources for that.

Again, it is clear that the Tet-FUND has come to stay and did a great job in the sustainability of higher education in Nigeria. The Tet-FUND stabilized Nigerian higher institutions in capital projects and till date its legacy continues. A visit to any Nigerian higher institution shows buildings, roads, laboratories and projects undertaken by the fund. The Tet-FUND has sectors associated with capacity building, book production, research etc and has made a great impact on Nigeria since its inauguration. Furthermore, there have been foundations, the establishment of some core policies as the Private-Public-Partnership (PPP) funding programmes which have also impacted on different

aspects of the Nigerian schools. This paper is of the opinion that the Federal Government of Nigeria (FGN) through the way it established the Value Added Tax (VAT) should introduce educational insurance policy and extend the scope of the health insurance policy i.e the Nigerian Health Insurance Scheme (NHIS) which is already in place.

With the aforementioned policies (education insurance) already in place, large pools of money will be available for capital projects in the education sector at all levels. If this paper must make it clear, the problems experienced by the FGN in the area of pension payment to retirees was the foundational motivation for the introduction of the contributory pension scheme known as PENCOM. How is PENCOM being managed today? Due to large pools of idle resources unutilized, the people entrusted with such funds loot the funds at the detriment of the contributors. The argument that there is no money to either fund education or sustain it becomes irrelevant as far as Nigeria is concerned.

Theoretical Framework

For this paper, the theoretical foundation which could best suit it is the Technology Acceptance Model (TAM). What is the foundation of what TAM strives to attain? In the first instance, the theory agrees that technology serves as the foundation for growth, progress and development in any nation or society. However, the theory model agrees that there are several factors as politics, social and economic events that form barriers to the actualization of TAM. The question therefore is that in Nigeria, what are these barriers? Let's look first at the economic barriers. Most often, there is the argument that there are no funds. This has been a great injustice meted out on the poor and the oppressed in Nigeria. This paper opines that what operates in Nigeria may not be different from the Pareto principle that gives the top 10% of society the resources meant to serve the remaining 90%. In essence, the top national 10% have collected the society's 90% and keeps the society in poverty while they enjoy the means of existence of all. In essence, income distribution in Nigeria is not only lopsided but unfair. This paper has arrived at this conclusion due to revelations emanating from the FGN arms probe, the Nigerian National Petroleum Corporation (NNPC) probe etc. Societal money is in the hands of a few that stash such money in foreign banks through money laundering.

Politically, there are those who have refused development in Nigeria because of tribalism. Such tribal sentiments result in lopsided and unfriendly laws that keep the nation technologically undeveloped. Lapses such as siting industries in places where no raw materials are making it uneconomical in the name of federal structure, introducing types of government e.g unitary federal fiscal structure where genuine fiscal federalism is expected based on the principle of derivation, etc have kept Nigeria back technologically.

Other barriers include religious and cultural sentiments. However, this theory has related why Nigeria is far from technological development. Social problems include poor societal values which include the get rich quick without working syndrome by finding one's way to the top through qualified and unqualified methods; using the opportunity to loot the national treasury and getting the support of the poor masses with the looted funds; and using the same looted funds to fight the authority. To capture this in short, it is legally called 'impunity'. Nigeria must strive to overcome all barriers.

Implications of Study to Educational Policy and Administration
This paper has some implications to educational administration and policy holders. What are the implications?

(i) Security must be given its pride of place and as observed by this paper, policy makers and school administrators appear to have lost track on what to do concerning school security including the Nigerian Police Force (NPF) and apparently have lost the war against kidnapping, abduction and ransome taking. Such losses are not unconnected with poor thinking capacities as to what next step to take. This paper suggests that electronic network of schools monitoring be embarked upon. State and private schools must be allowed to have an option. Like the implementation of the FGN Treasury Single Account (TSA), all stakeholders must be conscripted into the electronic human security programme for schools.

(ii) Development of a policy towards electronic school security must be embarked upon. Overlooking or underplaying the role of security under the guise of cost will expose Nigerians and Nigeria to the whims and caprices of criminals as currently being experienced. Major national programmes of this nature

specially when it has to do with life must be backed by national policy (Lundu and Mbewe, 1993; Isah, 2012).

Conclusion
This study established the effectiveness of tackling insecurity in schools Nigerian through the use of multi-media internet solutions. This is a dimension yet to be explored to the problem of insecurity in Nigeria as the dimension which insecurity is going has defeated the tactics of the law enforcement agencies. The challenges already identified were re-emphasized with solutions proffered this time around. Over beaten but unattended to suggestions such as diversification of the economy which has been a constant refrain by policy makers and economists was also revisited in this paper and elucidated upon.

Recommendations
After examining the concepts of this paper, the following recommendations are hereby suggested;

(i) Government should as a matter of urgency begin an education insurance programme as exists in all advanced nations to properly fund education. It must be understood that school security requires electronic monitoring as has helped in the introduction of TSA and the Bank Verification Number (BVN). Electronic security holds the key if the FGN will win the war against insecurity. The earlier this is done, the better.

(ii) Government also must put policies in place to facilitate the war against insecurity. It is not a big issue to ask government to do that as such personnel are already in Nigeria. The policy process should begin by identifying needs. If government could introduce the TSA and BVN policies assisting now in the recovery of looted funds, tracking transfers of illegal funds in banks, introduce the whistle blowing policy against corruption, it can also affirm the school security policy.

(iii) Nigeria requires serious political reforms. In the first instance, government has invested over many years on education and it is necessary that by now, government begins to reap the reward of its investment over the years. The Nigerian constitution should state who becomes President. The Nigerian state should

determine the educational and political exposure that must characterize the holder of the presidency as done in some other climes e.g Britain where the potential King is exposed to so many nations of the world. Such Kings are educated in many disciplines and the art of warfare. The Nigerian constitution has been prepared to allow charlatans gold power and destroy the destinies of well over 170millions in a rulership period of only 4 years. The Nigerian constitution should bar politicians from politicizing education.

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