Insurgency and Insecurity: The Role of ICT Integration in Combating Insecurity in South West Nigerian Educational System

Dr. Asubiojo Raphael Ojo

Department of Educational Technology, Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Ekiti-State Nigeria

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ABSTRACT

In response to the growing insecurity in school environments, the integration of Information and Communication Technology (ICT)-based security systems has become increasingly vital in Nigerian educational institutions. This study examined the level of awareness, availability, usage, and the challenges associated with implementing ICT security resources in secondary schools across South-West Nigeria. Employing a descriptive survey design, the study sampled 300 respondents comprising teachers and school administrators using a multistage sampling method. Data were gathered through a structured questionnaire and analyzed using descriptive statistics (means and percentages) alongside inferential statistics, including the t-test and Pearson Product Moment Correlation Coefficient, at a 0.05 level of significance. Results indicated moderate awareness and availability of ICT security tools such as CCTV cameras, biometric scanners, and public address systems, while resources like drones and intrusion detection alarms were largely unknown or unavailable. The usage of ICT security tools varied, with some being frequently utilized and others seldom adopted due to key challenges. Identified constraints included inadequate funding, unreliable electricity supply, limited ICT expertise among staff, high installation and maintenance costs, and poor internet connectivity. Inferential findings revealed a significant relationship between the level of ICT resource usage and both awareness and implementation challenges. The study concludes that sustainable integration of ICT-based security systems in schools demands enhanced government support, investment in infrastructure, and staff capacity building. Recommendations include increased funding, comprehensive ICT training for educators, and the formulation of enforceable ICT security policies at the institutional level.

Keywords: ICT Security Resources, Technology Integration, Secondary Schools, South-West Nigeria, Implementation Challenges.

INTRODUCTION

Insecurity has emerged as one of the most critical threats to the Nigerian educational system in recent years. Incidents such as kidnappings, insurgent attacks, banditry, cult-related violence, and school invasions have consistently disrupted academic activities, instilled fear among students and educators, and hindered national educational progress (Adebayo & Ojo, 2022). The rise and expansion of insurgent groups like Boko Haram and other non-state actors have further exacerbated the situation, leading to the destruction of school infrastructure, mass abductions of students, and the prolonged closure of schools particularly in the northern regions of the country (Usman & Lawal, 2023).

Conventional security strategies such as perimeter fencing, security guards, and locked gates have proven inadequate in confronting the evolving and highly organized nature of these security threats. As a result, attention has increasingly turned to the strategic deployment of Information and Communication Technology (ICT) as a more proactive and effective approach to securing school environments. ICT security tools such as surveillance cameras, biometric access systems, alarm technologies, and emergency communication platforms provide real-time monitoring, threat detection, and rapid response capabilities that can significantly strengthen school security (Eze & Okafor, 2021). In addition to enhancing physical safety, these technologies promote a culture of vigilance, transparency, and accountability within the school system.

The evolving security landscape in Nigerian educational institutions necessitates a multidimensional approach that leverages both physical and digital technologies. Adewale et al. (2023) emphasize that hybrid security systems that is those combining traditional physical infrastructure with modern digital tools constitute best practices for enhancing safety in schools. These integrated systems offer comprehensive protection and proactive response capabilities. Adebayo and Kumar (2023) further argue that ICT-based security tools such as surveillance cameras, emergency alert systems, and biometric access controls enhance situational awareness, promote accountability, and facilitate rapid incident response. Their findings underscore the importance of technological preparedness in fostering a secure learning environment.

In the same vein Ogunode et al. (2021) highlight the utility of digital surveillance systems specifically CCTV, biometric verification devices, and centralized alarm systems as fundamental components of school safety architecture in Nigeria. These tools are seen as essential for real-time monitoring and incident detection.

Similarly, Bappah et al. (2023) advocate the deployment of facial recognition systems and integration with national ID databases to address rising insecurity and enhance institutional resilience. The authors note that these technologies not only deter criminal activity but also streamline identity management within educational environments. Beyond security, ICT has significantly impacted school administration through improved communication, data management, and strategic planning. Olowonefa (2023) asserts that digital platforms enhance administrative efficiency and facilitate better decision-making processes in schools.

Globally, many educational institutions, especially in high-risk regions, have successfully adopted ICT-based security solutions to protect learners and staff. However, in Nigeria, the implementation of such technologies remains inconsistent and limited. Several challenges including poor digital infrastructure, inadequate government funding, lack of ICT training, and weak maintenance culture continue to hinder widespread adoption (Ibrahim & Salihu, 2024). Consequently, numerous schools across the country remain exposed to both internal and external security threats, highlighting the urgent need for a coordinated and technology-driven response.

This study, therefore, seeks to explore the role of ICT integration in combating insecurity in Nigerian schools. Specifically, it investigates the types of ICT tools currently employed in educational institutions, evaluates their effectiveness in mitigating security threats, and identifies the barriers to their implementation. Ultimately, the study aims to offer practical, evidence-based recommendations for enhancing the safety and resilience of the Nigerian educational system through strategic ICT adoption.

Statement of the Problem

Insecurity in Nigeria has escalated to a critical level, with the education sector emerging as one of its most vulnerable targets. Schools across the country have increasingly come under attack from insurgents, kidnappers, armed bandits, and cult groups. These incidents have led to the destruction of school infrastructure, loss of lives, the abduction of students and staff, widespread fear, and the disruption of academic calendars. In Northern Nigeria particularly, extremist groups such as Boko Haram have deliberately targeted educational institutions, discouraging school attendance—especially among girls—and undermining the country's educational development.

Despite ongoing efforts by the government and other stakeholders to improve school security, many educational institutions in Nigeria continue to rely on outdated and insufficient security measures. Manual attendance systems, perimeter fencing, and untrained security personnel are largely ineffective against the sophisticated and dynamic nature of modern security threats. The absence of real-time monitoring, inadequate emergency response systems, and limited communication infrastructure further increases the exposure of schools to insecurity. Information and Communication Technology (ICT) presents innovative solutions to these challenges. Tools such as closed-circuit television (CCTV) cameras, biometric access controls, emergency alert systems, and digital surveillance platforms have been effectively deployed in other countries to detect, prevent, and manage security threats within school environments. However, in Nigeria, the integration of ICT into school security remains limited, fragmented, and often poorly maintained. Adoption is

hindered by factors such as poor infrastructure, insufficient funding, and a general lack of technical expertise among school administrators.

Moreover, there is a notable lack of comprehensive research that assesses the practical application, effectiveness, and sustainability of ICT-based security systems in Nigerian schools. This gap highlights the urgent need to investigate how ICT can be systematically implemented to enhance school safety and reduce vulnerability to attacks. Therefore, the problem this study seeks to address is the continued exposure of Nigerian schools to insecurity due to the underutilization of ICT tools and the absence of a coordinated, strategic framework for their effective deployment and management.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of awareness of ICT security resources by teachers in public secondary schools in South West Nigeria.
2. What is the level availability of ICT security resources in public secondary schools in South West Nigeria.
3. What is the level use of ICT security resources in public secondary schools in South West Nigeria.
4. What are the challenges confronting the integrating of ICT Security resources in public secondary schools in South West Nigeria.

Research Hypothesis

The following null hypotheses were generated to guide the study:

1. There is no significant difference between the level of use and awareness of ICT security resources in South West Nigerian schools.
2. There is no significant difference between the level of use and the challenges hindering the integration and implementation of ICT-based security systems in South-West Nigerian schools.

METHODOLOGY

The sample for this study consisted of 180 teachers selected from six (6) public and private secondary schools across South-West Nigeria, including states such as Osun, Ondo, and Ekiti. A purposive sampling technique was first used to select six schools known to have either experienced security challenges or begun implementing ICT-related security measures. From each selected school, 30 teachers were chosen using a simple random sampling technique to ensure equal representation and avoid bias. The study made use of a structured questionnaire titled "Information and Communication Technology for School Security Questionnaire (ICTSSQ)" as the main instrument for data collection. The questionnaire was divided into five sections:

- **Section A:** Demographic information of respondents
- **Section B:** Level of awareness ICT security resources
- **Section C:** Availability and usage of ICT security tools in schools
- **Section D:** Level of usage of ICT security resources in school
- **Section E:** Challenges hindering integration and implementation of ICT security resources in school
- **Section F:** Strategies to reduce the challenges hindering integration of ICT security resources Nigerian schools

To ensure face and content validity, the questionnaire was reviewed by three experts in Educational Technology, Security Studies, and Measurement and Evaluation from reputable Nigerian universities. Their corrections and suggestions were incorporated before final distribution. The reliability of the instrument was established through a pilot study involving 30 teachers from schools not included in the main study. The

responses were analyzed using Cronbach's Alpha, and a coefficient of 0.84 was obtained, indicating that the instrument is reliable and internally consistent. Data collected were collected and analyzed using descriptive statistics such as frequency, mean, and percentage for analyzing research questions and Inferential statistics such as t-test were used to test the hypotheses at the 0.05 level of significance.

RESULTS

Research Question 1: What is the level of awareness of ICT security resources by teachers in public secondary schools in South West Nigeria.

Table 1: Level of Awareness of ICT Security Resources by Teachers in South-West Nigerian Schools (n = 180)

S/N	ICT Security Equipment	Strongly Aware (SA)	Aware (A)	Not Aware (NA)	Neutral (N)	Mean ($\bar{X}$)	Decision
	A. Surveillance & Monitoring Equipment						
1	CCTV Camera	110 (61.1%)	50 (27.8%)	10 (5.6%)	10 (5.6%)	3.44	SA
2	Drones	10 (5.6%)	30 (16.7%)	130 (72.2%)	10 (5.6%)	2.00	NA
	B. Access Control & Identification						
3	Biometric Scanner	100 (55.6%)	50 (27.8%)	20 (11.1%)	10 (5.6%)	3.33	SA
4	Smart ID Cards	105 (58.3%)	50 (27.8%)	15 (8.3%)	10 (5.6%)	3.36	SA
	C. Alarm Systems						
5	Panic Buttons	20 (11.1%)	20 (11.1%)	120 (66.7%)	20 (11.1%)	2.22	NA
6	Intrusion Detection	15 (8.3%)	20 (11.1%)	130 (72.2%)	15 (8.3%)	2.11	NA
	D. Monitoring & Analysis Software						
7	Video Analysis Software	10 (5.6%)	20 (11.1%)	135 (75%)	15 (8.3%)	2.03	NA
8	Social Media Monitoring	15 (8.3%)	25 (13.9%)	125 (69.4%)	15 (8.3%)	2.11	NA
	E. Communication Systems						
9	Two-Way Radios	90 (50%)	60 (33.3%)	20 (11.1%)	10 (5.6%)	3.28	SA
10	Public Address System	115 (63.9%)	45 (25%)	10 (5.6%)	10 (5.6%)	3.0	

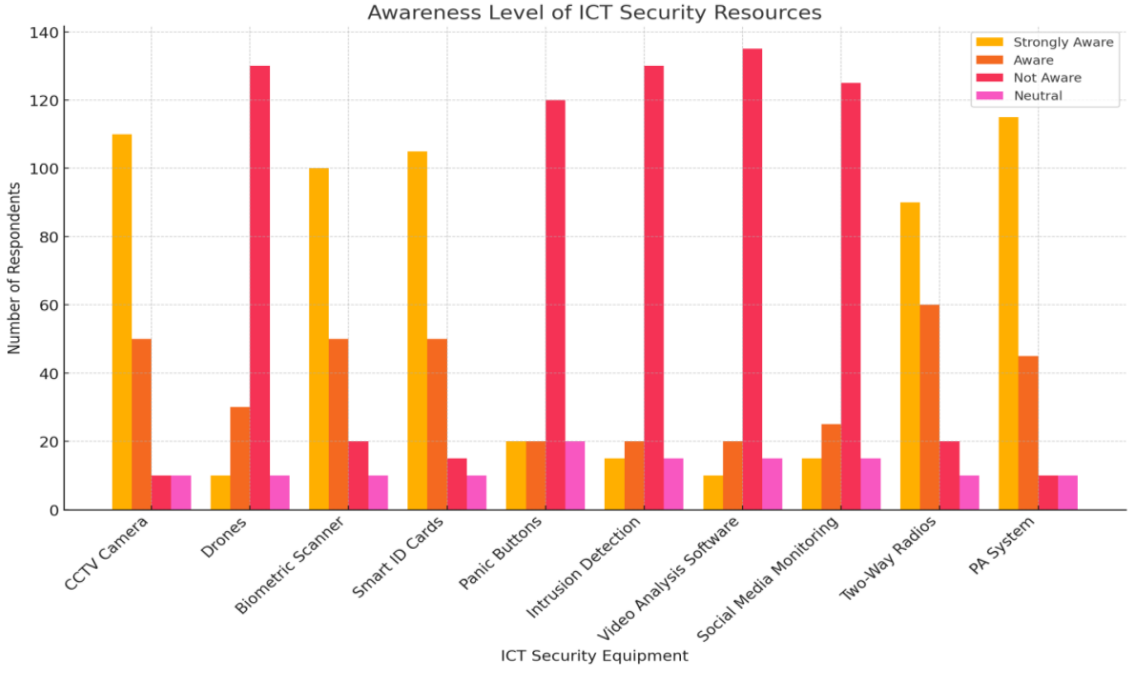


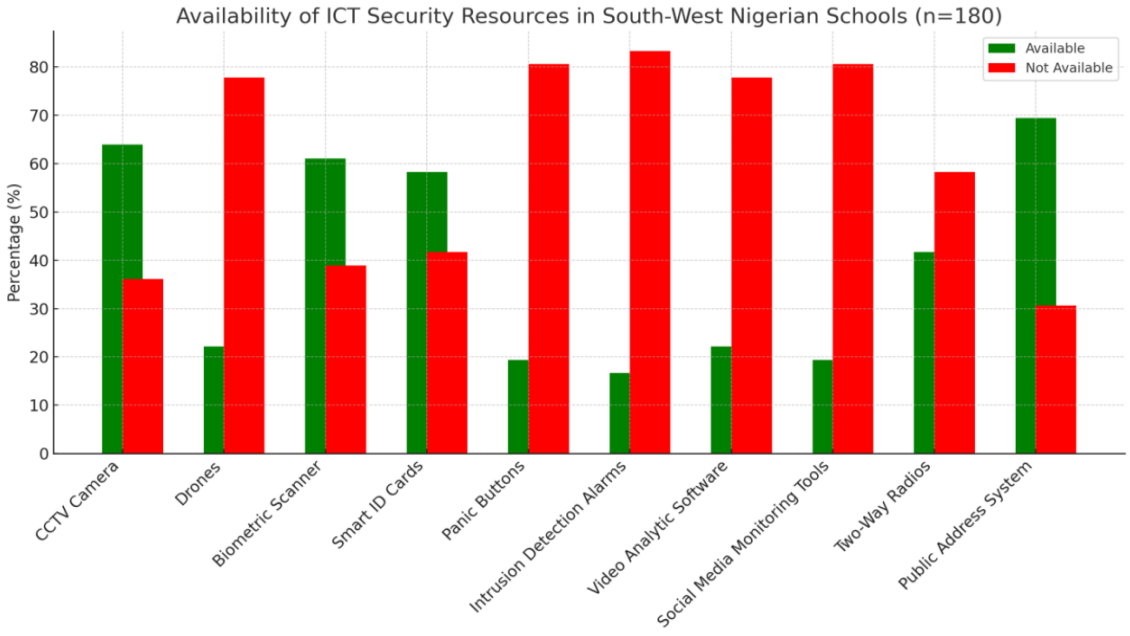
Table 1 highlights the level of awareness of ICT security resources among teachers and students in South-West Nigerian schools (N = 180). The graphical representation illustrates varying degrees of awareness across

different technologies. CCTV Cameras, Biometric Scanners, Smart ID Cards, Two-Way Radios, and Public Address Systems have high awareness. These technologies are more commonly seen and used, possibly due to their simplicity, visibility, and lower cost of maintenance. While, Drones, Panic Buttons, Intrusion Detection Systems, and Monitoring Software (Video and Social Media) showed poor awareness. These tools are often expensive, technologically demanding, and rarely integrated into traditional school security systems. Therefore, there is a critical need for awareness campaigns, professional development, and hands-on training to enhance knowledge of underutilized yet highly effective ICT security tools in schools. The data suggests a direct correlation between exposure/accessibility and awareness

Research Question 2: What is the level availability of ICT security resources in public secondary schools in South West Nigeria.

Table 2: Level of Availability of ICT Security Resources in South-West Nigerian Schools (n = 180)

S/N	ICT Security Resource	Available (f)	% Available	Not Available (f)	% Not Available	Decision
	A. Surveillance Equipment					
1	CCTV Camera	115	63.9%	65	36.1%	Available
2	Drones	40	22.2%	140	77.8%	Not Available
	B. Access & Identification					
3	Biometric Scanner	110	61.1%	70	38.9%	Available
4	Smart ID Cards	105	58.3%	75	41.7%	Available
	C. Alarm Systems					
5	Panic Buttons	35	19.4%	145	80.6%	Not Available
6	Intrusion Detection Alarms	30	16.7%	150	83.3%	Not Available
	D. Software					
7	Video Analytic Software	40	22.2%	140	77.8%	Not Available
8	Social Media Monitoring Tools	35	19.4%	145	80.6%	Not Available
	E. Communication					
9	Two-Way Radios	75	41.7%	105	58.3%	Not Available
10	Public Address System	125	69.4%	55	30.6%	Available



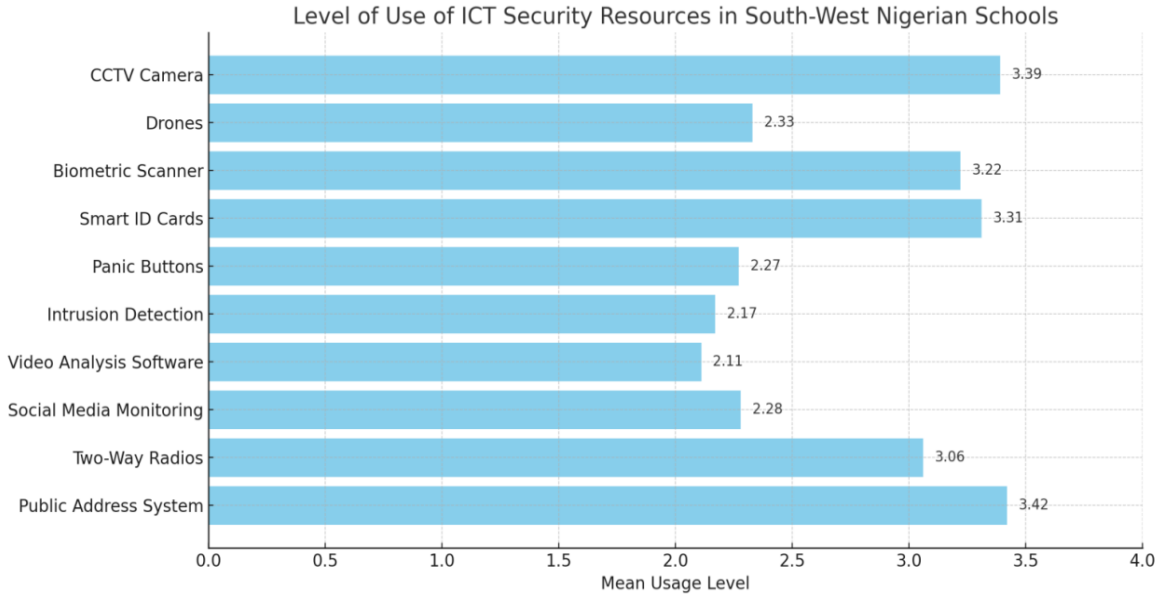
The graphical illustration above represents the availability status of various ICT security resources in schools across South-West Nigeria. Highly Available Resources include Public Address Systems (69.4%) and CCTV Cameras (63.9%) are the most widely available, likely due to their relative affordability and long-standing utility in schools. Biometric Scanners (61.1%) and Smart ID Cards (58.3%) are also significantly available,

indicating growing interest in digital access control. Least Available Resources: Intrusion Detection Alarms (16.7%) and Panic Buttons (19.4%) show critically low availability, suggesting a gap in emergency response readiness. Drones (22.2%)**,** Video Analytic Software (22.2%)**,** and Social Media Monitoring Tools (19.4%) are scarcely available, pointing to limited technological advancement in proactive surveillance and cyber-monitoring. Two-Way Radios (41.7%) are moderately available, possibly used more for general communication than for specialized security purposes. This pattern indicates that while schools are beginning to integrate basic ICT tools like CCTV and ID systems, more advanced or specialized security technologies remain underutilized. This could be due to high costs, lack of technical expertise, or infrastructural constraints, all of which should be considered in policy and funding interventions aimed at improving school safety.

Research question 3: What is the level use of ICT security resources in public secondary schools in South West Nigeria.

Table 3: Level of Use of ICT Security Resources (n = 180)

S/N	ICT Security Equipment	Always (SA)	Seldom (A)	Rarely (NA)	Neutral (N)	Mean (*X*)	Decision
	A. Surveillance & Monitoring Equipment						
1	CCTV Camera	105 (58.3%)	50 (27.8%)	15 (8.3%)	10 (5.6%)	3.39	Frequently Used
2	Drones	20 (11.1%)	40 (22.2%)	100 (55.6%)	20 (11.1%)	2.33	Rarely Used
	B. Access Control & Identification						
3	Biometric Scanner	90 (50%)	50 (27.8%)	30 (16.7%)	10 (5.6%)	3.22	Frequently Used
4	Smart ID Cards	100 (55.6%)	45 (25%)	25 (13.9%)	10 (5.6%)	3.31	Frequently Used
	C. Alarm Systems						
5	Panic Buttons	25 (13.9%)	30 (16.7%)	95 (52.8%)	30 (16.7%)	2.27	Rarely Used
6	Intrusion Detection	20 (11.1%)	25 (13.9%)	100 (55.6%)	35 (19.4%)	2.17	Rarely Used
	D. Monitoring & Analysis Software						
7	Video Analysis Software	15 (8.3%)	30 (16.7%)	110 (61.1%)	25 (13.9%)	2.11	Rarely Used
8	Social Media Monitoring Tools	20 (11.1%)	35 (19.4%)	100 (55.6%)	25 (13.9%)	2.28	Rarely Used
	E. Communication Systems						
9	Two-Way Radios	75 (41.7%)	60 (33.3%)	25 (13.9%)	20 (11.1%)	3.06	Frequently Used
10	Public Address System	110 (61.1%)	45 (25%)	15 (8.3%)	10 (5.6%)	3.42	Frequently Used



The bar chart illustrates the mean usage level of different ICT security resources in South-West Nigerian schools based on responses from 180 participants. Here's what the data and chart indicate that Public Address System ($\bar{X}$ = 3.42) is the most frequently used ICT security tool, suggesting schools prioritize mass communication for safety alerts. CCTV Cameras ($\bar{X}$ = 3.39) Widely adopted for surveillance, reflecting investment in monitoring systems. Smart ID Cards ($\bar{X}$ = 3.31) and Biometric Scanners ($\bar{X}$ = 3.22) – Indicate growing use of digital identification systems in access control. Two-Way Radios ($\bar{X}$ = 3.06) – Significantly used for real-time communication, especially in emergencies. Rarely Used ICT Resources are Drones ($\bar{X}$ = 2.33) Likely due to high costs and operational complexity. Panic Buttons ($\bar{X}$ = 2.27) and Intrusion Detection Alarms ($\bar{X}$ = 2.17) – Rarely used, perhaps due to installation and maintenance challenges. Monitoring Software Tools ($\bar{X} \approx 2.1–2.3$) – Such as video analytics and social media monitoring tools, are underutilized, possibly due to lack of expertise or poor internet infrastructure. Therefore, the data show that schools in the region rely more on basic and cost-effective ICT security tools (e.g., public address systems, CCTV) and less on advanced or expensive technologies (e.g., drones, analytics software). This reflects a need for improved funding, training, and infrastructure to support more robust and proactive ICT-based security systems

Research Question 4: What are the challenges confronting the integrating of ICT Security resources in public secondary schools in South West Nigeria.

Table 4: Challenges Hindering ICT-Based Security Integration (n = 180)

S/N	Challenge	SA (f)	A (f)	Neutral (f)	Disagree (f)	Mean ($\bar{X}$)	Decision
1	Inadequate Funding of ICT Infrastructure	120	40	10	10	3.50	SA
2	Poor Electricity Supply to Power ICT Devices	125	35	5	15	3.50	SA
3	Lack of ICT Technical Expertise Among Staff	100	50	10	20	3.28	SA
4	High Cost of Installation and Maintenance	130	40	5	5	3.61	SA
5	Limited Government Support or Policy Direction	135	30	5	10	3.56	SA
6	Poor Internet Connectivity for Real-Time Use	110	45	5	20	3.36	SA

This table presents the challenges affecting the integration and implementation of ICT-based security systems in South-West Nigerian schools. All six listed challenges recorded mean scores well above 2.50, indicating strong agreement among the respondents that is Inadequate Funding with a mean of 3.50, this suggests that most schools lack the financial capacity to invest in modern ICT security infrastructure. Poor Electricity Supply: Also scoring 3.50, power instability remains a major hindrance to sustaining ICT-based systems which require constant electricity. Also lack of ICT Expertise with a mean score of 3.28 reflects the shortage of skilled personnel to operate, maintain, and manage ICT security technologies in schools. Again high Cost of Installation and Maintenance with the highest mean value (3.61) emphasizes how the cost burden is a significant deterrent to adoption. Limited Government Support with a mean score of 3.56, suggests that the absence of strong policy direction or financial aid from the government negatively impacts integration efforts. Poor Internet Connectivity Scoring 3.36, real-time operations and monitoring are greatly limited due to weak or unavailable internet services in many schools. Lastly, The findings reveal that economic, infrastructural, and policy-related issues are the most critical barriers to successful ICT security integration in South-West Nigerian schools. For any meaningful progress, stakeholders particularly governments and school administrations need to address these systemic challenges.

Research Hypothesis One

Ho_1: There is no significant difference between the level of use and awareness of ICT security resources in South-West Nigerian schools.

Table 5 show

Variables	N	Mean	SD	Mean diff	Df	t-vale	Sig	Decision
Awareness	90	3.68	0.74	0.56	178	4.52	0.000	Reject Ho_1
Use	90	3.12	0.85					

The p-value (0.000) is less than 0.05, indicating a statistically significant difference between the level of awareness and actual use of ICT security resources. Therefore, Ho_1 is rejected**.** This means that although teachers may be aware of ICT security tools, their usage is significantly lower.

Research Hypothesis Two

Ho_2: There is no significant difference between the level of use and the challenges hindering the integration and implementation of ICT-based security systems in South-West Nigerian schools.

Table 6 show

Variables	N	Mean	SD	Mean diff	Df	t-vale	Sig	Decision
Awareness	90	3.12	0.85	-0.55	178	-4.27	0.000	Reject Ho_2
Use	90	3.67	0.79					

The p-value (0.000) is also less than 0.05, meaning there is a significant difference between the level of ICT use and the challenges faced. This implies that implementation challenges are significantly impacting the use of ICT security tools in schools. Hence, Ho_2 is rejected.

DISCUSSION

The purpose of this study was to examine the role of Information and Communication Technology (ICT) in combating insecurity in South-West Nigerian schools. Data were analyzed using the independent sample t-test with a sample size of 180 participants comprising teachers and school administrators. Findings from hypothesis one revealed that there is a significant difference the level of use and awareness of ICT security resources by the teachers of public secondary schools in south west Nigeria. The result showed a significant difference ($p = 0.000$), indicating that although awareness of ICT tools (such as CCTV cameras, biometric scanners, and smart ID cards) is high, their actual use in the educational environment remains limited.

This finding corroborates the work of Adeleke and Alabi (2023)**,** who noted that awareness of digital safety tools among school stakeholders in Nigeria is growing, but actual implementation and usage lag behind due to infrastructural and financial constraints. Similarly, Olanrewaju et al. (2022) emphasized that awareness does not automatically translate to effective deployment, especially in public schools where resources are scarce.

The gap between awareness and use may be attributed to systemic issues such as poor ICT infrastructure, lack of maintenance culture, and minimal training for staff and students. According to Okoro and Uche (2021)**,** many schools in Nigeria possess ICT tools on paper or for inspection purposes but do not integrate them meaningfully into their security protocols.

The second hypothesis explored whether there is a significant difference between the level of use and the challenges hindering ICT security system in Nigerian public secondary schools. Results on this hypothesis confirmed that there is a significant difference between the level of use and challenges encountered in the integration of ICT security resources in public secondary schools in Nigeria. The t-test result ($p = 0.000$) revealed that challenges such as inadequate funding, poor power supply, high installation costs, and lack of trained personnel significantly affect the actual use of ICT for school security. This aligns with Eze and Adebanjo (2022)**,** who reported that the lack of government support and frequent power outages are major bottlenecks in adopting ICT innovations in Nigerian education.

Similarly, Lawal and Musa (2023) found that the implementation of ICT-based school safety systems requires not only infrastructure but also policy commitment, continuous funding, and technical capacity development. The findings further reinforce UNESCO's (2022) recommendation that African countries, including Nigeria, must invest heavily in infrastructure, digital literacy, and policy frameworks to ensure meaningful integration of technology in schools, especially in insecure regions

CONCLUSION

ICT holds significant potential for combating insecurity in schools, but the gap between awareness and actual use is a critical concerns which required concerted efforts among the stakeholder .The effectiveness of ICT tools in surveillance, communication, access control, and emergency response is proven in theory and limited practice. Major barriers such as inadequate funding, infrastructure, and government policy need to be addressed for meaningful adoption. Bridging the gap between ICT awareness and application requires a holistic approach involving stakeholders at all levels government, school administrators, teachers, parents, and the community.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. Federal and state governments should prioritize funding for ICT infrastructure in schools, especially for security purposes.
2. Regular training and capacity development should be organized for teachers and school security personnel on the use of ICT tools.
3. The Ministry of Education should establish clear guidelines and frameworks for ICT integration in school safety plans.
4. Schools should collaborate with ICT firms and NGOs to sponsor or provide low-cost technological security solutions.
5. Efforts should be made to improve electricity supply and internet connectivity, especially in public schools in semi-urban and rural areas.
6. Government should establish a monitoring system to evaluate the usage, effectiveness, and maintenance of ICT tools in schools.

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