

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

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).

1.2 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 (Ogwudile, 2020).

The security personnel presumably do not have formal training 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 Amoatema, Kyeremeh, and Arthur 2017, Badiora, 2017, Oladipo, Awoyinka 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.

1.3. Research Questions

- i. What are the types of training accrues to security unit in Kwara State Polytechnic Ilorin?
- ii. What is the capacity of security unit in maintaining peace and preventing as well as controlling crime on the campus?
- iii. What are the impacts of security in Kwara State Polytechnic Ilorin?

1.4. Objectives of the Study

- i. To identify the types of training that accrues to the security unit in Kwara State Polytechnic Ilorin;
- ii. To ascertain the capacity of security in maintaining peace and preventing as well as controlling

crime on the campus; and

iii. To examine the impact of security in Kwara State Polytechnic Ilorin.

1.5 Significance of the Study

This study is significant for several reasons. It contributes to the growing body of knowledge on campus security by assessing the capabilities and strengths of security personnel in a Nigerian tertiary institution. By focusing on Kwara State Polytechnic, the research provides practical insights into the effectiveness of internal security operations, including response time, crisis management, and preventive measures. The study will serve as a resource for administrators, policymakers, and security management bodies within the education sector to make informed decisions about recruitment, training, and resource allocation for security departments.

Understanding the strengths of security personnel will help improve safety protocols, reduce crime rates, and enhance the general well-being of students and staff. The findings will assist in identifying best practices that can be replicated in other institutions of higher learning across Nigeria and provide a benchmark for future security-related studies.

1.6 Scope and Limitations of the Study

The study is confined to an evaluation of the strengths of security personnel at Kwara State Polytechnic, Ilorin. It focuses specifically on areas such as training and professionalism, availability of security equipment, patrol and surveillance practices, incident response, and collaboration with external security agencies. The research will collect data from security staff, students, and administrative personnel within the institution.

The study is limited to Kwara State Polytechnic, Ilorin which may restrict the generalizability of the findings to other polytechnics or universities in Nigeria. Additionally, access to certain internal documents or sensitive data about the institution's security operations may be restricted due to confidentiality concerns, which could affect the comprehensiveness of the research. There is also the possibility that some respondents may provide biased or incomplete information, either out of fear of reprisal or lack of genuine interest in the study. Furthermore, time and financial constraints may limit the depth of data collection and analysis, potentially impacting the overall scope and richness of the research findings.

1.7 Definition of Terms

- i. *Security Personnel*: Individuals employed by an institution to protect life and property, maintain law and order, and prevent criminal activities on campus.
- ii. *Tertiary Institution*: An educational institution beyond the secondary level, such as a polytechnic, university, or college.
- iii. *Kwara State Polytechnic*: A Nigerian tertiary institution located in Ilorin, Kwara State, offering various diploma and certificate programs.
- iv. *Campus Security*: The measures and strategies implemented to protect students, staff, infrastructure, and resources within a higher institution.
- v. *Strengths*: The positive attributes or competencies of security personnel, including skills, training, equipment, and operational efficiency.
- vi. *Surveillance*: Monitoring of activities on campus using patrols or technology such as CCTV to deter and detect security breaches.
- vii. *Crisis Management*: The strategies and actions taken by security personnel during emergencies or disruptive incidents.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

This chapter reviews various works of Scholars on education, tertiary, security and personnel. The chapter consists of three sections, namely; conceptual and empirical reviews and the theoretical framework.

2.2. Conceptual Discourse

2.2.1. 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 Erondy (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.

2.2.2. 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).

2.2.3. Security

Oladikpo, Awoyinka 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, Awoyinka and Adefarakan (2018) observed that the existence of cultist groups on campus has made life unsafe and scary to both staff and students.

Oladipo et 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.

CHAPTER THREE RESEARCH METHODOLOGY

3.1. Introduction

This section outlines the research design, data collection methods, sources of data, population and sample, as well as the methods employed to ensure the validity and reliability of the instruments and findings.

3.2 Research Design

The study adopted a descriptive survey research design, which is suitable for collecting data on the current status, strengths, and perceptions regarding the performance of security personnel in a real-life institutional setting. This design allowed for the collection of both qualitative and quantitative data from a specific population, ensuring a detailed and comprehensive understanding of the issues under investigation.

3.3 Sources of Data

The study relied on both primary and secondary sources of data. The primary data were gathered through the administration of structured questionnaires to security officers (both junior and senior cadres), and members of the management team of Kwara State Polytechnic, Ilorin. This instrument enabled respondents to freely express their views and experiences regarding the strengths of security personnel, given that the target participants are literate and capable of interpreting the questions independently.

The secondary data were obtained from published and unpublished materials such as textbooks, academic journals, magazines, newspapers, institutional records, and other relevant documents. These sources provided context and theoretical grounding for the interpretation of the primary data and supported the triangulation of results.

3.4 Population and Sample

The population for the study is 212 comprised all security personnel and selected members of the management team at Kwara State Polytechnic. Using a purposive sampling technique, respondents were selected based on their direct involvement or oversight of security-related activities within the institution. A sample size (139) that ensured representation across the security department and management hierarchy was chosen to obtain a balanced perspective on the operational strengths of the security team. The questionnaires were administered with the help of two trained research assistants who were briefed on the purpose of the study, the identity of the target respondents, and the appropriate procedures for distributing and retrieving the instruments.

3.6 Validity and Reliability of the Instrument

To ensure the validity of the research instrument, the questionnaire was carefully developed based on reviewed literature and expert consultations in the field of campus security and institutional management. A draft of the instrument was subjected to face and content validation by university lecturers with expertise in educational management and criminology. For reliability, a pilot test was conducted among a small group of security personnel in a nearby institution not included in the main study. The responses were analyzed using Cronbach's Alpha to determine internal consistency. The result yielded an acceptable reliability coefficient (above 0.70), indicating that the instrument was reliable for the study.

3.7 Data Collection

Primary data were collected using a self-administered questionnaire distributed to targeted respondents. The respondents, being largely literate, were able to complete the forms without difficulty. The research assistants, trained for this purpose, played a key role in distributing and retrieving the completed questionnaires. Secondary data were obtained from credible academic and media sources on the topic of security operations in tertiary institutions, ensuring a rich background for comparison and interpretation.

3.8 Data Analysis

The collected data were analyzed using both qualitative and quantitative methods. Thematic analysis was used to interpret the transcribed qualitative responses and insights obtained from secondary sources. Quantitative data obtained from the questionnaire were processed using the Statistical Package for the Social Sciences (SPSS) version 22. Analytical techniques such as correlation and regression analysis were employed to examine the relationships between variables, and findings were triangulated with researcher observations to enhance the robustness of the conclusions.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyzes the data collected from the respondents regarding the strengths of security personnel at Kwara State Polytechnic, Ilorin. The aim is to evaluate the effectiveness, competence, and operational capabilities of the institution's security personnel based on responses gathered through questionnaires and supported by researcher observation and relevant literature. The data were systematically organized, coded, and analyzed using the Statistical Package for the Social Sciences (SPSS) version 22. Descriptive statistics such as frequency counts, percentages, and mean scores were used to summarize respondents' demographic characteristics and their responses to various aspects of campus security. Inferential statistical tools, including correlation and regression analyses, were also employed to test the relationships between variables and to draw conclusions from the data.

Furthermore, qualitative data obtained from open-ended questionnaire responses and researcher observations were subjected to thematic analysis, providing deeper insights into recurring themes related to the strengths and performance of the security personnel.

4.2 Results

Table 4.2. 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%)	Agree
3	Seminar.	4 (2.9%)	43 (30.9%)	4 (2.9%)	57 (41%)	31 (22.3%)	139 (100%)	Agree
4	Frequent juggling to enhance fitness.	1 (.7%)	28 (20.1%)	-	75 (54%)	35 (25.2%)	139 (100%)	Agree

Source: Researcher's Field Survey, 2025

Table 4.3: 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, 2025

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
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, 2025

4.3 Discussion of Findings

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. It is also in line with Robert (2006) who stated that a well-designed compensation plan gives your organization a competitive advantage. 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.

Objective two 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.

Objective three showed that the majority of the respondents (64%) agreed that security personnel have been able to curb cultism operations on the campus and its environs. 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 Cordner (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). 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.

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 (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 (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. 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.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIO

5.1 Summary

This study examined the strengths of security personnel at Kwara State Polytechnic, Ilorin, with particular attention to the types of training received, their operational capacity, overall impact, and the challenges confronting them. The findings reveal that the security personnel are generally effective in maintaining peace and preventing disruptions such as riots within the Polytechnic community. Their presence has contributed to a sense of safety among staff and students. One of the notable findings is the positive impact of the recently recruited security personnel, whose addition has significantly enhanced the institution's security operations. These new personnel brought improved efficiency and reinforced the overall standard of campus security. Furthermore, the study found that security personnel at the Polytechnic operate with a fair level of autonomy and are empowered to implement and enforce security-related decisions independently.

Despite these strengths, several challenges were identified. Security personnel frequently face harassment and intimidation from both staff and students, which undermines their authority and operational confidence. In addition, the study found that poor remuneration remains a major demotivating factor, affecting morale and job satisfaction. Lastly, inadequate provision of modern security tools and equipment limits the ability of personnel to respond effectively to emerging security threats.

5.2. 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.

5.3. Recommendations

The welfare and remuneration of security personnel should be improved to boost motivation and encourage professional commitment. There is a need for the provision of modern security equipment such as communication devices, surveillance systems, patrol vehicles, and protective gear to enable personnel to function effectively. Regular training and capacity-building workshops should be organized to equip officers with up-to-date knowledge and practical skills in areas such as crisis management, conflict resolution, and intelligence gathering. Furthermore, the Polytechnic should carry out regular awareness and sensitization programs to foster mutual respect between security personnel and members of the institution, reducing incidents of harassment. It is also important that institutional support is strengthened to provide a conducive and respectful working environment for security staff. Lastly, greater collaboration with external law enforcement agencies should be pursued to enhance security response capabilities and manage complex threats more effectively. Implementing these recommendations will ensure a more secure and stable academic environment at Kwara State Polytechnic.

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