

**THE ROLE OF EDUCATION IN THE INTEGRATION OF ARTIFICIAL INTELLIGENCE  
IN CURBING INSECURITY IN IMO STATE UNIVERSITY, OWERI.**

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**Abstract**

The researchers investigated the role of education in the integration of artificial intelligence in curbing insecurity in Imo State University. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey. The population of the study was made up of 1550 staff from Imo State university Owerri. Purposive sampling technique was used to sample 78 academic staff and 120 non-academic staff. A cluster random sampling technique was used to draw the sample. These represented 12% of academic and non-academic staff, given a total of one hundred and ninety-eight (198) respondents. The researchers utilized a self-constructed ordinal rating scale as the research instrument for the collection of data. The rating scale was titled, “Role of Education in Integrating of Artificial Intelligence in Curbing Insecurity Staff Scale (REIAICISS)”. One shot method of administration was applied to test for reliability on 10 staff from population who do not make up the sample. The reliability index obtained was 0.86. mean, and standard deviation was used to analyze the data related to the research questions and t-test statistical analysis was used to test the hypothesis. The findings revealed that education roles of AI in curbing insecurity in Imo State University to a high extent do not curbing insecurity in the university. The hypothesis also revealed that there is no significant difference between the mean rating academic staff and that non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University. Based on this finding, it was recommended that since the study found AI Face Detection Technology is not installed in our school, video surveillance cameras, physical access controls and paging and radio systems its necessary that such tools are installed within the schools.

**Keywords: Education Roles, Technology, Integration of artificial intelligence, insecurity,**

## **Introduction.**

One of the key roles of modern educational system is that it creates competences that allow people to participate in the economic sphere of life (Anum 2024). The 21<sup>st</sup> century education is repositioned to address the challenges of insecurity in the global world, as well as the nation. The increasing insecurity which has ravaged the entire country has now become a nationwide concern which different initiatives by the Nigerian government and her security agencies have adopted to tackle the problem of insecurity, yet the problem still persists. The integration of Artificial Intelligence and in education has gain so much relevance presently that in this paper, we shall look at how it can be used to curb insecurity in Nigeria universities (Trisoni, Ardiani, Herawati, Mudinillah, Maimori, Khairat, David, & Nazliati, 2023). Nigeria educational systems are facing unprecedented challenges to their academic security, there are threats to jobs and incomes, investments, health care, energy affordability and the ability to maintain positive life style. Insecurity within the country has pose a serious challenge to the wellbeing of students and academic staff of Nigerian Universities.

Communal crisis around school locations is a security threat that affects the academic activity of the nation. Speaking on the Jos crises, Patience and Onuja (2013) reported how hundreds of people were killed in Wuse Local Government Area following a clash between Torah and Fulani herdsmen. Several houses were set ablaze including school buildings and other school valuable properties. Currently, there is an on-going crisis between the Tivs and Fulanis along the borders of Benue state. Ndahi (2014) reported that many have been killed, more than hundred houses including school buildings burnt down and many students displaced. Theft is another human threat that disturbs the peace of the school community. Theft involves the act of making unlawful claim to someone's property or illegally taking another person's property without the person's freely given consent. Theft in school may involve the unintentional stealing of another person's property, beverages, text books and others from fellow students either in the classroom or hostel. School theft if not properly managed can scare many children away from school or normal lesson due to fear of insecurity of their lives and properties (Ike, 2015). The unrest in the south East, perpetuated by the Unknown gunmen has also posed a serious challenge to the operation of the universities within the region. Another case of insecurity disrupting the educational system in Nigeria is the recent kidnapping of students from the Confluence university of science and technology Osara, Kogi State. This is height of insecurity as it exposes the lack of readiness to combat threats in the academic environment. Circumspect analyses of the mentioned incidents indicate that schools are insecure and the perpetrators of violence in schools come from within and outside schools (Masitsa, 2011). They include learners, parents of learners and gangs or individuals from communities. They target learners, educators, principals, management staff and security guards. They even destroy school buildings.

Another thing that threatens students' security is students' demonstrations. This constitutes a great danger to the lives of students, teachers and property at large. Amanchukwu, (2012) explained that demonstrations may be regarded as civil disturbances or direct action. Violent students' demonstrations largely constitute huge security risk and lead to a breakdown of law and order. On this, Monkwe (2010) posits that this may lead to unwarranted destruction of lives and property thus making the entire school unsafe for living and learning. Finally, cultism, drug abuse and alcoholism

among students constitute one of the major security threats in Nigerian schools. Students have had their destinies misdirected and their academic fortunes frustrated due to their involvement in drug abuse and alcoholism.

Education plays a critical role in exposing students to measures and safety practices that should be adopted to prevent threats or become victims of insecurity. The students on the fear of school crisis occurring are best managed by education, communication and preparation, rather than through denial (Campbell, 2007). Firstly, the school management need to be educated on the plans for a crisis. They are much more likely to accept a plan if they know and understand the rationale behind it. Secondly, communication with the school community members should occur, to converse about risk reduction and enhancing security and emergency preparedness plans. All the community members should be involved. Lastly, schools will need to prepare for both natural disasters as well as man-made acts of crime and violence. This is achieved by taking an ‘all-hazards’ approach to school emergency planning. This ‘all hazards’ approach should incorporate emergency plans for all natural disasters (i.e., floods, fires, earthquakes) and man-made acts of crime and violence (i.e., shootings, stabbings, theft, robbery, rape). It is necessary to have crises plan with specific procedures and strategies for each possible crisis that could occur, as well as integrating technologies such as artificial intelligence to help curb insecurity within the school and school communities.

The globalization of technologies has played key roles in improving educational output as well as, a well-informed education society with adequate information at its disposal. The dissemination of Information and Communication Technologies (ICTs) in overall society is yielding different kinds of transformations (Ahamefula, Anum & Megwa 2018). The university system, according to Eekoka and Anum, (2021); and Anum (2024) as a part of the social system is not beyond these transformations derived from the inclusion of technologies. In fact, since few years back and from different institution settings, action plans are being set, as a last resort in order to establish the adequate use of these technologies (AI) as much in questions of didactic and practical application as in those referred to its deontology; and thus, to adapt to new social requirements. The change that brought about new technologies has a significant effect on the way people live, work, play and transacts business and diffusion of information (Anum 2024). Technology such as Artificial Intelligence has become increasingly present in our lives, having a significant impact in various fields, including education. Education has undergone a series of changes and under the impact of artificial intelligence that brings with it the opportunity to transform, to adapt the way the teaching/learning process is carried out. Artificial intelligence refers to the development of systems and machines that can simulate intelligent human behavior, such as learning, reasoning, and problem-solving (Mircea, 2023).

Increasing the university focus in learning how to solve insecurity problems using AI in the school systems has brought about change in the global world. The implementation of AI-driven surveillance system with facial recognition and object detection capabilities can help the school system to monitor activities by the school security agencies within the university space and reduce the threat of insecurity. Okwor, (2021) posited that AI can be integrated in collecting data on the crime situation may be because of deriving the specified knowledge from large data sets. In other

words, this is often an approach to urge hidden relationships between the school and individuals committing crimes by using AI methods. Criminology is one of the foremost important areas of application of intelligent data analysis. It has a process whose purpose is to identify criminal characteristics. AI Face Detection Technology, it will also help the school to identify entry and exit within the school and school environment. AI facilities management tools can be used to help the school system to effectively monitor the status of power, wifi. it alerts the management when there is problem. This is because the ability possessed by AI is that it can teach the security person to learn individually by creating the needed analytical skills to take critical decisions on the different security problems they encounter and be able to recognize the surrounding insecurity challenge in their environment needed to find the right way of learning for student. To help create a secured, attractive and secure school environment, Tagbo (2015) posits that schools have to enhance the physical security The school has to develop some security devices and plans, by training staff and implement systems such as video surveillance cameras, physical access controls and paging and radio systems. According to Trump (2010), to ensure security in school, the school compounds by, placing cameras throughout the school buildings and possibly video tape recorders will allow personnel to see films of anyone within the area and that will be of great advantage to monitor the school environment. There should also be computer assisted design program in 3-D that can map how many people that are in a room or at a particular location.

Despite this effort of the education roles AI plays in curbing insecurity, it also faces some challenges. AI is all associated with science and algorithms, which lies on the technical side. People who are completely unaware of those algorithms and technology that lies behind the working of AI find it difficult to know its functioning (Okwor, 2021). Shortage of knowledge science skills within humans to urge maximum output from AI. As for education, progressed abilities are deficient. Statistics uncover that 55% of overview respondents felt the foremost critical challenge was the changing scope of human occupations when everything is attending to be computerized. Institutional management or supervisors are willing to require a position in it (Rugar (2010). The funds required to line up and execute AI are amazingly tall, hence not each Institutional management can invest in it or can attempt it for their claim institution. No innovation or human is idealizing; in case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base. On the inverse hand, tasks performed by people are regularly followed. Stewart, (2003) stated that AI is more sort of an instrument that makes a difference in increment the efficiency of a task. It has the control to trade all the common assignments with machines and permits you to do more beneficial errands alongside your time.

Theoretically, School climate theory by Halphin and Croft in 1963, posits that safe school climate has its significant influence on educational outcomes. It posits that positive school encourages interpersonal relationship and optimal learning opportunities for all students and reduces disruptive behaviour which School climate theory refers to the quality and character of the school life. It is based in patterns of school life experience and reflects norms, goals, values, interpersonal relationship, teaching, learning and leadership practices, and organizational structure. The theory further recommends the relationship between a positive school climate and the improvement of

school security is that a positive school climate has been associated with fewer behavioural problems and has less of security threats. According to Halphin and Croft (1963), positive school climate can significantly shape the degree of academic success experienced. Technological Determinism theory by McLuhan in 1999 states that technology shapes how we as individual in a society think, feel, act, and how society operates as we move from one technological age to another. borrowing from McLuhan's concept of technological determinism, everything have been affected and education is not left out rather it's the focal point of technology (AI) because technology (AI) and education are the points on which every other sector revolves. Empirically Okwor, (2021), carried a study on Artificial intelligence: as a tool for combating insecurity in Nigeria, after going through each abstract, twenty-six (26) papers were studied and twenty-two (22) sources were cited (including Internet sources) in the work. The conclusion was drawn from experience garnered during researches on some other related topic; consolidation of AI will be the solution to a good number of the aforementioned issues as Nigeria security will be automated i.e. by the use of machine learning, big data, deep learning, and deployments of facial recognition technology, Anti-dark skin bias of facial recognition software, and many other AI innovations. Dawson (2012), Downes and Bishop (2012), and Martinez and Schilling (2010) findings enhanced levels of engagement when students were presented with opportunities to use technological tools (AI) to demonstrate their learning in meaningful and authentic ways. However, Ezekoka, Isiozor, and Anum, (2016) noted that technology integration (AI) could act as a distraction, hinder critical thinking skills by making things too easy for students, impede instructional practices when technical difficulties arise, or even promote student cheating. Dutta & Bilbao-Osorio, (2012) pointed out concerns about the economic commitment of implementing and maintaining the infrastructure necessary to sustain the successful integration of technology (AI) in schools.

The increasing rate of insecurity in Nigeria which have affected the University system has become very problematic to all stakeholders of education in the State. This has led to increased rate of truancy and hooliganism among young boys and girls who should be fully focused in their academic pursuit. If this situation is left to fester, the researchers are worried that this will draw down the objective of academic excellence projected by the State government. The integration of technology such as AI in curbing the menace of insecurity in Nigeria university education serves as a useful tool in support of the various educational activities and improvement of staff and student's safety. A visit to some universities in Imo state reveal that technologies in the schools are used for various purposes but do address the security needs of the school. It is therefore against this backdrop that the researcher questions the educational role of the Integration of artificial intelligence in curbing insecurity in Nigeria university education? The challenges that hinder the integration of AI in curbing the menace of insecurity in Nigeria university education?

### **Purpose of the Study**

The main purpose of this study is to examine the The Role of Education in the Integration of artificial intelligence in curbing insecurity in Nigeria Universities. Specifically, the study sought

1. Ascertain the education role of AI in curbing insecurity in Imo State University.

2. Determine the challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State university

The following research questions were formulated by the researcher in line with the purpose to guide the study

1. What is the extent of education roles of AI in curbing insecurity in Imo State University?
2. What is the extent of challenges faced by Imo State University management in integrating AI in curbing insecurity in their university?

The following hypotheses are tested at 0.05 level of significance

1. There is no significant difference between the mean response of academic and Non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University
2. There is no significant difference between the mean response of academic and Non-academic staff on the extent of challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State University

## **Method**

The design of this study was a descriptive survey. The population of the study was made up of 1550 staff from Imo State university Owerri. Purposive sampling technique was used to sample 78 academic staff and 120 non-academic staff. A cluster random sampling technique was used to draw the sample. These represented 12% of academic and non-academic staff, given a total of one hundred and ninety- eight (198) respondents. The researchers utilized a self-constructed ordinal rating scale as the research instrument for the collection of data. The rating scale was titled, “Role of Education in Integrating of Artificial Intelligence in Curbing Insecurity Staff Scale (REIAICISS)”. This instrument for the study had 30 items using the four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighed 4, 3, 2, and 1 point(s) respectively. The face validity of the instrument used was carried out by three specialists from the field of Educational Measurement and Evaluation and two specialists from Educational Technology that looked at the instrument and made necessary corrections and constructive criticisms which were useful for the preparation of the final draft of the instrument. One shot method of administration was applied to test for reliability on 10 staff from population who do not make up the sample. With this, the items in the instrument were collated and scored. The responses from the tests were correlated using Pearson product-moment correlation coefficient to ascertain the reliability of the instrument. The reliability index obtained was 0.86. mean, and standard deviation was used to analyze the data related to the research questions and t-test statistical analysis was used to test the hypothesis.

## **Results**

### **Research Question 1**

What are the education roles of AI in curbing insecurity in Imo State University?

**Table 1: mean scores, and standard deviation analysis of academic and non-academic staff perception on the the education roles of AI in curbing insecurity in Imo State university**

<b>Items: the education roles of AI in curbing insecurity in Universities in Imo State</b>	<b>ACADEMIC MIC N=78 <math>\bar{X}_1</math></b>	<b>SD<sub>1</sub></b>	<b>NON-ACADEMIC ACAD EMIC N=120 <math>\bar{X}_2</math></b>	<b>SD<sub>2</sub></b>	<b>Mean set <math>\frac{\bar{X}_1 + \bar{X}_2}{2}</math></b>	<b>Rank order</b>	<b>Decision</b>
The institutions ensures that AI is integrated in collecting data on the crime situation within the school	1.92	0.69	1.96	0.80	1.94	4 <sup>th</sup>	Rejected
application of intelligent data analysis in criminology	1.74	0.72	2.28	0.76	2.01	3 <sup>rd</sup>	Rejected
AI Face Detection Technology is installed in our school	1.96	0.62	1.86	0.66	1.91	5 <sup>th</sup>	Rejected
AI facilities management tools are obtainable	2.16	0.84	2.16	0.78	2.16	1 <sup>st</sup>	Rejected
video surveillance cameras, physical access controls and paging and radio systems	2.00	0.88	2.06	0.94	2.03	2 <sup>nd</sup>	Rejected
<b>Aggregate mean and standard deviation</b>	1.96	0.75	2.06	0.79	2.01		Rejected

The data on table 1 shows that; the institutions ensures that AI is integrated in collecting data on the crime situation within the school. has an average means score of 1.94. This mean score is far below the criterion mean of 2.50 and in the rank order, it occupies the fourth position. It is therefore rejected that the institutions ensures that AI is integrated in collecting data on the crime situation within the school. The mean set score of 1.94 clearly indicates that both the academic and non-academic staff unanimously agree that the education roles of AI in curbing insecurity in Imo State Universities to a low extent. Application of intelligent data analysis in criminology in the second item on Table 1, it has a mean set score of 2.01. This mean score is below the criterion mean and occupies the third position in the rank order. It was therefore rejected that Teach application of intelligent data analysis in criminology. The third item which states that, AI Face Detection Technology is installed in our school has a mean set score of 1.91. This mean set score is below the criterion mean and occupies the fifth position in the rank.

### Research Question 1

What is the extent of challenges faced by Imo State University management in integrating AI in curbing insecurity in their university?

**Table 2: Mean scores, standard deviation and rank order analysis of academic and non-academic the extent of challenges faced by Imo State university management in integrating AI in curbing insecurity.**

Items: extent of challenges faced by Imo State university management in integrating AI in curbing insecurity	Academic N=78 $\bar{X}_1$	SD <sub>1</sub>	Non Academic N=120 $\bar{X}_2$	SD <sub>2</sub>	Mean set $\frac{\bar{X}_1 + \bar{X}_2}{2}$	Rank order	Decision
Difficulties in understanding the technicalities of AI	2.06	0.66	2.26	0.64	2.16	3 <sup>rd</sup>	Rejected
High cost of installing AI tools within the school environment	3.05	0.71	3.25	0.60	3.15	1 <sup>st</sup>	Accepted
Limited funding is allocated to the school for insecurity	1.95	0.60	2.00	0.75	1.98	5 <sup>th</sup>	Rejected
Adequate knowledge science skills within humans to urge maximum output from AI	2.22	0.83	2.14	0.91	2.18	2 <sup>nd</sup>	Rejected
In case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base.	2.08	0.76	2.10	0.82	2.09	4 <sup>th</sup>	Rejected
<b>Aggregate mean and standard deviation</b>	<b>2.27</b>	<b>0.71</b>	<b>2.35</b>	<b>0.74</b>	<b>2.31</b>		<b>Rejected</b>

From the data on Table 4.2, item number six which states that difficulties in understanding the technicalities of AI have an average mean of 2.16, item number eight which states that Limited funding is allocated to the school for insecurity has an average mean score of 1.98. Item number nine which states that e Adequate knowledge science skills within humans to urge maximum output from AI has an average mean score of 2.18, and item number ten which states that in case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base has an average mean score of 2.09. Items number 6, 8, 9 and 10 have average mean scores which are below the criterion mean of 2.50. They were therefore rejected to be appropriate. On the other hand, item number seven which states that high cost of installing AI tools within the school environment has an average mean score of 3.15. This is above the criterion mean and it is therefore accepted that high cost of installing AI tools within the school environment are appropriate. Based on the aggregate mean score of 2.27 for academic and 2.35 for non-academic staff which is below the criterion mean, the academic and non-academic staff unanimously agreed that the extent of challenges faced by Imo State University management in integrating AI in curbing insecurity in their university is low.

### Hypothesis 1

There is no significant difference between the mean response of academic and Non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University

**Table 3; Means standard deviation and t-test of different between the mean rating of academic staff and that non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University.**

Status	Number	DF	Mean	SD	Z-Cal	Z-Critical	Decision
Academic	78		1.96	0.75			
Non-Academic	120	196	2.06	0.79	±0.898	±1.960	H <sub>0</sub> : Accepted

The result of the analysis on Table 3 using t-test shows that there is no significant difference between the mean rating academic staff and that non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University. This was so because the calculated z-test value of ±0.898 was less than the critical value of ± 1.960 at 0.05 level of significance and at 196 degrees of freedom. Consequently, the hypothesis was agreed on at 0.05 level of significance

### Hypothesis 2

There is no significant difference between the mean response of academic and Non-academic staff on the extent of challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State University

**Table 4: Mean, standard deviation and Z-test of difference between the mean rating of academic staff and that non-academic staff on the extent of challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State University**

Status	Number	DF	Mean	SD	Z-Cal	Z-Critical	Decision
Academic	78		2.27	0.71			
Non-Academic	120	196	2.31	0.74	±0.759	±1.960	H <sub>0</sub> : Accepted

The t-test analysis result on Table 4.4 shows that there is no significant difference between the mean scores of academic staff and that non-academic staff on the extent of challenges faced by the Universities management in integrating AI in curbing insecurity in Imo State University. This was so because the z-calculated value of ±0.759 was less than the z-critical value of ±1.960 at 0.05 level of significance and at 196 degrees of freedom. The null hypothesis was therefore accepted.

### Discussion

The findings of the study revealed that the education roles of AI in curbing insecurity in Imo State University to a high extent that the institutions does not ensures that AI is integrated in collecting data on the crime situation within the school, no application of intelligent data analysis in criminology, AI Face Detection Technology is not installed in our school, AI facilities management tools are not obtainable, video surveillance cameras, physical access controls and paging and radio

systems do not curbing insecurity in the university. The hypothesis also revealed that there is no significant difference between the mean rating academic staff and that non-academic staff on the extent of education roles of AI in curbing insecurity in Imo State University. In line with this finding is Okwor (2021) who posited that the consolidation of AI will be the solution to a good number of the aforementioned issues as Nigeria security will be automated i.e., by the use of machine learning, big data, deep learning, and deployments of facial recognition technology, Anti-dark skin bias of facial recognition software, and many other AI innovations. Sahakov in Anum (2024) noted that AI integration could act as a distraction, as it could distract the management from critical security issues that requires human capabilities. Trisoni, et al, (2023) results of respondents seen, many agree that AI can detect threats and errors especially when applied to collecting data on the crime situation within the school, getting the highest percentage of 67.9% which is included in the agree criteria. They are of the opinion that with help from AI they can find out problems if applied to education.

The study further revealed that that difficulties in understanding the technicalities of AI have an average mean of 2.16, item number eight which states that Limited funding is allocated to the school for insecurity has an average mean score of 1.98. Item number nine which states that e Adequate knowledge science skills within humans to urge maximum output from AI has an average mean score of 2.18, and item number ten which states that in case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base has an average mean score of 2.09. Items number 6, 8, 9 and 10 have average mean scores which are below the criterion mean of 2.50. They were therefore rejected to be appropriate. On the other hand, item number seven which states that high cost of installing AI tools within the school environment has an average mean score of 3.15. This is above the criterion mean and it is therefore accepted that high cost of installing AI tools within the school environment are appropriate. Based on the aggregate mean score of 2.27 for academic and 2.35 for non-academic staff which is below the criterion mean, the academic and non-academic staff unanimously agreed that the extent of challenges faced by Imo State University management in integrating AI in curbing insecurity in their university is low. In line with Okolo and Anum (2022) lack of adequate funding has posed a serious challenge in curbing security challenges in universities. Rugar (2010) stated that the level of emergency preparedness, prevention, mitigation and awareness in many public schools are too poor due to poor funding of the security architecture. Okwor (2021) raised a serious concern on ability of the university staff to be able to idealize AI In case of computer programs or equipment crashes, it's troublesome to put a finger on what went off-base

## **Conclusion**

The role of education in the integration of artificial intelligence in curbing insecurity in Nigeria universities is that they can enhance the security experience of the school, staff ad students by providing personalized and high-tech intelligence to school management and security officers. AI tools/devices can also help the university to identify and address their weaknesses and improve the safety of the school environment therefore education plays a vital role in helping the school to understand how to successfully integrate AI in key areas that helps curbing insecurity, as well efficiency and effectiveness in the use of AI tools.

## **Recommendations**

The following recommendations were made

1. Since the study found AI Face Detection Technology is not installed in our school, video surveillance cameras, physical access controls and paging and radio systems its necessary that such tools are installed within the schools.
2. There is need by the government and education authority to fund, train the university security personnel's, develop and implement policies regarding the integration of AI, both as a tool for teaching and security purpose, and also for use in administration. This will also be done effectively by periodic workshops on the use of AI tools.

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