

Roles of Tertiary Institutions in Curbing Banditry, Kidnapping and Terrorism in Nigeria

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Received: 2023 30, Nov

Accepted: 2023 25, Dec

Published: 2024 26, Jan

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Abstract

This paper explored roles of tertiary institutions in fighting against banditry, kidnapping and terror in Nigeria. The research method adopted for this study is the documentary research method through the use of secondary data. The secondary data were collected from both print and online publications. The paper concluded that the tertiary institutions in Nigeria have a lot of roles to play in the fight against banditry, kidnapping and terror in Nigeria. Specifically, the paper identified the roles of tertiary institutions in fighting against banditry, kidnapping and terrorism in Nigeria including; teaching security tips, research on causes of banditry, kidnapping and terrorism and how to tackle them, provision of community services geared towards empowerment of youths, establishment of centre on studies on securities and provision of technical support to various public institutions on fight against banditry, kidnapping and terror in Nigeria. The study recommends among others that the federal and state governments should appoint people of integrity from academia to fill the positions of Council Members and Vice-Chancellors in Nigerian universities respectively. The suggested solution will produce quality leadership needed by tertiary institutions to perform their various roles that will consequently address the root cause of Banditry, kidnapping and terrorism to a great extent

Keywords

Banditry, Kidnapping, Terrorism, Insecurity, and Tertiary institutions.

Introduction

According to Ojukwu and Nwanma (2015), since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen. Daily, the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombings, abductions, rape and a high rise in ethnic and communal clashes, which have become regular occurrences and have characterized life in Nigeria (Nwangwa, 2014). Media reports are awash with the number of lives lost as a result of terrorist, insurgent and other attacks that seem to be alarming. As if some places in the country can be walled off from the negative impact of violence, our academic (school) institutions have also become hot spots where cases of insecurity are recorded (Ojukwu and Nwanma, 2015). This is due to frequent bombings, the killing of young and old, male and female including school pupils, the burning of worship places, and schools, and the sound of gunshots. The effects of insecurity in the State seem to be enormous not only on parents, the school and the society but especially on the school pupils (Abdullahi & Terhemba, 2014). The inability of the governance system to perform its roles is also hurting the educational system (tertiary institutions). For instance, it has been noted that “government at various levels is corrupt that they can no longer provide the basic social amenities for the citizens to enjoy” (Ayeni, Tusayi, Joseph & Obatayo, 2018). This is because the more infrastructural development a country is; the more empowered and secured the people will be (Ayeni, Andeshi & Uzoigwe, 2022, p 268). A government that provides basic amenities in a great quantum is empowering and securing its people.

Insecurity is a social problem that requires the full involvement and participation of critical stakeholders like security institutions, political institutions and tertiary institutions. Tertiary education is defined by the National Policy on Education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Tertiary education is the final stage of education that handles the production of manpower for the social, economic and technological development of a country. Also, the goals of tertiary education according to the FGN National Policy on Education (2013), shall be to: contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning program that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

Ogunode, Edinoh and Okolie (2023f) conceptualized tertiary education as a planned and organized educational system designed for the total development of man/woman and the total transformation of society through the utilization of teaching, research and provision of community service. Tertiary education can also be viewed as post-basic and secondary school education that embraces advanced teaching, research and community service. Tertiary education is an advanced educational system meant for human capital

development through teaching, research and provision of community service. Tertiary education is the third tier of education that is designed for the production of skilled professionals for socio-economic and technological advancement. Tertiary institutions are a micro section of the larger society. According to Ogunode, et al (2023f) the goals or objectives of tertiary education include; aiding the production of manpower; ensuring national unity; ensuring technological development; fostering national unity and international peace; increasing production through research; providing post-secondary school education; to prepare students with quality knowledge and reliable skills for independent living and the world of work. The cardinal programmes of tertiary institutions globally include; teaching programmes, research and provision of community service.

Tertiary institutions are an organized fraction of the whole society carved out for teaching programmes, research and provision of community service. The tertiary institution can also be seen as a subset of the general society that is made of a collection of different people, different cultures, different lifestyles and different values (Ogunode & Odo 2023). Tertiary education is an organized education that deals with intensive teaching, research and provision of community services (Akin-Ibidiran, Ogunode & Ibidiran John 2022). Ogunode and Onakoya (2024) established that tertiary institutions are problem solvers. Femi (2019) also attested that tertiary institutions are established to provide solutions to society's problems and challenges. Musa (2016); Ogunode (2020) and Abu (2022) concluded that tertiary institutions and research institutions are the last hope of the humanities when it comes to issues of finding solutions to problems that befall the entire society. It is based on this, that this paper is aimed to discuss the roles of tertiary institutions in curbing banditry, kidnapping and terrorism activities in Nigeria.

The research method adopted for this study is the documentary research method through the use of secondary data. The secondary data were collected from both print and online publications.

Theoretical Framework

The study employed structural-functional theory. The theory originated from sociology and anthropology and was adapted in political science by Gabriel A. Almond (1960), Coleman, J.S (1960) and others. The trust of the structural-functional theory is that every society is made up of a system with structures that perform various functions for the survival of the system. Systems can be compared and ranked in terms of how the functions are performed (Almond, 1960). The inability of any structure to perform its function will cause the system to malfunction, (Ayeni & Nwaorgu, 2018), hence when a structure is not performing its function optimally; vices often appear (Joseph, Cinjel & Ayeni, 2017).

Here, society refers to the Nigerian state, while the system refers to the tertiary educational system. The structural-functional theory is relevant to the title of the study, 'The Roles of Tertiary Institutions in Curbing Banditry, Kidnapping and Terrorism in Nigeria' because both emphasise structure that must perform certain functions for the efficient function of the system. In a political environment, what goes on in every system that structural-functional theory analyses is coterminous with happenings in the political environment of Nigeria (Joseph, Cinjel & Ayeni, 2017). Suffice it to say that, tertiary institutions that perform their roles have integrity that enhances peacebuilding. On the other hand, tertiary institutions that do not perform their role with integrity hurt society and do not promote peacebuilding (Ogunode & Ayeni, 2024).

The performance of roles by tertiary institutions and structure to curtail insecurity like banditry and terrorism among others lie in the ability of individuals who work with the system (tertiary institutions) to display professional integrity. Professional integrity is all about acting according to the ethics of that particular profession (Ayeni, 2018). The ability of a system (tertiary institutions) with structure (Centre for Peace and Security Studies) to perform their roles optimally lies with whether individuals working with both the system (tertiary institutions) as a whole and with structure (Centre for Peace and Security Studies) in particular perform their roles with integrity. Integrity is doing what you are supposed to do (Ayeni, 2018).

Literature Review

Concept of Insecurity

Insecurity is the state or event that puts an individual or institution into fear and threat and makes the individual or institution unable to carry out any meaningful work (Ogunode and Adanna, 2022). Best (2006) defined insecurity as a degenerated stage of conflict, threats to human security, and intense violence characterized by fighting, death, injury, et cetera. Hassan, (2014), viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration. Insecurity is a threat to learning. Prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools, therefore the onus is on the social system like education (school) to perform its roles with integrity, do what you are supposed to do (Ayeni, 2018). Olamosu (2000) viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes a critical dimension to the extent that the survival or existence of the social system or structure is threatened. According to Achumba, Ighomereho and Akpor-Robaro (2013), insecurity is the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others. Oluyomi, and Grace, (2016) defined insecurity as concerned with feelings of uncertainty, dangers or threats to life.

For this study, insecurity is the state of being unsafe or a situation whereby individuals and groups of persons cannot carry out economic and social activities because of threats to their lives and properties in a particular environment.

Banditry

Banditry is a derivative of the term bandit meaning an unlawful armed group terrorising people and confiscating their properties. It is synonymous with the establishment of gang groups that use small and light weapons to carry out attacks against people. In this regard, banditry could mean a set-up of criminal activity deliberately designed and carried out for personal gains (Rosenje, & Peter, n.d). Banditry according to Uche and Iwuamadi (2018); Cinjel, Joseph and Ayeni (2020) is reflected in criminal escapades like cattle rustling, kidnapping, armed robbery, drug abuse, arson, rape and the brazen and gruesome massacre of people of agrarian communities with sophisticated weapons by suspected herdsmen and reprisal attacks

from surviving victims, a development that has been brought to the front burner of national security. Shalangwa (2013) defined banditry as the practice of raiding and attacking victims by members of an armed group, whether or not premeditated, using weapons of offence or defence, especially in semi-organised groups to overpower the victim and obtain loot or achieving some political goals. Such bandits are usually perceived as outlaws, desperate and lawless marauders who do not have a definite residence or destination but roam around the forest and mountains to avoid being identified, detected and arrested. Egwu (2016) viewed banditry as a practice of stealing cattle and animals from herders or raiding cattle from their ranches. From the above, banditry can be seen as the application of force to raid cattle from their ranches and intimidating owners with weapons. Banditry is organized criminal activities carried out by people with weapons that involve raping, cattle rustling, and killing, kidnapping and armed robbery in rural areas or cities. Banditry is also the use of force and weapons to abduct people, raid cattle, destroy farmlands, kill, rape and cart away foodstuffs in rural areas. Banditry affects teachers, students and the entire education process in the rural communities.

Banditry in North-western Nigeria has become increasingly destructive. This is due to the activities of militias, known locally as “bandits”. These are loosely organised armed groups, reportedly over 120 factions with 28 to 2,500 members. They are now deadlier than the well-known Boko- Haram which operates in northeastern Nigeria. The origins of the conflict in north-western Nigeria can be traced back to 2011 following disagreements between Hausa farmers and Fulani pastoralists over changes in land ownership and encroachment on grazing routes, primarily due to environmental and climatic factors. They were characterised by small-scale disputes and isolated hit-and-run attacks resulting in crop damage and livestock theft. This conflict also included skirmishes with primitive weapons, such as sticks, daggers and locally crafted Dane guns (Buba, 2023). The increasing attacks of bandit groups have led to the destruction of lives and properties, displacement of people from their communities; and a growing number of widows; widowers and orphans, who now reside in Internally Displaced Persons (IDPs) camps following the continued attacks of armed bandits on both farming and pastoral communities across different areas of the states specifically in South East, North Central, North East and North West (Ogunode, Ahaotu & Obi 2021; Okoli and Ochim, 2016; Mustapha, 2019; Rosenje & Peter, n.d).

There is no gainsaying the fact that banditry poses a serious challenge not only to the security of Northwest states but to the country at large because of its ever-increasing impacts and implications. The level at which armed bandits operate within the northwest region calls for attention by both the State and Federal governments, more especially, since the latter controls the state security apparatuses. This complex situation of social violence and insecurity in the affected states has been on for almost a decade, especially in the educational sector (Ogunode & Ukozor 2022; Ogunode & Ukozor, 2022a; Ogunode & Ahaotu, 2021; Rosenje, & Peter, n.d; Okoli and Ogayi, 2018).

Kidnapping

Kidnapping is adjudged to be unlawful detention of persons through the instrument of force, threat, fraud or enticement for different political and socio-economic reasons. Kidnapping involves the coercive movement of a victim from one place to another, and the detention or seizure of that person, be it a child or an adult (Garpiya 2022). Inyang and Abraham (2013) added that it is legally regarded as a restriction of someone else's liberty which violates the provision of freedom of movement as enshrined in the constitution of the Federal Republic of Nigeria, where every other law takes its cue from. Uzorma and Nwanegbo-Ben (2014) defined kidnapping as the act of seizing and detaining or carrying away person(s) by unlawful force or by fraud, often with a ransom demand. It involves taking a person from their residence or location of interest forcefully without their consent with the motive of holding the person hostage and earning a profit from their families and places of official duties.

For this study, kidnapping is an action that involves unlawful detention or keeping persons away in a hidden environment and restricting the person's movement. Kidnapping is the application of force to abduct persons and keep them away from their families for economic and social reasons that are not justified by laws.

Terrorism

Boko Haram remains one of the world's deadliest terrorist groups: it killed more than 1,500 people in 2017 and caused the displacement of 2.4 million people in Nigeria and 200,000 in neighbouring countries. Nearly 9.2 million people still need vital assistance in the four countries affected by this crisis. Since late 2014, the Multinational Joint Task Force established by Cameroon, Niger, Nigeria and Chad has been making all efforts to reduce the threat posed by Boko Haram (Saleh, 2011; Diplomatic.gov 2018; USIP 2021; Ogunode, Ahaotu and Obi 2021; Ogunode and Ahaotu, 2021). Okolie (n.d) observed that Boko Haram, authoritatively referred to as Jamā'at Ahl as-Sunnah cover Da'wah wwe'IlJihād, is a fear-monger bunch in Nigeria whose official mission is to advance the lessons of the Prophets and Jihad. It was established by Mohammed Yusuf in 2002 and formed into a jihadist bunch in 2009 when it dispatched its activity to make an Islamic state. The gathering rejects British Rule, authoritative and instructive acts of expansionism, and interest in the Islamic State of West African Province administered by a religious government. The rationale for the formation of Boko haram is the background of weak economic and political institutions created by past and present Nigerian leaders to breed corruption, exploitation, poverty, and unemployment among others. For instance, a society like Canada with inclusive or strong economic and political institutions sticks to rules which engender self-reliance and incentives to perform, while a country like Nigeria imbued with weak political and economic institutions placed widespread restraints on economic freedom to enhance selfish interest for political actors and their supporters (Ayeni, Abdullahi, Andeshi, 2021). Even though embraced the Western culture of democracy among others; strong economic and political institutions that make for economic prosperity have not been accepted by Nigeria's political leadership. Boko Haram goes against the Westernization of Nigerian culture, which it faults for "Nigeria's way of life of debasement," and fortifies, and attaches with Jihadist Groups all over the planet. Muhammed Yusuf was caught and killed in 2009 under Police care. The gathering was assigned a fear-based oppressor bunch by the USA in 2013.

Boko Haram started its uprising in 2009 with the quest to assemble an Islamic state in overwhelmingly Muslim northern Nigeria. Instructive establishments are the objectives of the gathering, particularly those showing a mainstream educational plan. The United Nations International Children's Emergency Fund, (2021) notes that Boko Haram warriors have killed more than 2,295 educators and annihilated around 1,400 schools since the uprising started. Extremists have captured many understudies, instructors, and a huge number of different regular folks.

Roles of Tertiary Institutions in Curtaining Banditry, Kidnapping and Terror in Nigeria

Nigeria in her current democratic dispensation is faced with different kinds of threats such as armed robbery, kidnapping, political thugs, ethno-religious conflicts, organized violent groups, economic-based violence, gender-based violence, sexual abuse, trafficking and recently the menace of Boko Haram (Okpaga, Chijioke and Innocent 2012; Ibrahim, 2002). Human Rights Carriers (2021); and Okorie (2011) noted that Nigerians are constantly bedeviled with fears of one attack by one extremist group or the other. Hostage-taking, bomb-throwing (explosion) and violent crimes are now part of the daily life of Nigerians (Ogunode, Umeora & Olatunde-Aiyedun, 2022; Ogunode & Chijindu 2022; Ogunode & Ukozor 2022; Fasan, 2011; Saleh, 2011; Patrick, 2012). The high level of insecurity in Nigeria is noted to have been caused by different factors such as corruption, exploitation, greed, poverty, high level of unemployment, social injustice, political apathy to the basic needs of the poor as well as failed economic policies (Inyang, 2009; Obijofor, 2009; Amaechi, Ayeni & Madu, 2019; Ogunode & Chijindu, 2022; Ayeni, Doosuur & Kefas, 2021; Ogunode & Ukozor, 2022). Poverty and unemployment which are among the root causes of insecurity could have been addressed through good political leadership and massive infrastructural development. Thus, “the extent of success or failure of any human society or organisation has its root in leadership at all levels” (Muhammed & Ayeni, 2018, p. 315), even as “physical infrastructure is crucial in every society because of its capacity to empower people” and lift them out of poverty (Ayeni, 2017, p. 55). This development is capable of addressing the root cause of insecurity. Insecurity in Nigeria also takes different forms which include; kidnapping, banditry, physical violence, battery and assault, Burning of schools or fire outbreaks, False imprisonment and detention of students, Armed robbery, stealing and trespassing, Burglary and vandalization of facilities, Rape and sexual harassment, Bombings, Drug abuse, alcoholism and smoking and Cultism and hooliganism (Manga, 2019; Global Coalition to Protect Education from Attack, 2018; Ogunode, Umeora and Olatunde-Aiyedun, 2022; Ogunode & Adanna, 2022). The above causes of insecurity emanated from the failure of the governance system of Nigeria with structures (executive, legislature and judiciary arms of government) that are not able to perform their roles with integrity (Ayeni, 2018). The failure of the governance system to address insecurity in Nigeria necessitated the need to look up to another system (education system) with the view to addressing social problems that the former has not been able to address.

The tertiary institution is an educational system that can address the social problem for the survival of Nigeria society, hence the need for tertiary institutions to utilize its structures (special centres and institutes) to address insecurity to make sure that the Nigeria society survives. The following are the functions

that tertiary institutions structure can perform to bring about stability and survival in Nigeria society; teaching security tips, researching causes of insecurity like banditry, kidnapping and terrorism and how to tackle them, providing community services geared towards empowerment, establishing of centre on studies on securities and provision of technical support to various public institutions on fight against banditry, kidnapping and terror in Nigeria.

Teaching on security tips

Teaching is a core function of the educational system like the tertiary institutions. Oke-bukola (2019) noted that the curriculum of tertiary institutions through which medium of teaching is meant to provide and deliver to tool learners with knowledge, skills, attitudes and values. Knowledge and skills to be a good farmer or engineer; attitudes and values such as honesty, objectivity, perseverance and being a good team player are necessary for the workplace. On exiting school at the basic or higher education level, the learner is better prepared to contribute meaningfully to the economy. Charles, Nweke, Chukwugozie and Nwoye (2016) noted that it is through the approval of a minimal standard for academic activities that, the National University Commission (NUC) launched the General Studies programme into the University's curricula. This was done to satisfy the longing for students in Nigerian Universities to be well grounded and, perhaps well rounded as well, in interdisciplinary studies to compete conveniently with their mates in other universities around the globe. For the University of Ilorin, Nigeria, the objectives of the minimum programme are: a) to better the language and communication skills of all students and to assist them in building enough fitness in the use of English as an instrument for their now and would-be occupation; b) to aid students to grow and develop the knowledge of their social, cultural and physical milieu which automatically will equip them to operate actively in their society; c) to socialize the Nigerian students to cultivate acceptable behaviours, attitudes, patriotism, nationalism and value the status of the constitution as well as create the awareness in students about the roles and obligations of Government at all levels. The empowerment role that tertiary institutions play is expected to address the root cause of insecurity, the reason is that poverty causes insecurity (Muhammed & Ayeni, 2018).

Tertiary institutions play roles that include teaching security tips on identification, prevention and management of their GST programmes. Also, GST programme objectives in tertiary institutions include the provision of general education for sustainable development. GST programmes aimed at providing social skills, security skills, peace and conflict resolution skills, entrepreneurial skills, communicative skills and economic skills (Ogunode & Ayeni, 2024). Tertiary institutions have since created structures like the Centre for Security Studies where people are taught about security and other related matters.

Research on causes of banditry, kidnapping and terror and how to tackle them

Research is planned activities and systematic undertaken to provide solutions to existing problems and to increase knowledge that is hidden. Research in tertiary institutions involves the identification of problems, collection of data, analysis of data collected, discussion of findings and giving recommendations to solve the problems. Tertiary institutions are known for carrying out research. Researches in tertiary institutions are carried out by academic staff, researchers and students. According to Ogunode, Jegede, Adah, Audu, and Ajape (2021), the academic staff is saddled with the responsibility of carrying out research

in the universities. Conducting research is one criterion for measuring their performance. Paul (2015) submitted that the conduct of research is one of the basic functions of tertiary institutions, which comprise Universities, Polytechnics, Monothechnics and Colleges of Education. The academic staff of these institutions are compulsorily required to carry out research activities as their promotions are primarily based on their research outputs. Research for the students according to Ogunode, Ukozor and Kware (2022) enables the tertiary to award Diplomas, Bachelor's degrees, Master's degrees and PhD degrees. The universities are saddled with the responsibilities of coming out with admission requirements, course work, duration of programme and requirements to fulfil before graduation from any of the programmes. Writing a research project is one of the conditions that university students must fulfil before being awarded any form of a degree. A research project is the capstone for the first degree while a dissertation and thesis are for master's and PhD students.

Generally, tertiary institutions are saddled with responsibilities to carry out research to solve challenges for the country and humanity at large. Since tertiary institutions are known as problem solvers, it is expected of Nigerian tertiary institutions to embark on research on areas of social and economic problems facing Nigeria like the issue of banditry, kidnapping and terrors. Tertiary institutions in Nigeria have great roles to play in researching securities problems. Research on how technology and drones can be used to tackle insecurities in Nigeria, how community policing can be used to reduce insecurity problems in the various communities, research on how to change kidnappers orientation in the society and how the community can be engaged and be involved in securities management in Nigeria.

Provision of community services geared towards empowerment

Provision of community service is no doubt one of the roles that can contain insecurity; hence poverty has been identified as the root cause of most violent conflict in many African countries. This community service empowers members of the host community to enhance their social and economic well-being (Ayeni & Ezirim, 2023). The community service programme is the third cardinal programme of tertiary institutions. A community service programme is an organized and planned service programme of higher institutions for the benefit and betterment of their host communities (Ogunode, Iyabode, and Olatunde-Aiyedun 2022). Community service programmes of higher institutions are community-inclined services initiated by the institutions to develop the communities. Community service of higher institutions is service provided by institutions to benefit the community people. Community service programmes are done near the area where the institutions are located so that the host community can enjoy the benefits of the institutions (Ogunode et al 2022). Tertiary institutions in Nigeria can embark on community services geared towards youth empowerment. Tertiary institutions can come up with entrepreneurship programmes to encourage youths to create jobs and be self-employed. The above will address insecurity as the symbol of Nigeria's strength (youths) that are wasting away in cities and communities trying to get jobs that never existed will be empowered (Muhammed & Ayeni, 2018). Tertiary institutions can engage in large-scale farming in the host communities to create job opportunities for youths. Tertiary institutions can engage community youths in community voluntary vanguard against insecurity. Youth will be encouraged and motivated to support the security of their community by providing information to the security agencies.

Establishment of a centre on studies on securities

The role of security cannot be underestimated. Security has been defined as “the state of not being financially, emotionally, psychologically and materially threatened” (Ayeni & Beji, 2018, p. 19). Tertiary institutions create structures like the ‘Centre for Security Studies to support the development of programmes to curtain and fight against insecurity problems in Nigeria. The issues of banditry, kidnapping and terror can be systematically studied from those countries that have faced such problems and overcame them. Even though tertiary institutions structure like the Centre for Security Studies) ought to teach how to contain insecurity like banditry, terrorism among others, corruption that is one of the root causes of insecurity has been accepted by many people as a way of life (Ayeni, Tusayi, Joseph & Obatayo, 2018; Godwin & Ayeni, 2016). The prevalence of corruption in most systems within the Nigeria society might pose a threat to the implementation of the teachings of security issues in this centre. The centre shall be responsible for organizing conferences, seminars and symposiums on the root cause of banditry, kidnapping and terror in Nigeria, measures to tackle problems of banditry, kidnapping and terror and ways of sustaining sustainable peace in Nigeria (Ogunode Tseveda & Atim 2024). Suggestions, recommendations and pieces of advice gathered from the various centres can be used by policymakers and government officials to address the problems of insecurity in Nigeria. A situation where the implementation of policies on how to address insecurity will be passed to public officeholders who created the insecurity in the first place because of their inability to perform their role call for concern. This is even as it has been noted that public offices in Nigeria have become cash and carry in Nigeria's political system (Ayeni, Tusayi, Joseph & Obatayo, 2018). In a society where corruption has almost become a norm, the people of integrity must stand firm and win corrupt people over to themselves with their good deeds.

Provision of technical support to various public institutions in the fight against banditry, kidnapping and terror

Tertiary institutions are home to professionals, researchers and professors who have wide experience in securities issues. Most professors in the field of securities are spread across Nigerian tertiary institutions that can offer technical support to various public and private institutions in the businesses of security management in Nigeria. Femi (2017) acknowledged that Nigerian is blessed with human resources that can solve any social and economic problem confronting the country if they are motivated, coordinated and deployed effectively. Even though Nigerian researchers and professors are recognized globally for helping to solve international problems, Ayeni (2018, p. 96) in a study titled, *Federalism in the USA: Lesson for Nigeria*, argued that the quality of leadership is the bedrock of development in every country of the world, hence the leadership role cannot be underestimated. What the above implies is that the ability of tertiary institutions to adequately perform their roles of providing technical support to public institutions in the fight against banditry, and kidnapping among others depends on the quality of people manning tertiary institutions in Nigeria. The quality of a person has been explained by Ayeni (2018) in a book titled, *Integrity of Contemporary Development: An Ideological Approach*, as doing what you are supposed to do. This is even as Ogunode & Onakoya (2024) and Femi (2019) submitted that Nigerian professors from Nigerian tertiary institutions have what it takes to solve the various social and economic problems facing the country if they are actively involved in the national assignment. One might want to ask whether Professors, researchers and staff of tertiary institutions are doing what they are supposed to do in the system (tertiary

institutions) to play their roles in addressing the root cause of banditry, kidnapping and terrorism ravaging the country. Current happenings in contemporary Nigerian society have answered the above question.

Conclusion and Recommendations

This paper explored roles of tertiary institutions in fighting against banditry, kidnapping and terrorism in Nigeria. The paper used secondary data. The secondary data were collected from both print and online publications. The paper concluded that the tertiary institutions (educational system) in Nigeria have a lot of roles to play in the fight against banditry, kidnapping and terrorism in Nigeria. Specifically, the paper identified the roles of tertiary institutions in fighting against banditry, kidnapping and terrorism in Nigeria to include; teaching security tips, research on banditry, kidnapping and terrorism and how to tackle them, provision of community services geared towards empowerment of youths, establishment of ‘Centre for Security Studies’ on securities and provision of technical support to various public institutions on fight against banditry, kidnapping and terror in Nigeria.

The study finds out that it takes quality leadership by tertiary institutions to perform their various roles that will consequently address the root cause of Banditry, kidnapping and terrorism to a great extent. Secondly, it was discovered that staff, especially academic staff of tertiary institutions must be people of integrity to be able to perform their function of addressing the root cause of banditry, kidnapping and terrorism in Nigeria via the various structures where they carry out their roles. Lastly, the study discovered that teaching and research are indispensable to addressing the root cause of banditry, kidnapping and terrorism in Nigeria via the structure where they carry out their roles.

The following are the recommendations of the study: The federal and state governments should appoint people of integrity from academia to fill the positions of Council Members and Vice-Chancellors in Nigerian universities respectively. The suggested solution will produce quality leadership needed by tertiary institutions to perform their various roles that will consequently address the root cause of Banditry, kidnapping and terrorism to a great extent.

Secondly, the federal government must recruit only people of integrity as staff of tertiary institutions through recommendations from religious groups, civil society organisations or people who are morally upright in the society. The suggested solution will enable tertiary institutions to be filled with people of integrity to serve as role models for the younger generation, while also performing their role of addressing the root cause of banditry, kidnapping and terrorism in Nigeria via the various structures where they carry out their roles

Lastly, the federal and state governments in Nigeria should make policies that will enable teaching and research allowances to be paid to ‘lecturer II and above in tertiary institutions, just as it is currently being done to Medical Doctors in all government hospitals in Nigeria. The suggested solution will enable lecturers to perform their roles with commitment and dedication (to do what they are supposed to do), rather than running from one university to the other all in the name of taking up a visiting lecturer role for a peanut.

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