

# Students' Database and National Security: The Tertiary Institutional Framework

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**Abstract** – More than 80% of social vices that lead to national threats are perpetrated by youths who had in one way or the other been a part of an academic community. Majority of these youths are dropouts from tertiary institutions, frustrated by having been expelled due to poor academic performance or in connection cultism. This paper presents a framework that will enable a close monitoring of youthful behavioral changes through their individual academic performance.

**Keywords:** Youthful Behavioral Changes, Individual Academic Performance

## I. INTRODUCTION

The National Youth Development Policy defines youth as people within the age range of 18 years and 35 years inclusive. It further states that this age bracket constitutes about 40% of Nigeria's population of over 150 million people. The total population of youth between 10 years and 24 years in Nigeria was 45.4 million in 2006, which is 34% of the total population then. Youths are the foundation of a society. Their energies, innovations, character and orientation define the pace of development and security of a nation. Through their creative talents and labor power, a nation makes giant strides in economic development and socio-political attainments. In their dreams and hopes, a nation finds her motivation; on their energies, she builds her vitality and purpose. And because of their dreams and aspirations, the future of a nation is assured.

There has been an increase in the occurrence of acts of violence and lawlessness in Nigeria. Social vices like kidnapping, oil bunkering, arms insurgence, cultism, and

terrorism are gradually encircling greater part of the country. To a very high percentage, these acts are perpetrated by youths. Young people all over the world are a vital and important segment of the society in which they live. A disciplined, focused, and law-abiding youth can create a bright future for any nation. Conversely, a lawless, indulgent and violent youth is a great threat to a nation's peace and security [1][2].

Many researchers have outlined some causes of youthful restiveness to include poor governance policies, poverty, insincerity, ineffective corporate community relationship, underdevelopment, environmental degradation, unemployment, etc [3]. Its causal effect can be seen as kidnapping, vandalization, violent conflicts and other forms of societal ills [2]. They have also suggested different approaches towards curbing youthful moral decadence with little or no thought on the psychological effect of poor academic performance or academic expulsion on the disposition of youths to national security.

As a learning institution, our statistics have shown that +90% percent of our students between the age range of 18 years and 35 years as contained in the definition frame of youth by National Youth Development Policy. This statistics is also similar in other institutions of higher learning all over the country. Based on our record, there is a correlation of academic performance with students' moral exhibition.

Students that are involved in violent acts, cultism, and academic disruption in the institution are most likely to have poor academic performance (exceptional cases) and this class

of individuals has the tendency of depicting similar acts in a wider societal scenario. Hence there is an opportunity that institutions can create a framework to check, monitor and control moral decay in youths that can lead to a serious national security threat from their various institutions using the methodology proposed in this work.

## II. METHODOLOGY

The objective of this methodology is to create a framework for monitoring students' academic performance, check a correlation of their performance and moral exhibition, place a control for improvement and present extreme cases to national database for security checklist. It is expected that to a great extent, students with incorrigible characteristics can be identified and monitored in a wider scrutiny to prevent their involvement in lawlessness. Figure 1 shows a sorting method for selecting students with poor academic/ behavioural performance/pattern.

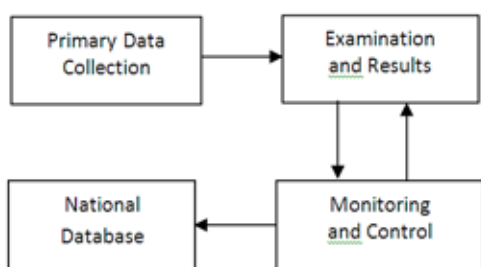


Fig. 1 Character Check Guidelin

This framework is divided into four sections

### A. Primary Data Collection

This is the entry point for all the students in the institution. At the point of admitting a student, their primary information indicating their origin, family and other personal information are collected. Students at the point of admission are expected to provide information about their personality. Although this information is protected from public access, it will be used for tracing such individual in the event of character breakdown.

### B. Examination and Results

At this point the students are sorted according to their academic strength using semester results. Students with very poor academic performance are forwarded to the monitoring the control unit for further scrutiny on their behavioural pattern. In our case study institution, students with very poor academic standing are either asked to repeat their present class or withdraw from the institution. Presented in Figure 2 and Figure 3 are automated result management system for computing semester results of students with poor academic performance. This system, though not for student's character, provides a pointer to the psychological balance of students using their academic record. That is, second semester results for the first years National Diploma and Higher National Diploma [5][6].

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DEPARTMENT OF COMPUTER SCIENCE																				
EXAMINATION SCORE/COMPREHENSIVE SHEET (NDI)																				
SECOND SEMESTER 2011/2012 ACADEMIC SESSION																				
SN	REG. NUMBER	S/NAME	F/NAME	O/NAME	Scientific Prog. Lang. (C)										REFERENCE(S)	CGPA(2)	GPA	POINT SCORE (I)	OTHER REMARKS	RAV
					COM121	COM122	COM123	COM124	GNS 102	GNS 121	BUS 1121	GNS128	EEEd 126	1						
1	2011/NDI00465/CS	LU	LU	JIM	C	D	D	BC	F	E	D	BC	E	CD	1	2.38	2.13	55.25		
2	2011/NDI00466/CS	KAN	KAN	EKA	CD	F	CD	E	C	D	CD	C	B	1	2.36	2.21	57.50			
3	2011/NDI00467/CS	MUHA	MUHA	KEH	CD	C	BC	BC	C	B	CD	CD	CD	0	2.97	2.76	71.75			
4	2011/NDI00468/CS	BHSI	BHSI	EKO											0.00	0.00	0.00		ABS	
5	2011/NDI00469/CS	NGE	NGE	KPO	E	D	C	F	E	E	BC	CD	CD	BC	1	2.13	2.09	54.25		
6	2011/NDI00470/CS	WCKE	WCKE	ELE	F	CD	D	F	D	E	BC	D	E	BC	2	1.36	1.61	41.75		W
7	2011/NDI00471/CS	JOKU	JOKU	ME	C	BC	BC	E	C	E	E	C	D	0	3.01	2.52	65.50			
8	2011/NDI00472/CS	NABU	NABU	MELIE	C	CD	B	CD	BC	B	CD	CD	CD	0	2.53	2.75	71.50			
9	2011/NDI00473/CS	NINA	NINA	ENA	D	CD	C	D	E	D	F	D	C	1	2.22	2.12	55.00			
10	2011/NDI00474/CS	NVA	SAU	NVA	E	E	D	E	E	D	D	F	CD	1	1.61	1.97	51.25		R	
11	2011/NDI00475/CS	AMA	AMA	ETO	E	C	CD	CD	E	CD	E	D	CD	0	2.31	2.34	60.75			
12	2011/NDI00476/CS	AN	AN	ZE	E	F	D	E	E	F	C	F	D	3	1.40	1.61	41.75		W	
13	2011/NDI00477/CS	IGO	IGO	ZE	CD	C	AB	C	CD	CD	AB	D	BC	0	2.96	2.86	74.25			
14	2011/NDI00478/CS	ANVA	ANVA	ALI	D	E	AB	D	CD	BC	AB	C	AB	0	3.06	2.77	72.00			
15	2011/NDI00479/CS	ANVU	ANVU	FAVO	F	F	F	F	D	F	F	E	D	6	0.81	0.50	13.00		W	

Fig. 2 General comprehensive students' results (Courtesy: AIFPU emester Results Template)

WITHDRAWAL LIST														REFERENCE(S)	CGPA	POINT SCORE (I)	
SN	REG. NUMBER	S/NAME	F/NAME	O/NAME	COM121 Scientific Prog. Lab	COM122 Intro. To Internet	COM123 Computer Appl. Pa	COM124 Data Structures & A	GIS 102 Comm. in English	GIS 121 Intro. To Sociology	BUS 102 Business & Cog. Lar	GIS128 Citizenship Edu. II	EE4 126 Intro. To Enine. Edu.				
1																	0.00
2																	0.00
3																	0.00
4																	0.00
5																	0.00
6	2011/ND/00470/CS	WOKE	WOKE	ELE	F	CD	D	F	D	E	D	E	BC	2	1.36	35.75	
7																	0.00
8																	0.00
9																	0.00
10																	0.00
11																	0.00
12	2011/ND/00476/CS	AN	AN	ZE	E	F	D	E	E	F	C	F	D	3	1.40	37.25	
13																	0.00
14																	0.00
15	2011/ND/00479/CS	ANWU	ANWU	FAVO	F	F	F	F	D	F	F	E	D	6	0.81	8.50	
16																	0.00
17																	0.00
18																	0.00
19	2011/ND/00483/CS	ATA	ATA	IHE	F	F	F	F	E	F	F	C	F	6	1.12	36.25	
20	2011/ND/00484/CS	AZU	AZU	MERE	F	F	F	F	E	F	F	F	CD	7	0.58	4.00	

Fig. 3 Students with poor academic performance (Courtesy: AIFPU Semester Results Template)

The results, as shown in Figure 3, provide information on students in a particular class whose behavioural pattern should be check for consistency by the monitory and control unit.

**C. Monitoring And Control Unit (School Counseling & Guidance)**

Schools provide a range of support services to give students the knowledge and skills they need to be effective learners and contributing members of the school community and society at large. School counselors work in collaboration with parents, teachers, administrators and others to promote learning and help students establish and achieve their education, career, and personal goals. School counselors provide leadership to ensure that students benefit from effective strategies and services aligned with the Standards for School Counseling Programs. The standards are often organized by grade level under the following goals:

- Academic Development – Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of post-secondary school.
- Career Development – Students will investigate the world of work in order to make informed career decisions.
- Personal/Social Development – Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

The school management board provides guidelines and model policies to in the development and implementation of codes of student conduct and related policies. The guidelines and model policies include:

- Criteria for the removal of a student from a class, the use of suspension, expulsion, and exclusion as disciplinary measures, the grounds for suspension and expulsion and exclusion, and the procedures to be followed in such cases, including proceedings for such suspension, expulsion, and exclusion decisions and all applicable appeals processes.
- Standards, consistent with State, Federal and case laws, for school board policies on alcohol and drugs, gang-related activity, hazing, vandalism, trespassing, threats, search and seizure, disciplining of students with disabilities, intentional injury of others, self-defense, bullying, dissemination of such policies to students, their parents, and school personnel [4].

In the event that a student has failed to meet with the set standards, a stipulated penalty will be melted out to the recipient. We are of the opinion that this penalty has some psychological effect on the affected individual. If effect is unbalanced, such individual can go into extremism posing threat to national security. In order to balance the psychological effect of this penalty on the affected individual, the victim will be continuously monitored and controlled for character

development, having failed, academically. In our case study, this unit is often known as guidance and counseling unit. Services of experts in psychology will be needed to detect, monitor and control students with propensity of moral decay. Incurrigible cases will have to be enlisted into the national database for students with poor academic performance and incurrigible behavioral pattern.

#### **D. National Database**

This constitutes a collection of students of tertiary institutions nationwide with poor academic/behavioural performance/pattern. This database will give the government an idea of individuals who have been certified by their various institutions as a suspected threat to national security based on their failures to meet the set standards in academic performance and behavioural pattern.

### **III. EXPECTED OUTCOME**

The framework as presented in this paper is a measure for identifying, monitoring and controlling individuals with certain unexpected moral characteristics. From the design above students who are recipients of a disciplinary measure (for instance, expulsion, withdrawal or repetition) are expected to report continuously to the guidance and counseling unit during their probation period for moral improvement prior to integration into the academic community and society at large. Where this individual fails during the probation period, it can then be ascertained that an incurrigible character has been identified and government should be alerted in such cases through submission of the primary data and identified defects of the individual to the national database.

Students have to be informed on the standards required of them during and after their studentship. They also have to be aware that the government is monitoring their behavioural changes through their individual institutions.

Using the methodology presented in this paper, it is expected that high moral standards can be maintained in institutions and some odd behavioural threats identified can equally be controlled and monitored when all institutions

in the country forward to national database information on individuals with incurrigible character threats.

### **IV. CONCLUSION**

National security is a vital requirement for any country wishing to attain vision 2020. To ensure that this requirement is achieved, it is expedient to monitor the agents of development and underdevelopment (the youths) of this country. A higher institution with students' strength of 5000 or above has an opportunity of maintaining this developmental trend through a closer scrutiny of their behavioural patterns using academic performances as pointers.

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