# MANAGING NIGERIAN TERTIARY EDUCATIONAL INSTITUTIONS: A PANACEA FOR NATIONAL SECURITY

**Catechist Dr. J.N.D. Meenyinikor Ph.D, FCAI**
Lecturer Department of Educational Management
Faculty of Education,
University of Port Harcourt,
P.M.B. 5323, Port Harcourt,
Nigeria.


**T.C. Timi- Johnson,**
Isaac Jasper Boro College of Education,
Sagbama, Bayelsa State, Nigeria


**G.C. Chux-Nyeche**
Ignatius Ajuru University,
Port Harcourt, Rivers State, Nigeria

**ABSTRACT:** *This study identifies those to be involved in managing Nigerian tertiary educational institutions for national security. The significance is to enhance effective and efficient tertiary educational policy formulation, planning and implementation as well as global recognition and association. Document analysis, related literature review, research questions, hypotheses, validated and reliability-tested self-constructed questionnaire and visits were used. Of the 284 tertiary educational institutions in Nigeria, 10.21% thereof was randomly selected to evenly cover the six-geopolitical zones and the FCT-Abuja. The study identified nine groups of individuals to be involved in managing tertiary educational institutions for national security and found out that there is no significant difference between staff and students on the findings. It concludes that the identification is very necessary for tertiary educational goals achievement and national security hence, recommends their involvement in managing and security issues.*

**Keywords:** Managing, Tertiary, Educational, Institutions, Goals, Achievement, National, Security.

## INTRODUCTION

One of the most difficult activities of mankind all over the world is management according to Appleby (1980), Koontz and Weirich (1989), Gabarro (1992) and Sheldreke (2000). This is so because Okoroma (2000), Robbins and Coutler (2002) and Nwachukwu (2006) added that it has to do with getting things done through and with people. People as it is rightly known are human beings and human beings are composed of individuals whose needs and aspirations are as dynamic as their nature. Consequently, there are many different ways that these human beings go about attempting to meet up with their needs and aspirations as well as things expected to be available in order to sustainably enjoy them. Such include security and education.

Appreciatively, in the case of Nigeria, it is clearly enshrined in the national constitution that the security and welfare of all the people or citizens in Nigeria shall be the primary purpose of all the tiers of government, the Federal Republic of Nigeria, FRN 1999. Secondly, in the case of education, the national policy on education, gratifyingly, adopts education in Nigeria, as an instrument "par excellence" for effecting national development, FRN (2004:4). And, specifically, states the categorical levels of education to include the primary, secondary and tertiary. The tertiary level is the highest level. The implication of all the above is that since the highest level of manpower development and capacity building in Nigeria, is done at the tertiary education level, the effective and efficient management of the human are material resources of all the tertiary educational institutions will definitely and surely enhance national security in the country. Hence this study.

**Statement of the Problem**
The general acceptability of education as the most desired instrument for political, economic, social and technological development and advancement globally is not debateable. Although there are various levels of education including the early childhood/pre-primary, primary, secondary and tertiary, the tertiary level is the highest level. This is where the highest certificate, diploma and degrees are awarded. More over, it is at this level that all the teachers of all the other levels are schooled, educated and trained for effectiveness and success. More importantly, in Nigeria particularly, the National Policy on Education (NPE) states the goals of tertiary education to include inter alia

i)      To develop and inculcate proper values for the survival of the individual and society.
ii)     To promote national and international understanding and interactions and
iii)    To forge and cement national unity (Federal Republic of Nigeria, 2004:24).

The implication of the above is that the management of tertiary educational institutions in Nigeria is a sine qua non for the real achievement of not only the tertiary educational goals but also for the success of all the other levels of education in Nigeria. Put differently, the aforementioned implies that without the effective and efficient management of the Nigerian Tertiary educational institutions, there will be confusion, chaos anarchy and doom in the country. Presently, it is not very uncommon to hear in the news and read in the various print and social media about the alarming rate of different aspects of insecurity in almost all parts and geopolitical zones in Nigeria. Something should be done to put a stop to or reduce the rate and incident of insecurity in our country, Nigeria particularly as it is believed and known that most of our leaders, politicians and managers passed through the tertiary educational institutions. Therefore, the focus of this study is to, even though there are people presently managing all our tertiary educational institutions, actually find out those to be really involved in the effective and efficient managing of the Nigerian tertiary educational institutions so as to enhance national security.

**The Purpose of the Study**
The purpose of this study shall therefore be a focus on continuous managing of tertiary educational institutions in Nigeria so as to ensure and enhance all round national security which

is a panacea for political, economics, social and technological advancement and sustainability as well as global recognition and affiliation.

**Objectives of the Study**

Specifically, the objectives of this study shall include to:

1) Identify those to be involved in managing Nigerian tertiary educational institutions for national security, whether or not they are individuals, groups of individual personalities including whether or not they are human or legal beings.
2) Determine how the Nigerian tertiary educational institutions members of staff are aware of those to be involved in managing Nigerian tertiary educational institutions for national security.
3) Determine how the Nigerian tertiary educational institutions students are aware of those to be involved in managing Nigerian tertiary educational institutions for national security.
4) Determine the relationship if any, between how the members of staff and the students are aware of those to be involved in managing Nigerian tertiary educational institutions for national security and establish the significance of such including the direction or dimension.
5) Determine whether or not there is any significance difference between the Nigerian tertiary educational institutions members of staff and the students awareness of those to be involved in managing Nigerian tertiary educational institutions for national security.

**Research Questions**

The research questions of this study include:

1) Who are those to be involved in managing Nigerian tertiary educational institutions for national security?
2) How are the Nigerian tertiary educational institutions members of staff aware of those to be involved in managing Nigerian tertiary educational institutions for national security?
3) How are the Nigerian tertiary educational institutions' students aware of those to be involved in managing Nigerian tertiary educational institutions for national security?
4) What is the relationship, if any, between how the members of staff and students are aware of those to be involved in managing Nigerian tertiary educational institutions for national security.

**Hypotheses**

The two hypotheses for testing by this study include:

$Ho_1$: There is no significant relationship between the Nigerian tertiary educational institutions members of staff and the students awareness of those to be involved in managing Nigerian tertiary educational institutions for national security.

$Ho_2$: There is no significant difference between the Nigerian tertiary educational institutions members of staff and students as regards those to be involved in managing Nigerian tertiary educational institutions for national security.

**Significance of the Study**

The significance of this study is to draw the attention of all the stakeholders in the education industry to the identification of those individuals and groups of individuals believed to be rightly involved in managing tertiary educational institutions for goals achievement. Secondly, this study will x-ray/expose/point out all those that have parts to contribute towards the successful implementation of tertiary educational policies in Nigeria. This will also enhance self-awareness

and consciousness of the identified or pointed-out individuals. Thirdly, security experts and security-concerned citizens would be made to know who to relate or discuss security issues in and concerning tertiary educational institutions and indeed by implication, national security with. This is very important as it is believed that tertiary educational institutions, being the ivory towers and citadels of learning, are no-go areas in the national, educational and manpower-capacity building hierarchy.

## RELATED LITERATURE REVIEW

This section shall be presented under the following subheadings:
i)      Education and tertiary education in Nigeria
ii)     Managing tertiary educational institutions and
iii)    Security and national security in Nigeria

### i)      Education and tertiary education in Nigeria

Education, its meaning and level of attachment has been a matter of concern and controversy among various individuals at different fora and occasions Zuofa, Tawari & Koko (1999), Awosiyan (2004), Edem-Ntibi (2005) and Shagari (2007). For instance, in Nigeria, the FRN (1999) stipulates that the minimum educational qualification required to be, for example, a Head of State, is a secondary school certificate or its equivalent. This equivalent is further interpreted to mean a primary six school leaving certificate and the ability to read, write, understand and communicate in English language to the satisfaction of the Independent National Electoral Commission. But on the other hand there are also those that have attained the Doctor of Philosophy Degree (Ph.D) from recognizable tertiary educational institutions. Bearing in mind the differences in gap in terms of years, training, experience and academic qualifications, it is the view of this study, that perhaps this will significantly have a tremendous effect on national security. This is because according to Wallace (1986), Ajayi (1999), Glatthorn (2005), Dreeben (2006), Altbach, Reisberg & Rumbley (2009) and Anya (2013), each level of education (be it primary, secondary or tertiary) has its own development curricula as well as the acceptable caliber of personnel and teachers to manned them. Again, Ojo (2003), Akpama (2007), Nwag (2007), Fessler (2009), Borko and Putman (2010) and Ajumogobia (2011), are of the view that the highest form of manpower or capacity building is best handed at the tertiary educational level, where there are specialized fields in accordance with the needs of the nation as well as the vocational expectation and aspirational needs – disposition of the individual concerned.

### ii)     Managing Tertiary Educational Institutions

Managing a tertiary educational institution is not a one-man's task. According to Coates (1990), Federal Republic of Nigeria (2001), Lassa (2001), Mgbekem (2004), Ekpo (2005) and Okoli (2007), there are a number of faculties, departments and units or centres that operate as subsystems of the main system in terms of management or administration. Also, these subsystems have their own individual patterns when it comes to putting forward views, positions and decisions on pertinent issues. This was the primary reason for Walker and Lawler (1982), Tawari (1985), Akerete (2002) and Akindutire (2004) to posit that managing tertiary educational institutions is done on the committee system basis where no one individual person, officer or department takes a decision and implements it alone. To this Francis (1986), Deeyor (1994) and

Ekeh (1998), added that even when, for example the information is from the Bursar, the Bursar must have consulted with the relevant units, sections and divisions of the Bursary department. The above explanation can be illustrated using the two-way flow-diagram below.

The two-way flow diagram of managing tertiary educational institutions in Nigeria.
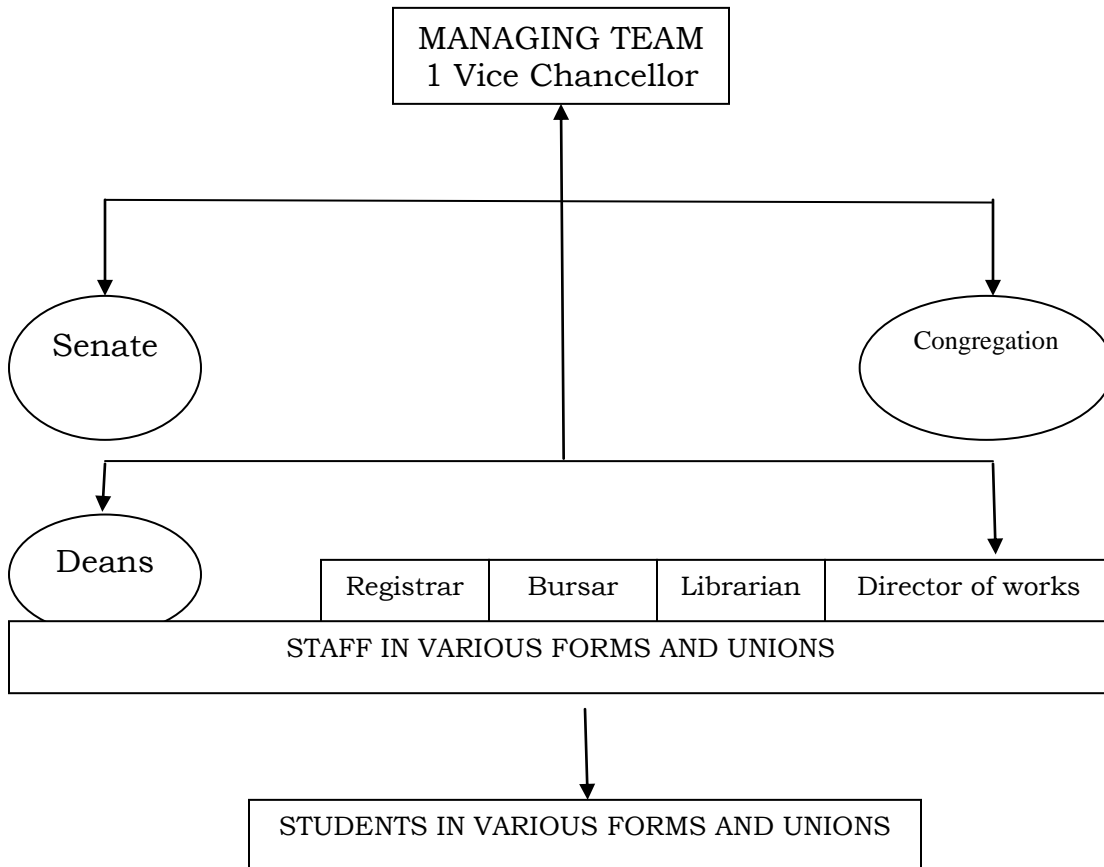


The above diagram shows that the management team consists of 5 principal officers namely:

1) The Vice Chancellor (VC) (Chairman)
2) The Registrar (Secretary)
3) The Bursar
4) The librarian
5) The Director of Works

Their functions are self-explanatory but suffice it to say that with their Deputies where applicable, the VC is the Chief Executive while the Registrar is in charge of general administration and records of staff and students. The Bursar handles all forms of financial matters; the Librarian handles all books, journals and publications whereas the Director of Works covers the areas of all forms of works and maintenance of facilities [Livingstone, (1974), Castaldi, (1987) McMillan (1994) and Obanyan (1999), Igbinediom (2012)]. The VC is the

Chairman of the Senate and the Congregation with their numerous subcommittees. The former deals with students and teaching members of staff matters while the later is for general staff matters and administration and both are answerable to the Governing Council through the Vice Chancellor, Gould (1964), Sherr and Teeter (1991) and Pickens (1993). Students matters are all handled by the appropriate staff committees of the institutions. Thus the internal managing of Nigerian tertiary educational institutions is a team work of staff and students who are in these institutions on a day-to-day basis and are interactive with each other during different activities and functions approved by the statute establishing these institutions.

### iii)     Security and National Security in Nigeria

Security means different things to different people depending upon their backgrounds, aims and objectives. For instance, a civil servant sees security as the ability to be in government service until the retirement with full benefits in terms of gratuity and regular payment of pension till death (Isaman, 1995, Dagogo 1995, Odidison 2004, Akani 2005). An educational teacher understands security as the orderly conduct of students tests and examinations without any form of cheating or malpractice as well as the protection of available resources from harm and destruction (Jibril, 2000, and Zhawa 2007). The military officers rightly knows that security is the defence of the territorial integrity of the nation against attack or war, (the Federal Republic of Nigeria 1999, Agba 2004). But, a police officer sees it as the prevention of crimes by the citizens as well as the arrest and charging of the culprits to the court of law (Wahab, 2004, Tari 2004), Mbu, 2013, Alechenu 2004).

It is the view of this study that national security is the sum total of all the different understandings as the various individuals and groups that make up the nations. Although, Mmom (1990), Bako (2002) and Okereafor (2004) pointed out the causes of insecurity in higher educational institutions, Fadeyi (2004), Akinade (2009), Ethel, (2013), saw it from the individual persons and governments perspectives. But, however, Thompson and Strickland (2001) Robbins and Courtler (2002) and Ekaette (2006) traced it to management and strategic management while Onyekwere (2013) and Francis (2014) put it on understanding the new world of work, the emerging challenges and fraternity as the foundation and pathway to peace and security.

### METHODOLOGY

The research design adopted for this study was the descriptive survey research design. This was necessitated by the fact that any data required for accurate analysis and meaningful comments on managing tertiary educational institutions in Nigerian for national security have to be elicited from the facts and people available on ground. To this end, the target population of this study consisted of all the 284 tertiary educational institutions in Nigeria, JAMB (2012). A careful counting by the major researcher of this study revealed that the above figure comprised of 100 conventional universities, 66 polytechnics, 61 colleges of education and 57 other degrees awarding institutions including monotechniques. Consequently, with the desire to ensure the same typological spread and geopoliticalism in Nigeria as well as the volume of statistical computations anticipated, 29 representing 10.21% was the selected sample.

Thus, the study used 10 conventional universities, 7 polytechnics, 6 colleges of education and 6 other degrees awarding institutions (see table 1).

**Table 1: Distributive Locations of Nigerian Tertiary Educational Institutions**

| | Distributive Locations | | | Typologies of Nigerian Tertiary Educational Institutions | | | | Stratified Randomly Selected Sample for this Study |
|---|---|---|---|---|---|---|---|---|
| | Geopolitical Zones in Nigeria | States in Federation in Each Zone | Target Population for This Study | Conventional Universities | Polytechnics | Colleges of Education COE | Others | |
| | | | | 100 | 66 | 61 | 57 | |
| 1 | North East | 6 | 32 | 1 | 1 | 1 | - | 3 |
| 2 | North West | 7 | 42 | 1 | 2 | 1 | - | 4 |
| 3 | North Central | 6 | 49 | 2 | - | 1 | 1 | 4 |
| 4 | South East | 5 | 36 | 2 | - | 1 | - | 3 |
| 5 | South West | 6 | 77 | 1 | 1 | 1 | 2 | 5 |
| 6 | South South | 6 | 40 | 2 | 1 | 1 | 1 | 5 |
| | FederalCapital Teritory(FCT) ABUJA | FCT | 8 | 1 | 2 | - | 2 | 5 |
| | **TOTAL** | **36 = FCT** | **284** | **10** | **7** | **6** | **6** | **29** |

Documents analysis, related literature review, interview schedules and visits were applied in the construction of questionnaire that were validated by senior colleagues who are doyens in research instrumentation. The validated questionnaire was tested to have a very high reliability coefficient of 0.8921 or 89.21% using the test-retest reliability technique. Because of the reasons earlier stated above, ten each of the year 4 students and senior members of staff were the randomly chosen respondents from each of the selected sampled institutions. Year 4 students are certainly believed to be very abreast with much about managing their institutions.

With the help of colleagues who were responsible members of staff and trained research assistants, 506 of the 580 copies of the questionnaire were retrieved within two weeks. This represented 87.24% rate of returns. This was categorized as 247 and 259 or 85.17% and 89.31% respectively from the students and members of staff (see table 2).

**Table 2: Rates of Returns and Questionnaire Administration Reports**

| Questionnaire copies | Number of Staff | Students | TOTAL |
|---|---|---|---|
| Copies of questionnaire administered | 290 | 290 | 580 |
| Retrieval returns from respondents | 259 | 247 | 506 |
| % rate of retrieval/returns | 89.31% | 85.17% | 87.24% |

These were the data used in answering the research questions of the study while the students t-test and Pearsons Product Moment Coefficient of Co-relationship were the inferential statistics

used in testing the hypotheses at 5% significant level of confidence using the appropriate degree of freedom.

## PRESENTATION AND ANALYSIS OF RESULTS

### Research Question 1

Who are those to be involved in managing Nigerian tertiary educational institutions for national security?

**Table 3:Those involved in managing Nigerian tertiary educational institution for National Security**

| S/N | Identification and Name of Personality | Frequency N = 580 | % Score | Positional Ranking | Remarks |
|---|---|---|---|---|---|
| 1 | Students Union Government (various approved forms) | 325 | 56 | 7th | Accepted |
| 2 | Staff Unions (various approved forms) | 418 | 72 | 5th | Accepted |
| 3 | Faculty Boards | 476 | 81 | 4th | Accepted |
| 4 | Departmental Boards | 481 | 83 | 3rd | Accepted |
| 5 | The Management Team (5 principal officers) | 489 | 84 | 2nd | Accepted |
| 6 | The Governing Council | 270 | 47 | 10th | Not accepted |
| 7 | The Senate | 503 | 86 | 1st | Accepted |
| 8 | The Congregation | 397 | 69 | 6th | Accepted |
| 9 | The Individual Student | 294 | 51 | 9th | Accepted |
| 10 | The Individual Staff | 319 | 55 | 8th | Accepted |
| 11 | The Alumni | 186 | 32 | 13th | Not accepted |
| 12 | The Committee of Deans and Faculties | 191 | 33 | 12th | Not accepted |
| 13 | The Committee of Heads of Department | 174 | 30 | 14th | Not accepted |
| 14 | Committee of Vice-Chancellors | 216 | 37 | 11th | Not accepted |
| 15 | Committee of Pro-Chancellors | 168 | 29 | 15th | Not accepted |

Table 3 is about those to be involved in managing Nigerian tertiary educational institutions for national security. Specifically, it shows serially, the identified name of personality, the frequency of the respondents, their score percentages, their positional rankings and the accompanied remarks by the study. Thus, although there were 15 personalities identified by the study, only 9 were accepted. This was because the others that were not accepted had very low frequencies and percentage scores that were below one half that is 145 or 50% of the total respondents of 290 sampled.

**Research Questions 2 and 3**

2) How are the Nigerian tertiary educational institutions members of staff aware of those to be involved in managing Nigerian tertiary educational institutions for national security? 3) How are the Nigerian tertiary educational institutions' students aware of those to be involved in managing Nigerian tertiary educational institutions for national security?

**Table 4: Members of staff and students awareness of those to be involved in managing Nigerian tertiary educational institutions for national security**

| S/N | Identical and names of personality | Staff N = 290 | | Students N = 290 | |
|---|---|---|---|---|---|
| | | **f** | **%** | **f** | **%** |
| 1 | Students Union Government (various approved forms) | 177 | 61 | 148 | 51 |
| 2 | Staff Unions (various approved forms) | 215 | 74 | 203 | 70 |
| 3 | Faculty Boards | 249 | 86 | 218 | 75 |
| 4 | Departmental Boards | 238 | 82 | 243 | 84 |
| 5 | The Management Team (5 principal officers) | 252 | 87 | 237 | 82 |
| 6 | The Governing Council | 116 | 40 | 154 | 53 |
| 7 | The Senate | 258 | 89 | 245 | 92 |
| 8 | The Congregation | 197 | 68 | 200 | 69 |
| 9 | The Individual Student | 145 | 50 | 149 | 51 |
| 10 | The Individual Staff | 150 | 52 | 169 | 58 |
| 11 | The Alumni | 58 | 20 | 128 | 44 |
| 12 | The Committee of Deans and Faculties | 84 | 29 | 107 | 37 |
| 13 | The Committee of Heads of Department | 91 | 31 | 83 | 39 |
| 14 | Committee of Vice-Chancellors | 105 | 36 | 111 | 38 |
| 15 | Committee of Pro-Chancellors | 69 | 24 | 99 | 34 |

Table 4 shows how both the members of staff and students are aware of those to be involved in managing the Nigerian Tertiary educational institutions for national security. Specifically, it shows that there are 15 personalities involved, giving their frequencies and percentages scores in each case. It further shows that there are differences in their individual awareness because both their frequencies and percentage scores are sometimes higher or lower than each other in each case.

Therefore, haven said the above, only the generally accepted personalities by both assessments would be rightly used in establishing the relationship. This is shown in table 5.

**Table 5: Summary of accepted personalities for managing Nigerian tertiary educational institutions.**

| Rank Order | Frequency | Name of Personality | % Scores | |
|---|---|---|---|---|
| | | | Staff | Students |
| 1st | 503 | The Senate | 89 | 92 |
| 2nd | 489 | The Principal Officers | 87 | 82 |
| 3rd | 481 | Departmental Boards | 82 | 84 |
| 4th | 467 | Faculty Boards | 86 | 75 |
| 5th | 418 | Approved Staff Unions | 74 | 70 |
| 6th | 397 | The Congregation | 68 | 69 |
| 7th | 325 | Unapproved Students Union | 61 | 51 |
| 8th | 319 | Individual Staff | 52 | 58 |
| 9th | 294 | Individual Student | 50 | 51 |
| **TOTAL** | | | **649** | **632** |
| **Average** | | | **72** | **70** |

Table 5 is about the summary of accepted personalities for managing Nigerian tertiary educational institutions for national security by the members of staff and students of the sampled institutions. Specifically, it supplies the scores in percentages of the individual or personalities in a ranked order from the first, the senate with 89% and 92% to the last, the nineth, the individual student, with 50% and 51% respectively. Thus, there are nine individuals or personalities accepted to be involved in managing the Nigerian tertiary educational institutions for national security and the members of staff and students are highly aware of them as evidence by the percentage scores that were 50% and above in all the acceptable/given cases.

## Research Question 4

What is the relationship, if any, between how the members of staff and students are aware of those to be involved in managing Nigerian tertiary educational institutions for national security?

**Table 6: Relationship between staff and students awareness scores of personalities to be involved in managing Nigerian Tertiary Educational Institutions for national security**

| S/N | Personalities Rank order/variables | Staff x % | Students y % |
|---|---|---|---|
| 1 | The Senate | 89 | 92 |
| 2 | The Principal Officers | 87 | 82 |
| 3 | Departmental Boards | 82 | 84 |
| 4 | Faculty Boards | 86 | 75 |
| 5 | Approved Staff Unions | 74 | 70 |
| 6 | The Congregation | 68 | 69 |
| 7 | Unapproved Students Union | 61 | 51 |
| 8 | Individual Staff | 52 | 58 |
| 9 | Individual Student | 50 | 51 |
| | Sum of scores | 649 | 632 |
| | Mean of scores | 72 | 70 |
| | Sum of squared scores | 48635 | 46096 |
| **N = 9; Exy = 49209; r = +0.9214** | | | |

Table 6 shows that using the Pearson's Product Moment Coefficient of Correlation formular (r) Egbule (2004), Ali, (2006), in statistical analysis, there is a very high positive relationship of 0.9214 between how the members of staff and students are aware of the 9 accepted individuals/personalities to be involved in managing Nigerian tertiary educational institutions for national security.

**Testing Hypothesis 1**

There is no significant relationship between the Nigerian tertiary educational institutions members of staff and the students awareness of those to be involved in managing Nigerian tertiary educational institutions for national security.

**Table 7:Hypothesis 1 Decision Particulars**

| Particulars | N | Σ | $\overline{X}$ | df | □ | r value | | Ho$_1$ |
|---|---|---|---|---|---|---|---|---|
| | | | | | | cal | tab | |
| Members of staff | | 649 | 72 | | | | | |
| Students | 9 | 632 | 70 | 16 | 0.05 | 0.9214 | 0.468 | Reject |

**p> 0.050**

Table 7 is about hypothesis 1 decision particulars. Specifically, it summarizes that with 16 degree of freedom at 0.05 significant level of confidence, the calculated Pearson Product Moment Coefficient of Co-relation value (r), 0.9214 is more than the table value of 0.468. Hence hypothesis Ho$_1$ 1 is rejected. Therefore, it is concluded that there is a significant relationship between how the members of staff and students are aware of those to be involved in managing Nigerian tertiary educational institutions for national security.

**Testing Hypothesis 2**

There is no significant difference between the Nigerian tertiary educational institutions members of staff and students as regards those to be involved in managing Nigerian tertiary educational institutions for national security.

**Table 8:Hypothesis 2 decision particulars**

| Particulars | Σ | N | $\overline{X}$ | Sum of squared deviation | S.D | Variance | df | □ | t-value | | Ho$_2$ |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | cal | Tab | |
| Staff | 649 | 9 | 72 | 1835 | 204 | 41,616 | | | | | |
| Students | 632 | 9 | 70 | 1716 | 191 | 36,481 | 16 | 0.05 | 0.0215 | 2.120 | Accept |

P< 0.0500

Table 8 is about the particulars upon which hypotheses 2 decision is based. Specifically it shows that with 16 degree of freedom at 0.05 alpha level of confidence, the students t-test statistical value of 0.0215 calculated is less than the table value of 2.120 hence the decision is accept the hypothesis number 2. Therefore, it is concluded that there is no significant differences between

the Nigerian tertiary educational institutions members of staff and students as regards those to be involved in managing Nigerian tertiary educational institutions for national security.

## DISCUSSION OF RESULTS

This study has identified those to be involved in Nigerian tertiary educational institutions for national security to include the followings:

1)      The senate

2)      The principal officers

3)      The departmental board

4)      The faculty board

5)      The various staff unions

6)      The congregation

7)      The students unions

8)      The individual staff

9)      The individual student


The above order agrees with the views of FRN (2001), Ekpo (2005), Ajumogobia (2011), Onyekwere (2013), Francis (2014) etc. especially that management is a continuous process of planning, organizing, staffing, deciding, coordinating, budgeting, reporting and evaluating on a day to day basis. One important revelation of the above is the level of awareness by both the members of staff and students of Nigerian tertiary educational institutions which supports Tawari (1995), Obanyan (1999), Jibril (2000), Igbinedion (2012), Anya (2013) etc that the effective and efficient management of Nigerian tertiary educational institutions is not a one man's task. On the question of relationship between the staff and students awareness, the study found a very high positive co-relationship of over 92%. This very high figure of coefficient and correlation is indicative of the unity, cooperation and unanimous desires of both staff and students on tertiary educational institutions goals achievement and national security.

The study also accepted the two hypotheses boardering firstly on significance relationship and secondly on significance difference. The fact that there is a very significant, positive and very high relationship as well as no significant difference between the staff and students as regards those to be involved in managing Nigerian tertiary educational institution for national security means that, for goals to be achieved, both the management and those being managed should be effective and efficient in the utilization of available educational resources which include the human beings as well as the tangible and intangible material things according to Appleby (1980), Koontz and weirich (1989), Gbabarro (1992), Okoroma (2000), Nwachukwu (2006) etc. Thus, the findings and the study has actually demonstrated that managing, which has a continuous

process of functions, is a panacea for fraternity (Francis 2014) or national security particularly at the tertiary educational institutions – the citadel of knowledge by leaders and all those in positions of authority.

## CONCLUSION

Generally speaking, security which is the protection or safety from harm, chaos, danger, anarchy, crime, lost or death, is one of the utmost desires of every individual particularly those that have been put in the position of management. Another, is the desire to effectively and efficiently utilize the available human and material resources to achieve predetermined goals and objectives through the arts and science of management. But, all over the world, the highest certificate, diploma or degree in the arts and science of management is obtained not from the primary or secondary schools but definitely from tertiary educational institutions. Therefore, the identification of those involved in managing the tertiary educational institutions of the nation and their effective and efficient managing will enhance the security of these institutions as well as being a panacea for national security especially as they have passed through the same or similar tertiary educational institutions at one time or the other.

## RECOMMENDATIONS

1) There should be a campus security committee formed in all the campuses of Nigerian tertiary educational institutions to be comprised of the chief security officer's representative, staff and students unions representations so as to make security issues and disseminate urgent security information as the need arises.

2) Staff and students should be made to wear or carry their identity cards or tags at all times while on campus so as to enhance quick identification in the case of any eventuality.

3) Visitors to any campus should be provided with and mandated to wear specially made visitors tag/identity while on campus and made to submit at the security gate while leaving. This will also enhance tracks and traceability of crimes and culprits if any.

4) All entrances and departures of all campuses should be built and properly equipped with well befitting security-gate offices, equipments and manned by competently trained security personnel for effective and efficient connectivity on security matters.

5) Like the post of President/Chairman or General Secretary of all approved unions, societies and organizations there should be a Security Officer's Post (SOP) in all approved unions, societies and organizations in all the Nigerian tertiary educational institutions in Nigeria. Such an officer will act like the police officer in any civil society.

6) There should be regular training and retraining of all the members of staff of the security department as well as those in the security committee. This will provide opportunity for update on latest development in security locally, nationally and internationally.

7) The link, with the state and national security agencies should be only the direct responsibility of the Vice Chancellor through the Chief Security Officer and as the statute and law of the university stipulates.

## REFERENCES

Agba, J.J. (2004). "Nigeria's Problem is not military". *Business Times, June 14-20*. Lagos: The Daily Times of Nigeria Plc. 27(19)21.

Ajayi, T. (1999). "Sustaining Education at all levels in the 21st century! Meeting the needs of Human and material resources" in oderinde, B.B. and Okunneye, R.O. (Eds): *Enlarging Quality Education in Nigeria.*. Ibadan: Gabester Educational Piantes.

Ajumogobia, H.O. (2011)." The challenge of National Building: Empowerment expectation and Entitlement". Convocation lecture of the 19-23rd convocation of Rivers State University of Science and Technology, Port Harcourt, October 14, 2011.

Akani, E. (2005): Letter to the Vice Chancellor University of Port Harcourt dated 19th January, 2005. by NASU, Uniport Branch.

Akerele W.O. (2002). Managing Nigeria Education in the 21st century: issues and challenges paths to the sustainability of Higher Education in Nigeria. Lecture given to social science academy. FCT, Abuja.

Akinade, E.A. (2009). *Anger: Understanding and its management*. Ibadan: Brightways publishers.

Akindutire, I.O. (2004). *Administration of Higher Education.* Lagos: Sunray press.

Akpama, E.G. (2007). Educational reforms for Sustainable development in Nigeria. *Journal for Nigeria Educational Philosophy* 20(2)20-27

Ali, A. (2006). *Conducting Research in Education and Social Sciences.* Nsukka: Tashiwa Networks Ltd.

Alechenu, J. (2004). "Police alone canot fight crime". Thursday 21st October. Lagos: The Punch No 17(19195)13.

Altbach, P.G. Reisberg, L& Rumbley, L.E. (2009). Trends in Global Higher Education: Tracking an academic revolution. World Conference on Higher Education Report. Paris: UNESCO

Anay, A.O. (2013). *The Idea and uses of the University in the 21st century: 29th Convocation lecture.* Port Harcourt.: University of Port Harcourt press ltd.

Appleby, R.C. (1980) *Modern Business Administration*: 2nd Edition, London: Pitman Publishing Ltd..

Awosiyan, K. (2004). "What is your degree worth?", *The Punch, Tuesday 29.* Lagos: punch Nigeria limited. 17 (19114)42-43.

Bako, S. (2002). Union, State and Crises of Higher Education. A paper presented at the 27th Committee of Registrars of Nigeria Universities meeting at Ogun State University, October, 18-19

Borko, H & Pitman, R.T. (2010). *Expanding a teacher's knowledge base: A cognitive psychological perspective on professionals development.* New York: Teachers College Press.

Castaldi, B. (1987). *Educational Facilities: Planning, Modernization and Management.* Boston Massachnsette: Allyn and Bacon incorporated.

Coates, L.E. (1990)" Total Quality management in a university setting." *NACUBO Business Officer*. November 1990 pp 26-35.

Dagogo, C.C. (1995). SSANU, Grumbles over poor service conditions. *Nigerian Tide* February Thursday 16.

Deeyor, S.B. (1994) "Structure of Bursary Department". Memorandum from the Bursar to all bursary staff. University of Port Harcourt Ref: UPH/BD.1/1201/Vol.4/167 of 8th December, 1994 p.1

Dreeben, R. (2006). *The nature of Teaching.* Glenview: Scott Foresman and Company.

Edem-Ntibi, J,. (2005): It's a shame that our graduates cannot defend their certificates. *The Punch newspapers* 4th December.

Egbule, J.F. (2004). *Practical guide to a successful project or Thesis writing and defence.* Owerri: Whyte and Whyte.

Ekaette, U. (2006). Ekaette tasks visities on quality graduates. *The Punch newspapers* 12th February

Ekeh, M.N.A. (1998) "Restructuring of Bursary Department". University of Port Harcourt Memorandum from acting Bursar to all Bursary sttaff: 19th January 1998. Ref UPH/BD.1/1201/Vol.v/118. p.3

Ekpo, A.H. (2005). *Managing a Federal University in Nigeria: my experience at the University of Uyo from 2000 to 2005.* Uyo: University of Uyo.

Ethel, T. (2013). Nduka tasks FG on ASUU crises, Educational Development *Uniportweekly* 15(8)2

Fadeyi, S. (2004)." FG warns against compromise of safety, security". *Business Times, June 14.* Lagos: The Daily Times of Nigeria Plc.27(7)20

Federal Republic of Nigeria (1999). *Degree No 24-the 1999 constitution.* Abuja: Government Press

Federal Republic of Nigeria (2001). *Manual on University Management:* Abuja: Natural Universities commission.

Federal Republic of Nigeria (2004). *National Policy on Education*. Abuja: NERDC

Fessler, R. (2009). *The teacher career cycle: understanding and guiding professional development of students*. Boston: Allyn and Bacon.

Francis, T.I (1986). Strategies for Evolving ejective accountability measures in Nigeria Universities Education. Paper presented at the Joint Seminar Organized by the NUC and CVC of Sokoto, March 17-19

Francis, P. (2014). Fraternity, the foundation and pathway to peace. Message of Pope Francis for the celebration of World day of peace. http://www.catholiconline.com accessed January 12.

Gbabarro, J. (1992) *Managing people and organizations* Harvard Business School publications McGraw-Hill Books Co,

Glatthorn, A. (2005). *Quality Teaching through professional development*. California: Corwin Press.

Gould, J.W. (1964): *The Academic Deanship.* Colombia Bureau of publications.

Igbinedion, J. (2012). Re-engineering on campus hostel Accommodation is public tertiary institutions in Delta State for improved students' Academic Performance, character moulding, employability and self-productivity. *Knowledge Review* 26(2)159-164.

Isaman A, (1995). Element of the Industrial Relation. Paper presented at the National Workshop on Trade Union Activities and collection Bargaining, held at the University of Ibadan from 24th -26th April.

Jibril, M. (2000). 1999 Annual Report: Security unit. Abuja: National Universities commission.

Joint Admission and Matriculation Board (2012). *2012 Unified Tertiary Matriculation Examination Brochure 2012/2013 Academic Session.* Abuja: JAMB.

Koontz, H & Weihrich H (1989) *Management* 9th Edition Singapore, New York: McGraw-Hill Book Company.

Lassa, P.N. (2001). "Management of Human and Material Resources in Tertiary Education in Nigeria". Being a paper presented at the Workshop for Provosts of Colleges of Education in Nigeria wth the theme: Improving effectiveness and efficiency in the management of today's tertiary institutions at University of Nigeria Nsuka, Sept. 2001.

Livingstone, H. (1974), *The University: An Organizational Analysis.* Glasgow: Blackie

Mbu, J. (2013). We will safeguard Uniport at all costs. *Uniport Weekly* 16(1)1,6

McMillan, V.K. (1994). "Assessing and Monitoring changing student needs", in kinnick, M.K (Ed) *Providing useful information for Deans and department chairs.* San Franciso: Jossey-bass Publishers pp 19-32

Mgbekem, S.J.A. (2004). *Management of University Education.* Calabar: University of Calabar press.

Mmon, G.O.C. (1990) "A study of the factors influencing students unrest in institutions of Higher learning in the Rivers State" unpublished M.ED Thesis, University of Port Harcourt.

Nwachukwu, C.C. (2006). *Management: Theory and Practice.* Abuja: Africana First Publishers Ltd.

Nwag, U.N.A. (2007). *The Educator: The professional Teacher in a Republican Nigeria.* Benin City: Ethiope Publishing Cooperation.

Obanyan, P.A.I (1994) Higher Education for emergent Nigeria. *50th Anniversary Lecture.* Ibadan: University of Nigeria.

Odidison, O. (2004). "SSANU Tasks Govt on pensioners" In Business Times, June 14-20. Lagos: The Daily Times Plc. 27(19)21.

Ojo, O. (2003). "Former Open University V.C. Wants Education System Restructured' *The Guardian* Thursday, April 3 p. 49

Okereafor, C. (2004) "*Uniport Expels* 116 students" *Daily times Monday 28 June.* Lagos: The Daily Times of Nigerian Plc No: 288098 p.40

Okoli E.C. (2007). The place of the improved information and communication technology in the management of Nigerian University Education. Paper presented at NAEAP conference of 2007 at Awka, Nigeria.

Onyekwere, G. (2013). Understanding the New world of work and the emerging challenges. Keynote address at Institute of Corporate Administration Address Admin Professionals Submit. Ghana-Accra July, 22-26

Pickens, W.H. (1993) "Measures of resource scarcity in Higher Education" In Simpson W.B. (ed) *Managing with Scarce Resources.* San Fransico: New Directions for Institutional Research.

Robbins, S. and Coutler, M. (2002). *Management.* N.Y :Prentice Hall.

Shagari, S. (2007). Shagari decries graduate unemployment. *Vanguard* Thursday December 13, 2007 p. 54.

Sheldrake, J. (2000) *Management Theory: from Taylorism to Japanizatim* London, Thormson Learning Business Press.

Sherr, L and Teeter, D. (Eds) (1991). *Total Quality Management in Higher Education: New Direction for Institutional Research No. 71* San Franscisco: Jossey-Bass.

Tari, A. (2004). "Police Kill 3 Robbery Suspects, Arrest Car Snatcher". Port Harcourt: The Argus, October, 15-18: Vol 3 (54)7.

Tawari, O.C. (1985) "An analysis of the organizational structure and the decision-making process in Nigerian Universities" *Nigerian Journal of Administrative Sciences.* University of Benin, Vol 2 No 1 pp 62-76

Thompson, A.A. and Strickland, A.J. (2001). *Strategic management.* New York: McGraw-Hill

Wahab, A. (2004). "Edo assures Citizens of security. " Lagos: The punch. Vol 17 (1915a) 11 wed sept. 1

Walker, J.M. and Lawler J.J. (1982) "University Administrators and Faculty Bargaining: *Journal of the Association for Institutional Research.* 16(4)353-372

Wallace, M. (1986). Training and performance – a missing Link? *British Journal of In-service Education.* 12(2)68-72

Zhawa, A. (2007). "Malpractice: Compulsory Integrity Training for examiners" *The Punch Newspapers* Friday April 20 page 38

Zuofa, C.C. Tawari, O.C. and Koko, M.N. (1999) " Academic Staff and Students' perception of the quality of University Education in Nigeria" in Obagah, M.O.N (ed) (1999) *institute Journal for Educational Resource and Development (IJERD)* 1(1)14-17