
**SECURITY CHALLENGES AND MANAGERIAL SKILLS NEEDED TO ENHANCE
SECURITY IN COLLEGES OF EDUCATION IN SOUTH EAST, NIGERIA**

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ABSTRACT

The study investigated the security challenges managerial skills needed to enhance security in Colleges of Education in South East Nigeria. It adopted a descriptive survey design. Two research questions and two non hypothesis guided the study. The population of the study comprised of 15 management staff and 88 heads of department of the three Federal Colleges of Education in South East Nigeria. All the management staff and heads of department were used because of their small size. This gave total of 113 respondents. An instrument constructed by researchers, titled: security challenges and Managerial Skills Questionnaire (CSMSQ) was used for data collection. The instrument was validated by three experts, two experts from Educational Management and one expert from measurement and Evaluation, all from Chukwuemeka Odumegwu Ojukwu University, Igbariam. The reliability was established using a test – re-test method it yielded 0.79 correlations, coefficient using cronbatch Alpha method. Data collected were analyzed using mean and standard deviation. The results of data analysis revealed that there were problems in security posed by ineffective managerial skills in Colleges of Education like porousness of the school compound, lack of modern communication gadgets and intermittent incursion by night marauders. Based on the findings of the study, the researchers recommend that, there is need for schools to organize training and workshops for security personnel, using appropriate communication skills and channels. There is also need for the employers of labour to employ experienced personnel security men and women to man the security of the colleges of Education.

KEYWORDS: managerial skills; security; challenges; effectiveness and colleges of education

INTRODUCTION

Effective management is the greatest asset of any organization (School inclusive) because no matter the amount of capital invested in an organization, its success or failure still depends on the kind of management skills adopted. Onah (1999) stated that the efficiency with which an organization can perform will depend, to a large extent upon how its resources can be managed and utilized. Every organization needs effective and efficient management skill in order to survive.

Management according to Obi (2004) involves the strategy of innovation, initiating change, creative, problem solving and decision making. It also involves actively seeking alternatives and opportunities, reformulating goals, and priorities, redeploying resources, negotiating and resolving conflicts. This implies that management does not contain formula of fixed pattern; hence, management involves planning, organizing, staffing, directing, controlling and coordinating all the

efforts of people towards the achievement of goals. Ogunu (2000) sees management as the effective organization and utilization of human and material resources in a particular system for the achievement of identified goals. The researchers see management as the optimum utilization of human and material resources to secure the optimum realization of desired goals.

The importance of management in schools and colleges cannot be over emphasized. It is with an efficient management that institutions like colleges of education can plan, organize, staff, control, direct and coordinate its activities to achieve predetermined goals. In view of the above, college management is the process through which management carefully and systematically make arrangements and use human and material resources, situations and opportunities for planning, organizing, staffing, directing and controlling, for the attainment of educational goals.

In Colleges of Education which were established with the 1986 Federal Colleges of Education act for the provision of full time courses in teaching, instruction and training in technology, applies sciences, commerce, arts, social sciences, humanities and management, management staff involves the provost, vice provost, registrar, bursar and college librarian. Provost responsibility includes being the chief executive of the college and shall be charged with general responsibility for matters relating to day-to-day management operations of the college. Vice provost acts when the provost is indisposed. Registrar keeps the records and conducts the correspondence of the council and performs such other duties as the council and subject thereto as the provost may from time to time direct. The college bursar is the chief financial officer of the college and is responsible to the provost for day-to-day administration and control of the financial affairs of the college, while the college librarian is responsible to the provost for the administration of the college library and the coordination of the library services in teaching units of the college.

The deans of schools and heads of departments are also involve in the management of the college. This is because they are incharge of their various schools and departments and they lead, manage and develop the department to ensure it achieves the highest possible standard of excellence in all its activities. They again develop and sustain appropriate structure for the management, consultation, decision making and communication with staff and students. They also ensure that staff performance is managed appropriately, take responsibility for developed budgets and comply with university financial regulations, manage income and expenditure in order to promote financial sustainability and ensure that all activities are carried out to the highest possible standards and put in place the necessary evaluation and monitoring procedures to ensure both compliance and improvement, and finally relate closely with the students and help monitor the students for security.

The College Director Security Services who is also the head of security department plays a vital role in ensuring security of the college. The management will work hand in hand with security department by projecting them with their needs to achieve this goal. According to Ulosoy (2003), Security is inter subjective, constituted by a process of interactions and negotiation, once the

perception of security has changed, and fear of one another is overcome, security is achieved. The researchers see security as activity involved in protecting the country, building on a person against attack and dangers. It simply means protection against harm, injury or loss of values. Considering the dangers of insecurity in colleges which results to death at times the head of security department in Colleges of Education should be equipped to perform his functions which is mainly to see that lives and properties in colleges are protected. In carrying out this function, he must see to the maintenance of law and order in the college, bring students complaints to the management for immediate and urgent solution, investigate cases of theft or other heinous crimes reported with a view to either prosecute the offenders when prima facie cases are established, eradicate all forms of cultism at all levels by students, preserve the liberty of all staff and students of the college, see that the rules and regulations from the management are strictly observed by all, remove unlawful assembly by students, and nocturnal calls or movement from or with any student or students and finally investigate cases and make appropriate recommendations. When these goals are achieved in the college, it will help graduate responsible and peaceful graduates that will go into the labour market with every enthusiasm to practice peace and love in the society. Having this type of tame, peaceful, law abiding and responsible people in the nation, national security is ensured. National security is the protection and preservation of the citizens of a nation, presumably against premature death, avoidable ill health, the massive handicap of illiteracy and so on, (Onyishi, 2012). When the security of a nation is ensured, the citizens of the nation will be free and happy to engage in healthy competition among themselves and other nations which promotes national unity.

For the college management to have effective management that will have absolute control of the college security, there must be effective management skills at work. The management will only achieve this with the cooperation of heads of departments especially the security department. Unfortunately, observations show that effective management skills like being transparent, use of communication skills and channels and use of negotiation are not absolute in colleges which lead to disturbance of teaching, learning and trait of life. There is therefore need to identify the effective managerial skills needed for enhancement of security in colleges of education, hence the study.

PURPOSE OF STUDY

The main purpose is to investigate the managerial skills needed to enhance security in College of Education. Specifically, the study sought to:

1. Find out the security problems posed by ineffective use of managerial skills by colleges of Education management.
2. Identify the managerial skills that can be used to enhance security in colleges of Education.

Research Questions

1. What are the security problems posed by ineffective use of managerial skills in Colleges of Education?

2. What managerial skills can be used for enhancing security in Colleges of Education in South East, Nigeria?

Hypothesis

The following null hypothesis were tested to guide the study at $P < 0.05$ level of significance.

Ho1: There is no significant difference between the mean ratings of management and Heads of department with regards to the security problem posed by ineffective use of managerial skills in colleges of education.

Ho2: There is no significant difference between the mean ratings of management and Heads of department with regards to managerial skills needed in enhancing security in Colleges of Education in South East Nigeria.

METHODOLOGY

The design of this study is a descriptive survey research design. Ali (2006) defines descriptive survey design as documenting or description of event in its natural phenomena without any manipulation of what is being observed. This research design was considered appropriate for the study because it will help the researchers collect data or information direct from the respondents in order to investigate managerial skills needed for the enhancement of security in Colleges of Education in South East Nigeria. The population of the study consisted of the entire management staff and Heads of departments of the 3 Federal Colleges of Education in South East, Nigeria which are 15 management staff and 88 heads of departments making it a total of 103 respondents.

The instrument for data collection was self developed questionnaire by the researchers titled "Managerial Skill Questionnaire" (MSQ). The instrument was validated by three experts in the faculty of education, two experts from education management unit and one expert from measurement and evaluation unit of Chukwuemeka Odumegwu Ojukwu University. Thereafter, the items were modified based on the comments and suggestions from these experts. The instrument had two sections, A and B. Section A elicits information on personal data of the respondents while Section B had two clusters, A and B, each addressing the research questions of the study and contains structured items. The response options of the items were structured on a 5 point likert type rate scale of Strongly Agree (SA) = 5 points, Agree (A) = 4 points, Undecided (UD) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.

A trial test was conducted using 5 management staff and 10 heads of departments from Federal College of Education Asaba, Delta State. The reliability of the instrument was determined using Cronbach Alpha method and a reliability co-efficient of 0.79 was obtained. This value was considered high enough for the instrument to be adjudged reliable.

The researchers administered the 103 questionnaires by themselves. The direct techniques of administration of the instrument helped the researchers to retrieve all the 103 questionnaires, thus

making a 100% return rate. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. Criterion mean of 3.0 and above was accepted as indicator of agree, while mean score below the criterion was indicator of disagree.

RESULTS

Table 1: Mean ratings and standard deviation scores on the security problems posed by ineffective use of managerial skills in Colleges of Education in South East Nigeria.

S/N	Item description	Management N = 15			Heads of Department N = 88		
		X	SD		X	SD	
1	Lack of security facilities – eg patrol vans, stun-guns, metal dictator etc.	4.30	0.95		4.36	0.93	
2	Porousness of the school compound	4.44	1.03		2.79	0.97	
3	Thorough fair of indigenes through the college compound	3.88	1.39		3.86	1.17	
4	Lack of modern communication gadgets like CC. TV, Spidon cameras, telephones, walkie-talkies etc.	3.74	1.31		3.86	1.17	
5	Shortage of security man-power	4.26	1.07		4.50	0.94	
6	Intermittent incursions by night maunders.	4.26	1.07		4.21	1.31	
7	Lack of periodic training for the security officers	4.37	1.09		4.00	1.30	
8	Inadequate finance for the measuring of security department	2.69	0.78		4.00	1.30	
9	Poor effective communication on vital information related to college	4.19	1.10		4,50	0.94	

	safety						
	Total	36.13	9.85		36.08	10.03	
	Grand mean	4.02	1.09		4.01	1.11	

the data in table 1 shows that all the items fall within 3.74 and 4.45 which are indicators of agreement, except item 8 for the management and item 2 for the heads of departments which are 2.69 and 2.79 respectively indicating disagreement. since the majority of item means fall within 3.5 and 5.00, it implies that there are security problems in the colleges of education which are caused by poor management.

Table 2: mean ratings and standard deviation scores of management staff and heads of departments on the managerial skills to be used in enhancing security in colleges of education in south east, Nigeria.

S/N	Item description	Management N = 15		Heads of Department N = 88	
		X	SD	X	SD
1	Provision of enough man power	4.17	1.13	4.18	1.35
2	Good and effective communication in the entire school.	4.49	0.98	4.63	0.75
3	Improved human relations	4.45	0.92	4.26	1.11
4	Good delegation skill	4.17	1.22	4.00	1.25
5	Being flexible and adapting to changing circumstances	4.03	1.22	3.97	1.27
6	Giving students orientation on security matters	4.18	1.24	4.16	1.22

7	Organizing security training and workshops for security personnel	3.85	1.15		4.13	1.21	
8	Providing modern security gadgets like CC.TV at strategic areas, stun guns, spidon cameras etc.	4.22	1.02		4.21	1.04	
9	Availability of modern communication gadgets like telephones, walkie-talkies and so on	4.35	1.02		3.66	1.24	
10	Monitoring all the movement and phone calls in the college	4.06	1.21		4.49	0.98	
11	Giving prompt attention to students needs, demands and genuine complaints.	4.02	1.30		3.92	1.40	
12	Handling issues with every fairness and just.	4.17	0.99		4.37	0.10	
13	Being able to take risks	4.08	1.23		4.13	0.99	
14	Provision of adequate fund for the running of the security department	4.25	1.06		4.00	1.34	

	Total	58.49	15.47		58.07	15.25	
	Grand Mean	4.18	1.11		4.15	1.09	

Table 2 revealed that the grand mean score of both the management and heads of departments are above decision rule value of 3.00 that is 4.18 and 4.15 respectively. since all these means fall within 3.0 and 5.00, it means that effective managerial skills are needed for enhancement of security in college of education.

Table 4: t- test analysis of management and heads of department on the managerial skills needed for enhancing security in colleges of education.

Items	N	X	SD	Df	Prob-level	t-Calculated	t-Critical	Decision
Management	15	4.18	1.11	101	0.05	0.14	1.96	Accepted
Heads of Department	88	4.15	1.09					

From Table 4, it is seen that the calculated value of t of 0.14 is less than the critical value of t at (p< 0.05) (t = 1.96). again, the null hypothesis (ho2) is accepted. this means that there is no significant difference in the views of management and heads of departments on the managerial skills needed for enhancing security in colleges of education. both of them holds the view that certain managerial skills are needed to enhancing security is colleges.

Table 3: t-test analysis of management and heads of departments on the security problems posed by ineffective use of managerial skills in colleges of education.

Items	N	X	SD	Df	Prob-level	t-Calculated	t-Critical	Decision
Management	15	4.02	1.09	101	0.05	0	1.96	Accepted
Heads of Department	88	4.01	1.11					

Result in table 3 reveals that since the value calculated t = 0 is less than the critical value of t at (t= 1.96), the null hypothesis of no significant difference was accepted. it is therefore concluded that there is no significant difference between the management and heads of departments on the security problems posed by ineffective use of managerial skills in colleges of education.

discussion of results

The result of the study in table 1 revealed that there are security problems posed by ineffective use of managerial skills in colleges of education which include-lack of modern communication gadgets, intermittent incursions by night marauders, porousness of the school compound, thorough fair of indigenes through the college compound, lack of security facilities, poor effective communication, lack of periodic training and seminars for the security personnel and inadequate funding of the security department. these findings are supported by ortiz (2017) who wrote that lack of communication among campus direct service providers, shortage of crime prevention officers on campus and failing of university to share vital information related to campus safety are some security problems that was enacted in 1990 by clery act.

The findings from the analysis of research question two as shown on table 2 revealed that managerial skill needed for the enhancement of security in colleges of education. the findings indicted that provision of enough man power, good and effective communication, unproved human relations, good delegation skill, giving students orientation on security matters, availability of modern communication gadgets, provision of adequate fund, sound monitoring of all the movement and phone calls in the college are the managerial skills needed for the enhancement of security in colleges. This is inline with anaekwe (2010) who observed that in educational institutions the disposition of the institutional management is of crucial importance in maintaining peace and security.

CONCLUSION

Adoption of appropriate and result oriented concept of management skill is easily recognized as the most important asset of school. it is a key indicator of effective and efficient management which includes good security in the school.

RECOMMENDATION

1. Clarification of communication by the college management. that is using of appropriate communication skills and channels is very important and should be considered for use.
2. Periodic training and workshops for the security personnel will help improve the fragile security arrangement in colleges of education.
3. Employment of enough and experienced security man-power is necessary.
4. Providing the security department with adequate modern communication gadgets like stun guns, cc tv, spidon cameras and so on will help boost security.
5. Equipping the security department with adequate facilities like patrol van, hand cuffs, leg chains and so on will facilitate the work of the security personnel.
6. Giving them enough finance to sustain their expenses like fueling their patrol vans, batteries and others.

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