

**CRISIS MANAGEMENT IN TERTIARY INSTITUTIONS:
A CASE STUDY OF FEDERAL UNIVERSITY OF
TECHNOLOGY MINNA 1992 – 2002**

BY

**KOLO VICTORIA NNAWO (MRS)
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DECLARATION

I Kolo Victoria Nnawo (Mrs) do hereby declare that this thesis is written by me and not copied from any past work. I also declare that both published and unpublished articles directly used in this thesis are appropriately acknowledged.

.....
Kolo Victoria Nnawo (Mrs)

.....
Date

CERTIFICATION

This thesis entitled: *Crisis Management in Tertiary Institutions: A Case Study of Federal University of Technology, Minna* by Kolo Victoria Nnawo (Mrs) meets the regulation governing the award of the degree of master of Public Administration, Ahmadu Bello University, Zaria. It is hereby approved for its contribution to knowledge and literary presentation.

Dr. A. A. Anyebe
Chairman supervisory committee

Date

Dr. S. B. Abdulkarim
Member supervisory committee

Date

Dr. A. A. Anyebe
Head of Department

Date

Prof. J. U. Umoh
Dean post Graduate School

Date

DEDICATION

This work is dedicated to Almighty God, my Late father Mr. Jacob .S. Shiru. And my family: husband Mr. I .N. Kolo, Children Hezekiah, Felix, Dan and Daniel.

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ABSTRACT

This study is an investigative and explorative approach to the management of crisis in federal University of Technology Minna from 1992 – 2002. The study was conducted using selected objectives, which include the following.

1. Attempting to investigate the existence or otherwise of communication between management, staff and students.
2. Finding out if delay in action by management has aggravated crisis.
3. Attempting to find out if staff and students have been involved in policy or decision-making.

Both primary and secondary data were obtained. The various groups on campus provided the primary data. The Secondary data was obtained from files in relevant offices of the University like the security, student affairs and the Registrar's office. Information was also sourced from union files.

Data obtained from both sources were analyzed using simple descriptive statistic (frequency and percentages) summarized in figures and tables.

From the results it was clear that issues like under funding of University, disharmony among the University management especially between internal and external Council members, breakdown of, and inadequate collective bargaining between staff and management, insecurity on one hand and lack of dialogue between students and management on the other hand.

Other issue like lack of up to date teaching and research facilities, non-implementation of agreement, University autonomy had caused crisis in the University.

To maintain peace and stability on our campuses, staff and students must be screened before appointments and admissions made. It is also recommended that government should increase its funding to the Universities to enable them meet their obligations. It is also recommended that the University management should cultivate the habit of dialogue with both staffs and students. The University should as matter of urgency try to involve students in decision making especially on the issues of welfare. It is also recommended that the ban on student union be lifted with out further delay. The reports of past committees on crisis should be implemented.

Finally it is recommended that research be conducted into other issues like primordial factors such as religion and ethnicity. The University should constantly look into its approaches to industrial relations, welfare as well as its communication at all levels.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND TO THE STUDY

It is no longer news that our tertiary institutions are crisis ridden and this crisis has affected the quality of education in the country. What can be considered news is how the administrators of our tertiary institutions have been able to manage these crises to ensure the survival of our educational institutions. Conflict is an inevitable feature of any complex human organization. However, since conflict cannot be avoided it should be minimized and not allowed to linger for a long time when they occur. This can only be ensured through effective management techniques.

The Nigerian Universities just like any other complex human organization has its objectives and goals spelt-out in decrees establishing them. Amongst the goals of our Universities are teaching, research, and public service and recently the Universities of Technology were established to give effect to the various drive for the much needed self reliance in Science, Engineering and Technology of the country.

As stated earlier Nigerian Universities are complex human organizations with their inherent problems arising from the formal and informal interactions between the various groups in the system. These groups through this interaction tend to promote their individual or group interest and where groups will not allow the spirit of give and take to prevail conflict emanates. Prominent groups on our universities campuses are, Academic Staff union, the junior staff union, the Senior staff association of

Nigeria universities and ASUTON and the Students Union under which we have various departmental association, clubs, state associations, religious and even tribal associations. The University Management also constitutes interest group especially where the Management is seen to be working in harmony.

We cannot also fail to recognize the existence of cults on our campuses even though it has been difficult to identify members of such bodies on our campuses. Of recent we had of violent cult activities across our Universities and any University that pretends that they do not exist will be undoing itself security wise.

In July 1999 Obafemi Awolowo University (OAU) was closed down due to clashes between cult members armed with lethal weapons drawn from students, staff and University Management.

About seven students lost their lives and several others sustained injuries, which led to the suspension of the Vice chancellor, Prof Omole who was alleged to be a cultist. In view of the magnitude of the problem, the Federal Government had to set up a panel of inquiry to investigate the incidence. Even though we had not had any serious case of this nature at FUT MINNA it is a great risk for any University manager to pretend that these groups do not exist. The existence of all these categories of groups shows the university as a `micro` Nigerian society.

It is our view that the prime objectives of the University as earlier stated are better achieved if they are reconciled with those of such interest groups by University managers.

Since the Nigerian Universities are part of the larger public service their actions and in actions are influenced by the happenings of the larger society.

We are therefore right to say that Nigerian Universities are faced with internal and external factors in the management of its affairs. Some of the external factors are the roles of the Federal Ministry of Education, National Universities Commission (NUC) Joint Admission and Matriculation Board (JAMB).

The much talked about university autonomy which is intended to regulate the activities of the Universities in terms of Academic freedom, research, admission of suitable students, appointment of suitable staff and their retention are among the internal factors the Universities have to battle with.

1.1 STATEMENT OF PROBLEM

Federal University of Technology Minna was established on 1st February 1983 during General Ibrahim Babangida administration.

The foundation Vice Chancellor was in the person Professor J. O. Ndagi 1982 – 1990 and work began at the old site of the Ahmadu Bahago Secondary School Bosso after the payment of necessary compensation by the University to the Niger State government. However, serious academic work did not start until October 1984 with the first Admissions into the foundation School. The first graduates of the foundation school proceeded to professional school of their choice.

The Professional Schools are:-

1. School of Agriculture and Agricultural Technology (SAAT),
2. School of Engineering and Engineering Technology (SEET),
3. School of Environmental Technology (SET), and
4. School of Science and Science Education (SSSE).

The University under the foundation Vice Chancellor was peaceful and as such it attracted high calibre of staff from other sister universities like Ahmadu Bello University Zaria, University of Ilorin, Bayero University Kano, University of Maiduguri just to mention a few. The University under the foundation Vice Chancellor grew steadily except for a minor student crisis witnessed in 1986 on change of feeding policy by the Federal government.

The peaceful atmosphere witnessed from inception to late 1993 could not be sustained by the second Vice Chancellor and this could be associated with the way and manner rules were applied. Rules and regulations especially on promotions were not uniformly applied and there were selective promotion of staff. The welfare of both staff and student was not given the desired attention by administration. It is against this background that the three unions then went on an indefinite strike when the Vice – Chancellor sought and was recommended for his second term by the Council. The Federal government in its wisdom appointed a sole Administrator in 1994 in the person of Prof. Ibrahim Umar to end the three months strike. Even though the appointment of a sole Administrator is an “aberration” in the University system in the country but the painful decision was taken to restore normalcy to the

system. The tenure of the sole Administrator ended in August 1997 with the appointment of the third Vice Chancellor in the person of Prof. M. A. Daniyan. His tenure was characterized with series of student Crisis.

Some of the Crises are:-

- a. May 1999 crisis led by one Daniel Onjeh demanding for the release of the 68 seater PTF Bus and the sum of 1.4 million Naira to the student union government as take off grant. The crisis started by taking of hostage of some Council and Management members. Student in a bid to press for their demand attempted to disrupt the convocation ceremony. At the end some students were rusticated for the roles played during the crisis.
- b. October 2001 crisis which was caused mainly due to demand by students, for the re-instatement of the rusticated students particularly the acclaimed leader Daniel Onjeh and the lifting of ban on student union activities. Students from other institutions came in to participate in the crisis. Eventually all rusticated students were recalled back to studies. The ban on student union activities was also lifted and election held.
- c. April 2002 crisis where student union leaders hijacked the vehicle of the visiting Austrians to the University. Students also during the same period confiscated a coca cola truck outside the university premises and drove it into the campus, consumed the liquid contents and disappeared with some empty crates.

d. July 2002 crisis: the reinstated Daniel Onjeh contested and won election into the office of the president of the national association of Nigerian student (NANS) and the swearing in ceremony was scheduled to hold at Abuja. The University authority released the 68 seater PTF bus to convey interested students to attend the swearing in ceremony. Unknown to the university management the bus could not convey all the interested students to Abuja and rather than make request for more buses, the students hijacked another 68 seater bus belonging to the state transport authority. This was promptly reported to the police who swift into action by mounting road block at Chanchaga outside Minna the state capital.

On sighting the FUT Minna bus, the police opened fire killing a student and injuring several others. Violent broke out as the entire students population was mobilized into action. Some members of the public including the state Deputy governor were molested. The University had to be closed down by the third day for six months. From the reports of several committees the student union leaders were indicted and accordingly punished. The entire student population was punished as each student was surcharged the sum of N1000 to pay for damages caused to University, public and private properties.

e. The university had also witnessed other schismes between religious groups. For example we have had frequent demands from the MSS on the mode of dressing of some female students. Recently the University in a bid to address the situation set up a committee charged with the responsibility of

recommending acceptable dress code in the University. For the recommendation to be acceptable, representatives of the both fellowship of Christian students (FCS) and Muslim student society (MSS) and their patrons were on the committee. The committee had not submitted its report when some Islamic Fundamentalist took laws into their hands. As early as 9:00 am on Wednesday 21st of September 2005, a group of students disrupted lectures halls and attacked those who to them were not properly dressed. The same body had also protested the entry of female students to the male hostels or vice versa. The students had also protested increase in fees and other levies by the University.

From the foregoing it is clear that FUT Minna students like their counterparts Nation wide had protested against local policies (university policies) and National ones. However whatever the nature of the crisis, the University cannot achieve its set objectives and goals in an environment prone to conflict and industrial unrest, even though industrial unrest and any other form of expressing discontent should be acceptable part of democracy as there must be differences in opinion where large people gather to work. Management must live up to its expectation by being responsive, i.e. action must be taken on time to address the unrest.

1.2 AIMS / OBJECTIVES OF THE STUDY

It is against the backdrop of issues presented and discussed above, that the following form the aims of the study.

- i To ascertain the existence or other wise of communication between management, staff and students and also the scope nature and limitation of such interactions
- ii. To find the extent to which delay in action or the part of Management has aggravated issues.
- iii. To investigate whether or not Staff and Students have been involved in policy/ decision making in the University.
- iv. Find out the roles played by academic, non academic and students in solving crisis.
- v. To Proffer suggestions for a lasting peace in the University.

1.3 HYPOTHESES TO BE TESTED

From the discussions made above the following hypotheses need to be tested

- i. That the negative attitude of the university management has contributed to instability in the university.
- ii. That communication gap among management, staff and student has been a threat to peaceful co-existence in our university campuses.

1.4 SCOPE OF THE STUDY

Crisis can be defined as a breach in the natural order of things, an aberration in the system or a disruptive force that can destroy the system or organization concerned. As earlier stated our campuses are crisis ridden. This is to say that there

is no higher institution in Nigeria today that is spared of crisis. However, this study cannot due to financial, material and time constraint cover all our tertiary institutions, we will therefore focus on Federal University of Technology Minna from 1992 - 2002. The study intends to asses some factors that had caused crisis on our campuses using Federal University of Technology, Minna as a case study. Some of the selected factors are:

- ❖ Communication between Management, Staff and Students.
- ❖ Relationship between the University governing Council and Management and University staff unions

1.5 SIGNIFICANCE OF THE STUDY

Higher Education in Nigeria from inception (establishment of University college Ibadan in 1948) to date has been crisis ridden. It therefore means that our educational policies over the years have not been implemented accordingly to plan as education is said to be bedrock of any nation. The study therefore set's out to investigate some of the factors militating against successfully implementation of our educational policies and thus falling standard of education in the country as no nation can attain any meaningful development without paying adequate attention to its educational development. Some people are of the view that some of the problems experienced in our Universities campuses are caused by government. Such people believed that government has neglected the Universities, as it has not provided the required funds. The findings will help in future policy formulations.

There had not been any serious studies carried in the area of Crisis Management at FUT Minna especially after the “Adeyemi must go Crisis of 1994” which called for the appointment of civilian sole Administrator 1994. This study is the first to do so at Federal University of Technology.

1.6 METHODOLOGY

Methodology: - Data was collected from both Primary and Secondary sources as the study is an explorative one.

Primary data: Data was collected from questionnaire administered to students, staff and management. The questions were structured along the two hypotheses for the study. Participant observation was also carried out during meetings of unions and congresses.

Secondary data: - Data was obtained from union files, university bulletins, files from relevant offices. Report of various committees that followed the crisis were also studied.

Data analysis: Data was analyzed using descriptive statistics (frequency and percentages) summarized in figures and tables.

The current staff strength is about 1,250 while students’ population is about 13000. Oben Howele is of the believe that a representative sample of this nature should be about 5%. However this cannot be used by a single researcher because of financial constraints and time. It is because of constraint that the study is limited to these sample size. The breakdown of the sample size is as follows:

1.	Management Staff	
	Principal officers	10
	Committee of Deans and Directors	10
	Senate members	20
	Congregation	50
2.	Academic Staff	
	Executive	10
	School representatives	40
3.	Senior staff union of Universities	
	Executive	10
	Schools/center representatives	30
4.	NON Academic staff union (NASU)	
	Executives	10
	Schools/center representatives	30
5.	Asuton	
	Executives	10
	Schools/center representatives	30
6.	Students union	
	Executives	10
	School representatives	90
	Total	360

1.7.0 DEFINITION OF SOME KEY CONCEPTS

The following concepts are defined as they are used in this study.

1.7.1 **CRISIS:** Crisis can be defined as a break in the natural order of things, an aberration in the system or a disruptive force that can destroy the system or the organization concerned. It is a situation where an organization is faced with danger or great difficulty in achieving its set objectives. So crisis management therefore involves taking appropriate measures to prevent a crisis before it occurs and control it effectively and promptly when it occurs. Crisis management therefore is different from management of crisis. Management of crisis means managing a crisis that has already occurred. According to Nkwocha (1999) crisis management is pro-active, preventive and pre-planned in nature.

1.7.2 **COUNCIL:** The Council is the Governing body responsible for the general management of the university. Membership consists of representatives of the Federal Government, Senate, Congregation and other Federal Government nominees outside the academic community.

1.7.3 **SENATE :** The Senate is generally responsible for the academic affairs of the university.

Membership consists of the Vice-Chancellor Deputy Vice Chancellor, Professors, Deans and Coordinators of the Schools, all Heads of Department, the University Librarian and Congregation representatives.

- 1.7.4 **CONGREGATION:** The congregation consists of all the Academics staff, Administrative staff, Professional and Technical staff holding degrees conferred by recognized universities or equivalence qualifications recognized by Senate.
- 1.7.5 **CONGRESS:** It refers to the entire student body when we are talking about the students and the entire members of the congregation when we are referring to the staff.
- 1.7.6 **UNIVERSITY AUTONOMY-** This means the university being allowed to operate in line with laws establishing it. This is to say that there will be little or no interference from the Government or its agencies in the management of the university especially in policy matters.
- 1.7.7 **CONTROL:** This refers to the authority to direct or authority to order, restrain contain either directly or indirectly.
- 1.7.8 **MANAGEMENT:** This refers to the control and making of decision in the University i.e. the staff who make decision and the process used in executing decisions.
- 1.7.9 **OBJECTIVE/GOAL:** -This terms are used interchangeable in this study. It could mean purpose/importance. Some of the goals/objectives of the federal University of Technology, Minna are:-
- i. To encourage the advancement of learning and to hold out to all persons, without distinction of race, religion creed, sex or political

conviction, the opportunity of acquiring a higher education in technology

- ii. To develop and offer academic and professional programmes leading to the award of certificates diplomas, first degree which emphasize planning, adaptive, technical maintenance, development and productive skills in the engineering, Scientific, agricultural, and allied professional disciplines with the aim of producing socially matured men and women with the capacity of not only to understand, use and adapt existing technology but also improve on it and develop new ones.
- iii. To act as agents and catalysts, through post graduate training, research and innovation for the effective and economic utilization, exploitation and conservation of the country's national economic and human resources.
- iv. To offer to the general public as a forum of public service, the result of training and research and to foster the practical application of those results.
- v. To establish appropriate relationship with other national institutions involved in training research and development of technology.
- vi. To identify technological problems and needs of the society and to find solution to them within the contest of overall national development.

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CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Conflict as earlier stated is an inevitable feature of any complex human organization as a total absence of it from any organization means that it is being suppressed. This however has its effect, which in the long run might not be favourable to the system. However any human organization displays its level of maturity by its ability to bring its suppressed conflicts to the open where it can be discussed and appropriate resolutions reached between the aggrieved parties.

Crisis to Newson, SCOTT and Turk (1993) are either violent or non violent. In each category a crisis can be an act of nature or an intentional event or an unintentional accident (Newson et al quoted by K E.J. Smathon).

However when violent, and some times a non-violent crisis blows up, there isn't time to go through hundred of pages of instructions. The information needed won't be there and even if it is there it is not likely that it would be seen. This is because crisis incites anxiety and a condition of stress. The question then arises: why do Fire Brigades responds instantaneously when a fire disaster strikes? Why do Doctors appear so promptly when emergency occurs? The answer is "being prepared". The men of emergency services and Doctors invest time and resources in training and equipment. They are trained and drilled daily. However with all the training, huge financial investment made, things some time go wrong. If things could still go wrong with the trained, what will happen to the untrained or half-baked when

suddenly he/she finds a crisis on his/her hand?

The most important thing in crisis management is application of good management techniques, which means, “being prepared”.

2.1 CONCEPTUAL DEFINITION AND UNDERSTANDING OF CRISIS, CONFLICT AND DISASTER.

Crisis is an unexpected development, which may often embarrass the organization, frightens the public and puts company credibility and decency under intense scrutiny. In some worst instances especially in educational institutions, it creates the threat to life and property. Newson, Scott and Turk (1993) say that crisis is either violent or nonviolent. In any two categories, a crisis could be an act of nature, an intentional or an unintentional accident, “Mark (1993) sees crisis as a period of heightened uncertainty that increases the need to plan and a point in time when external or internal pressures change the objectives and operational objectives of the organization.”

Herman (1969) gave us a set of dimensions with which to define crisis. To Herman crisis tend to threaten the high priority values of the organization, present a restricted amount of time in which a response can be made and it is unexpected or unanticipated by the organization. Black (1986) classifies crisis as a predictable one that can occur by the nature of business or service rendered by the organization. For instance, industrial unrest/strikes by unions and demonstrations can be predicted in higher institutions. It is known that crisis of such nature may take place but when it

will occur is unknown by the organization. However the unknown crisis is unanticipated by any body either within or outside the organization. Such crisis arising from unknown situation to Awosika (1994) is referred to as disaster, violent and catastrophic.

The Managing Director; zoom lens consultants limited, Jossy Nwocka (2004) in a paper delivered at the National Conference of the Nigeria Institution of Public Relations (NPR) at Awka defined crisis management as the ability of an organization or government or individual to take appropriate measure to either prevent crisis before it occurs or control it effectively and promptly when it occurs. To him crisis management is proactive, preventive and pre-planned in nature. He therefore sees it as an effective public relation strategy to ensure peace and good image of an organization or government. He also sees Management of Crisis (MOC) differently from crisis Management (COM). Management of Crisis (MOC) to him means managing a crisis that has already occurred. He sees it as just a reaction to emergency situations in a panic manner. Managers in such situation employ sporadic largely uncoordinated measures to quench the fire already burning. The problems at hand are usually approached with uncertainty insecurity and lack of confidence

Nwosu (2004) sees crisis as breach in the natural order of things, an aberration in the system or a disruptive force that can destroy the system or the organization concerned. Crisis management therefore involves taking appropriate measures to prevent a crisis before it occurs. He therefore recommends total quality relation management as the strategy of effective crisis prevention and combating it as it

encompasses all the ingredients required by any modern organization.

The concept of conflict/crisis is often seen by some scholars to mean the same thing. Kahn says that the term has two uses namely substance and procedural. The substance usage he says specifies the content of a policy, problem or situation without regard to whether a particular case involves for example, an international crisis, a political crisis or an individual crisis.

Procedural definition on the other hand to Kahn has generic dimension some of which include the following: -

1. Crisis is a situation in which the requirement for action is high among participants.
2. Crisis threatens the goals and objectives of those involved
3. Crisis reduces control over events and their effects.
4. Crisis is a circumstance in which information available to participant is usually inadequate.
5. Crisis management therefore will enable the organization to study and forecast crisis issues and prepare ways to prevent ways or cope with the crisis. With an effective mechanism for crisis management put in place, the organization can also detect early any crisis in the offing.

2.2 NATURE OF CRISIS/DISASTER.

As earlier said that crisis may be violent or nonviolent. It could be international i.e. crisis cutting across countries, National crisis e.g. the Ejigbo Plane crash in 1992 where Nigerian lost over a hundred military officers. It could also be

organizational crisis or personal as crisis is no respecter of nations, establishments or persons.

However in the event of any crisis or disaster, the followings are commonly observed or experienced.

- a. Violent crisis/disasters often result in loss of life/property.
- b. A crisis incites emotional behaviour by every one related to it.
- c. Employees get depressed during crisis and yet they still need to keep the organization going.
- d. Top management becomes unavailable for security reasons.
- e. People learn about crises from personal contacts particularly if the situation is geographically close.
- f. Rumors get started and spread with considerable speed.
- g. Crises are evaluated in terms of the damage done or the risk of the future damage. This is to say the interpretation and seriousness of a crisis is in terms of personal risk or risk of people important to them.
- h. Newspapers give crisis/disasters instant coverage, as bad news is good news to media men.
- i. Communication channels are usually disrupted by crisis. Sometimes the disruptions are mechanical or it may be as a result of demands that the crisis makes on the personnel who ordinarily would be taking care of the communication function.

2.3 CAUSES OF CRISIS IN THE PUBLIC SECTOR

When Cultip, Center and Brown (1978) emphasized the power of public opinion little did they realize that their words were relevant. They noted that the power of public opinion must be faced, understood and dealt with as it provides “the psychological environment in which an organization prosper or perish. It is in the same vein that Seiter (1987) quoted by summers H. Slieter stressed the importance of public opinion when he quoted Walt Seiter a public educator as saying “the United States Supreme Court is not the highest court in our land.” Our highest court is the court of public opinion, which meets every hour. While favourable public opinion can help elect a political candidate, sell a customer’s goods or raise the price of a company’s stock, unfavourable public opinion to Seiter, can be the “kiss of death” for an organization, individual or a product.

Having highlighted the importance of public opinion to any organization, it is important that any serious organization have established channels through which grievances or disaffections could be channeled. Some of the common channels used are suggestion boxes for anonymity, which provide courage for submission of any dissatisfaction, another channel commonly used this day is open door policy but how open is the policy? The channel commonly used by institution of higher hearing is the use of trained psychologists/guidance counsellors in the student Affairs unit first to handle student problems but interested staff could benefit from their services whenever the need arises.

Keith Davies (1967) identifies some of the functions of counselling to include providing the employee with advice and assistance concerning his/her dissatisfaction giving him assurance and courage to face his problem. This is by providing the employee with the information about the company's policies as well as accumulating information for management about the employee's feelings and attitude. The counsellor to Keith Davies assists the employee to think his own problem though more clearly and re-orient the employee's basic goals and values.

2.4 METHOD TO TACKLE CRISIS/DISASTER.

Three stages have been identified by Dr. (Mrs.) Vicky Ajala (1995) in crisis management namely, pre-crisis, the crisis and post crisis. Management of crisis starts long before the eruption. What can we then do at each stage to reduce the impact of the crisis on life and property?

2.4.1 PRE-CRISIS PERIOD: - The best way to manage a crisis is to prevent it by being efficient and credible. In spite of these however, some crisis may still develop without warning. The key to good crisis management is anticipation and being prepared. The following are tips on planning for crisis.

Imagine the worst thing that could happen to your organization. It might occur but probably not as damaging as you have imagined. If however the crisis does happen you will be prepared.

Hold brainstorming sessions with various departments, for example what do we do when the Vice Chancellor, Registrar etc. are kidnapped or held hostage by students? What do we do when some security document are tampered with, what

happen when students expresses their displeasure about change in Institutional policies?

- 1 Try to develop responses to these simulated emergencies.
- 2 Constitute a crisis management team/committee and arrange for meeting at least once a month to assess the situation on ground. The committee members should cut across all cadres of staff and students representative
- 3 Organize the information obtained in advance and make it readily available for use in a form that is most likely to be usable during crisis situation.
- 4 It is important that organizations learn to listen to public opinion by being open. Top management must learn to cope with criticism especially from the opposition.
- 5 Maintain cordial relationship with the media. However sensitive information e.g. death must be not disclosed until when necessary steps have being taken.

2.4.2 CRISIS PERIOD: - The best course at crisis time is an open communication policy. Chairmen Harold Burson of Burson Marstecler company advocates that “however painful the task, it is in the best interest of the company to tell what it knows and does not know quickly, responsively and with sensitivity to the people affected. By taking the offensive and addressing the concerns, real and imagined, of key audience, a company is more likely to be viewed as a responsible and responsive citizen (organization) rather than a recalcitrant or indifferent monolith. Wilcox Ault and Agee (1992) quoted by Dr. (Mrs.) Ajala says when crisis occurs the crisis team must swift into action and draw out communication plan. It is advised that a spokes person be chosen to handle all

communications as honestly as possible. He/she must know who and whom he/she is talking to and avoid giving half information by answering all questions put to him by the media correctly.

2.4.3 POST CRISIS PERIOD: - The crisis team needs to meet after each crisis to take stock of what happened or assess its crisis strategy and where the plan had failed and put in place new ones.

Other issues relevant to crisis management are role of employees as valuable assets of any organization and as such they should be treated so by being adequately informed of all the happenings during the crisis. They must be informed before the outsiders begin to ask them questions.

2.4.4 MANAGEMENT BEHAVIOUR: - Management should not do or say what they don't want printed or talked about on the crisis. Information given out by the organization's spokesperson should not conflict with management behaviour during and after crisis.

2.5 COMMITTEE SYSTEM IN INSTITUTIONAL ADMINISTRATION AS A TOOL FOR CRISIS MANAGEMENT.

2.5.1 ORIGIN OF COMMITTEE SYSTEM IN OUR INSTITUTIONS.

Decision-making is an act of choosing or searching for a suitable course of action among alternatives, in respect of an issue or problem hence decision is also regarded as problem solving. The process of decision making include recognizing that there is an issue requiring solution, analyzing the situation and identifying possible courses of action and choosing the best of the alternatives Litchfield (1956).

Decision making in institutional management is an integral part of administering and disseminating information and directives in the institution, which are multi-purpose in their nature, goals and objectives. In the university setting the objectives are teaching, research and service to the society. Decision-making can thus be seen as interaction, communication among the different groups and levels in these institutions. Teaching, non-teaching or supporting staff and students constitute the communities on our Universities. There are also various levels for communication in line with the stratified structure. The use of committees has found fertile ground in our academic institutions and in England as revealed in the studies carried out by Parkins (1974) commissioned by the Carnegie corporations.

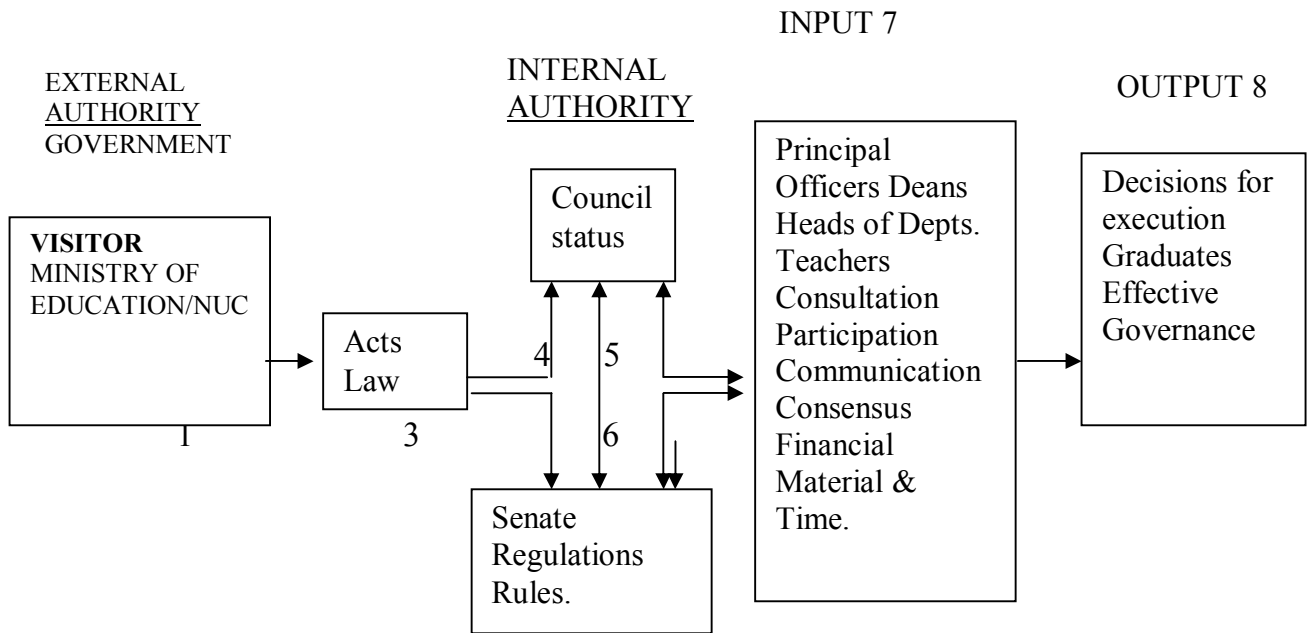
Parkins stated that institutional co operations which included Universities emerged at the end of the guild system in England in that the free corporations promoted academic governance through formal authority delegated to them by the king/parliament. The authority conferred on these institutions allowed some autonomy by which freedom of cooperation could be maintained yet still allow some degree of supervision parkins (1974).

Parkins also claimed that the English model of academic cooperation was modified for use in the former colonies where corporate powers for the governing of higher institutions were conferred on independent bodies. The extension or conferment of such powers for decision making under reference, this writer believes, is reflected in the ordinance, which established the University, college, Ibadan as the first international institution of higher learning in Nigeria. The ordinance later

became an “act” of parliament when the Country gained independence. In subsequent years, such laws were issued as “decrees” under the military government. Figure 2 below show the source of authority for committees/decision making, the input and out of the process. The arrows indicate the pattern of communication in the network.

The use of the committee system in the administration of institution is not an accident but a tradition and process established by law guiding the institutions.

**Figure 2: THE COMMITTEE SYSTEM IN HIGHER INSTITUTIONS:
THEIR SOURCES OF AUTHORITY, INPUT AND OUTPUT**



Source: University of Ibadan Calendar

1. Authority for establishing committee is from government, and incorporated in university law/acts.
2. Councils authority to promulgate status is from the law.
3. Also Senate's authority to make rules and regulations is from (1) above (the

law/act).

4. Inter-action between Council and Senate in the form of joint, committee/Boards.
5. Council committee/Boards established as a result of the law.
6. Senate committee established also as a result of the law.
7. Some inputs to the committee system.
8. Some output of committee work

Parkin (1974) claimed that authority for governance in this institution is delegated as follows "governing bodies legally is the institution with powers to enact rules and regulations.

Administrative hierarchy and the successive echelon of schools/faculty governing boards Parkins (1974)

Carson (1975) corroborates the above claim in the following statements". The process of deciding is distinctive in the College or university ... substantial independent authority for making serious types of decision is allocated beyond the trustees and the president to the faculty/school as a group, to heads, to Deans, to coaches and to administrative officers. Coming to our environment, in the Nigeria University, the enabling factor of the use of the committee system is enumerated in the following provision of the University Laws.

2.5.2 UNIVERSITY OF IBADAN 1962, SECTION 13(1)

Anybody of persons established by this act, shall without prejudice to the generality of the power of that body have power to appoint committees consisting of

members of that body (University of Ibadan Act (1962))

Ahmandu Bello University law 1962 states “The council may delegate any of its powers or duties except powers relating to the making, altering or annulling statutes, to the Chairman of Council, the Vice Chancellor, the Board of Governors of the institute or unit of the University established under this law or any committee appointed by the Council –ABU Act (1962)

FEDERAL UNIVERSITY OF TECHNOLOGY MINNA ACT 1983.

The Council is the body responsible for the general management of the university. Membership consist of representative of the Federal Government Senate and Congregation of the Council to be “ FUT Minna decree (1983)

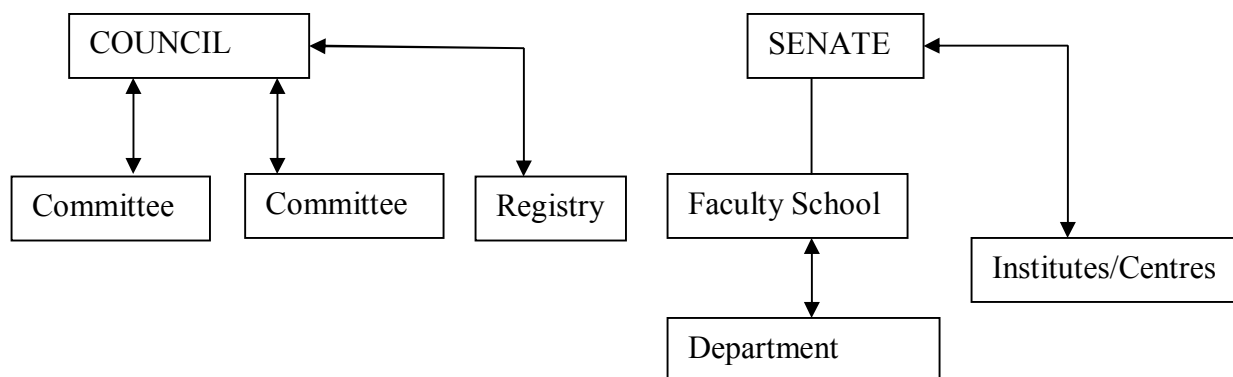
A striking feature of institutional administration is the use of committees for decisions making, passing (communicating) decisions from one level to another for execution within a specified period, use of deadlines also an important factor of institutional administration. For example a proposal concerning the introduction or review of a course passes from the department to the Faculty/school to the academic and curriculum committee for approval.

Since institutions of higher learning, particularly Universities are multipurpose organizations with tripartite objectives and goals (teaching research and service), it is important that much regard is paid to its structure which is highly stratified. In the university, authority for governance is delegative. The multi-nature of the composition of the community in the Institution of higher learning makes it mandatory for the institutions to practice the use of committees which are democratic

modes of decision making as wells as the use of executives powers; this procedures ensures harmony among the different interest groups (teaching, non teaching staff, students, professionals etc.). It is pertinent to state that ratification of such executive powers by the higher or parent body is essential The Vice Chancellor, Deans, Heads of Departments would require the ratification of Senate/Faculty/Schools for actions taken on behalf of such bodies between meetings otherwise the actions might become void. No single system of decision-making can be claimed to be solely used in these institutions. It is in fact believed that the fear of concentrating too much authority in the hands of a single person has led to the wide spread use of committee in addition to executive powers of decision making in our institution of higher learning. Ogunmodede (1981).

Figure 2.2 below shows the movement of business in the committee system in higher institutions.

FIGURE 2. 2: MOVEMENT OF BUSINESS IN THE COMMITTEE SYSTEM IN HIGHER INSTITUTIONS.



Source: University of Ibadan Calendar of Events.

Key Arrow shows:-

Movement of business from top to lower levels and

From lower levels (Faculties and Central Admin.) to

Higher levels (Senate/Council) in the system.

2.5.3 STUDENT PARTICIPATION ON COMMITTEES.

Membership of committees in institutions of higher learning in many parts of the world has been extended to students. In Nigeria the extension was as a result of the recommendation of the “Kassim Enquiry reports” following the student crisis at the University of Ibadan in 1971, in which a student was shot by the police. Van den Berghe (1973). Students have as a result of the commission’s recommendation been allowed to participate in many committees except Senate and Council committees. These recommendation one can state, decolonized these institution in Nigeria, where they are regarded as “Ivory towers”.

2.5.4 INTEREST GROUPS ON COMMITTEES.

While official interest groups are represented on committee in the higher institution, it is pertinent to mention the presence of unofficial interest or pressure groups, which abound in such complex organizations. These groups exist among teaching and non-teaching staff in the form of professionals, unions, and peer groups and in some cases ethnic groups. Balterston (1974) recognized interest/pressure groups in institution as constituencies, which are: “Sets of participants who have similar role with respect to the University and some solidarity to aid group / interest

concerning what it should do for the institution and what the institution should do for it. An individual participant in the University may belong to only one constituency. Many individuals belong to more than one because they operate in several roles, and they may be subject to cross pressures where conflicts arise between constituencies”

Furthermore, Balderton contended that quasi groups are transformed into active participants if all avenues of influence on decisions are closed to them in decision system of the organization. In the Nigerian Institutional scenario, pressure groups have come into full force to vote at Senate and Council elections in favour of peers or professionals or union members. Individuals/interest/pressure groups have carried their influence on matters sometimes beyond the institutional confines to external sources of authority like the visitor. The power play in the appointment of Vice Chancellors of our institutions is pertinent. Interest groups as Griffiths (1983) contended, find a good breeding ground in Universities in that these Institutions exhibit formal and informal aspects of systems of relationship. In Nigeria, there are network of cliques and groups relating to formal pattern of behaviour in the larger society which are replicated in these institutions.

2.6 THEORITICAL FRAME WORK.

The theoretical framework used in the study of the crisis management model is as identified by Robert F. Little John. This presents an all inclusive guide to management of Crisis. He identified six phases in the management of Crisis.

Phase 1: This deals with the designing of the organizational structure. The focal point of crisis management is to make use of a small group to save cost for the organization especially in this day of economic crunch. This group consists of experts from functional divisions/units of the organization who are easily accessible, flexible and ready to adapt to change. The matrix structure is also suitable because various Crises may be related solely to separate and distinct organizational elements. Once a Crisis is identified, the relevant division and personnel are contacted.

Phase II: This is closely related to phase I and this deal with selecting the crisis team. The nature of the crisis detects the expertise/personnel needed to be included on the team. This could be on full time or part time basis.

Phase III: This is the development process. The crisis manager develops the selected team into a cohesive and effective unit. The Crisis Manager must take cognizance of the fact that the organization must continue to carry out it's routine operations despite the crisis that has engulf the organization. What is expected of the selected team or development team is identifying the task before it, assigning roles to the members of the team. The team is expected to work in harmony.

Phase IV: This phase requires the designing of crisis audit which involves systematic analysis of the organizational environment, assessing the possible impact of the crisis, the probability of its occurrence and putting priorities in place. The most essential thing here is information gathering on the identified crisis and the information gathered should be used to detect the nature of the crisis and its effect on the organizational goals. It is important that the team should reconcile the identified

goals with organizational objectives: In essence this stage calls for auditing of crisis. For example a Tertiary Institution could have on its list the following crisis, student unrest over change in policy e.g. feeding or hostel accommodation or religious one as this is more volatile.

The fifth phase according to Robert is developing the contingency plan and to him it has five component parts. This is the introduction, objectives, the assumptions, the trigger mechanism and the action steps.

The introduction here must try to give the overview of the situation by starting with a statement identifying the nature of the crisis and the likely issues to be raised. The main objectives here would be to contain the situation.

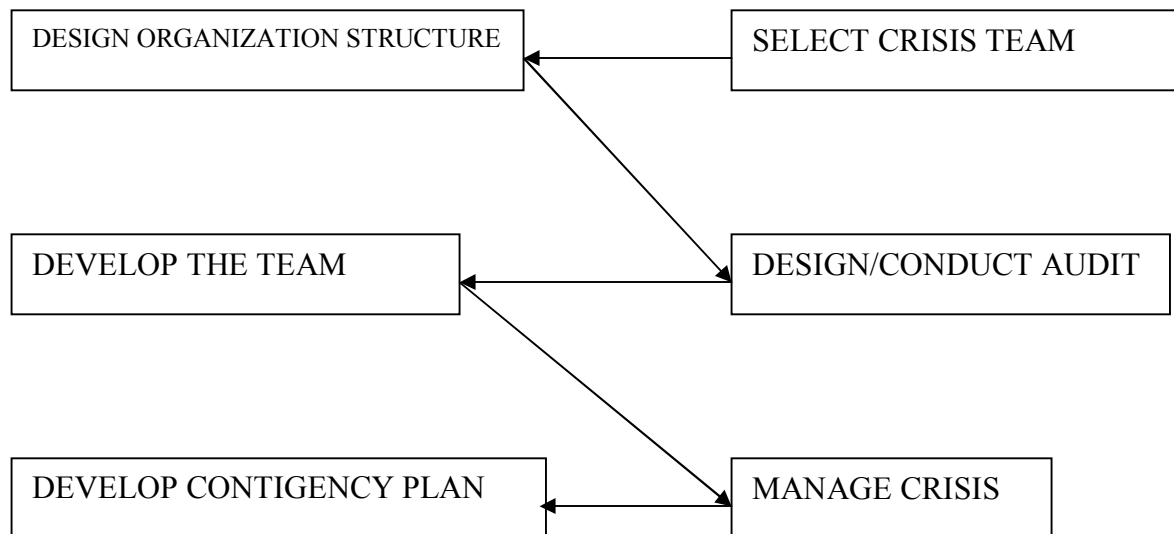
The next part of the contingency plan is auditing the basic assumptions e.g. what and what can be controlled by the organization and what is beyond it. The trigger mechanism deals with device of alarm. It is necessary to note that things be done in phases as if all the required expertise's are pulled out, it is likely to affect the running of the organization.

The final phase according to Robert is the action or actual management of the crisis. It is pertinent that the crisis policy be formulated, the team identified and all the issues carefully evaluated. Data earlier collected must be analysed viz- a viz the organizational goals/objectives.

The position of FUT Minna is that adhoc committees are set up to handle crisis as they arise. For now there is no joint consultative committee (JCC) established to deal with staff grievances in accordance with the Cookey commission.

Management meets the aggrieved union leaders as the need arises.

FIGURE 2.3 CRISIS MANAGEMENT MODEL



SOURCE: Robert F. Little John Crisis Management: A Team Approach 1983.

From the forgoing, it is clear that information gathering, dissemination is the necessary antidote of Crisis management by any responsible organization. It is in the light of this that it is important that organizations have spokes person to discuss, disseminate information to avoid crisis escalation, as crisis is inevitable feature of any organization.

2.7 EMPIRICAL EXAMPLES.

Conflicts and crisis as earlier stated are part of life of any complex organization the university system is not spared of crisis as it tries to achieve its objectives of teaching research and public service.

Anyebe (2001) in his study of management of crisis at Ahmadu Bello University observed that some staff and students employed / admitted into the university respectively had bad records. He is of the view that thorough screening

needed to be done before appointment or admission are made.

Anyebe (2001) also recommended periodic briefing of university community by the management of the happening on the campus. He suggested regular meetings of the congregation and regular meetings with student's representatives. It is his belief that security and intelligence services of the university should be over hauled. This is to say that the security unit should live up to its responsibility of maintaining law and order on our campuses. He suggested adequate funding to the unit to enable it perform its functions effectively

Lawal (1999) also from his studies of crisis management at Ahmadu Bello University observed that recommendations of committees were not implemented and where they were done it was done selectively and this tend to breed the atmosphere of mistrust especially where some staff are regarded a "sacred cows". It is his believe that full implementation of committees report will go along way to restore peace on our campuses after each Crisis.

Lawal (1999) also recommended the provision of all needed facilities for students. Such facilities like lecture halls laboratories, hostel should be upgraded or rehabilitated and maintained periodically to improve on students comfort.

Anyebe (2001) recommended that for peace to be sustained on our campuses there is the need to reactivate machinery for collective bargaining at both local and national level. He recommends that a technical crisis management team be raised in each university.

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CHAPTER THREE

HISTORY OF HIGHER EDUCATION AND CRISIS MANAGEMENT

3.0 HISTORY OF HIGHER EDUCATION IN NIGERIA

From the works of Prof Babatunde Fafunwa, it is reliably gathered that as early as 1472 some Portuguese traders visited the Oba of Benin first just to exchange greetings with the Oba. By 1845, the Portuguese traders had heard some trading contacts with some Benin merchants to exchange things such as paper and ivory. Between 1515 and 1552, the Portuguese expanded their trading activities. However, the Catholic Missionaries through the assistance of the Portuguese traders established a seminary in Saothome to train Africans to work in the church. The activities of these missionaries expanded to other parts beginning from Warri. They established schools and along it preached the gospel of Christ to the native,

The Lagos colony was annexed in 1861 while the Northern and Southern protectorates came to be in 1906 and 1903 respectively. The Northern and Southern protectorates were amalgamated in 1914. However, from inception to when the first government school (kings' college Lagos) was founded, the colonial government did not have any definite policy on education except that it assisted the missionaries.

Serious development of Higher Education in Nigeria started after the abolition of slave trade and resettlement of freed slaves in free town. Samuel Ajayi Crowther a repatriated slave was the first Nigerian to receive higher education in Nigeria. As with primary and secondary education in Nigeria, the contribution of the missionaries in the development of higher education in Nigeria is of great

importance. The main objective also was to train the natives for evangelical works. However, the recommendation of the Aquith, Elliot and Ashbey commissions marked the development of higher education beginning with the establishment of University College Ibadan 1948 and later other universities like Ahmadu Bello University Zaria, University of Nigeria Nsukka etc were established. Ever since the Nigeria Government had established other universities and polytechnics to meet the increasing demand for higher education in the country. The Federal Universities of technology were established during the General Ibrahim Babagida Administration 1982. The main objective of the universities of technology was for the technological development of the nation

3.1 MANAGEMENT OF STUDENT CRISIS IN NIGERIA UNIVERSITIES

The Nelson Contemporary English Dictionary defines “Manage” as to train to control or to look after something. However, David Easton sees management as the process of achieving efficiency and result with least cost or at minimal cost. The essence of management is to make decisions for the purpose of attaining organizational set goals and objectives. The scope of management is wide and makes it difficult to give it a single definition. To some people it is the integration of effort, as well as the design of organizational structure, the acquisition and judicious use of resources, motivation of people, providing leadership, planning strategies, controlling, innovating and creating an enabling environment in which individual and group goals can be achieved.

A good manager in an organizational set up should be able to forecast crisis as well as putting the machinery in place to handle the crisis. It thus means that for our Universities to be able to perform their traditional roles, they must constantly put the machinery for crisis management in place to reduce cost and effect of the crisis when it occurs.

A close interaction with students confirms that they are appreciative of the role/functions played by our universities in educating them for national development and growth. However, some of the students are not happy with some university policies especially when they are changed suddenly without adequate consultation. Most student's would want adequate information when polices such as feeding, accommodation, and academic code of conduct/examination administration are going to be changed. It is in the light of this that most students would want to participate in decision-making processes on issues that affect them internally or externally. The agitation for more representation is more pronounced with the increase in student population across our campuses as this means increase in the interest groups in the universities.

However the traditional preoccupation of University administrators on most of our campuses had been how to contain such expansion, which had in most cases led to stress on the path of the administrators, staff and the students. The final result had been frequent student crisis, staff strikes etc. As earlier stated crisis is inevitable feature of any organization but our Universities most strife to reduce the effects of crisis and crisis itself to the barest minimum by being prepared all the time. To be

prepared management must constantly appreciate student problems, analysis it visa viz the university existing policies and willing to adapt to change where the need calls for it. This is to say those university policies on health, accommodation; feeding and recreation must be assessed constantly to avoid conflict. Staff needs must also be constantly analyzed viz a viz University policy This is necessary as students usually proffer easy solutions to their complaints. Any rule/decision of the university that is not in line with their solution is usually not acceptable to them in most instances. As good administrators the University administration must try to avoid constant reoccurrence of crisis as this can cause disenchantment, which can eventually lead to mass action and in the course of mass action, some unattainable demands are made on management. The credibility of management is put to test at such moments. However, for the maintenance of peace on our campuses, it is necessary that management pays particular attention to communication between it and students, staff, leadership of the unions both staff and student's welfare issues such as feeding accommodation health care delivery and recreational facilities.

Staff/Students like any human being if not properly informed could indulge in rumor mongering and even speculations. To avoid problem, management should set up a data bank through functional intelligent unit. This could be done through suggestion boxes or using some trusted students (this must be done with care). The purpose of the data bank is to get the correct information out to students and also get the correct feedback. The security units of our Universities need to be up to date in the discharge of their duties.

3.1.1 COMMUNICATION

Communication is the process of transmitting information and understanding between two or more people. As such it always involves at least two parties, i.e. a sender and a receiver. The essential feature of communication is meaning. For communication to be successful it must be meaningful to the sender and the receiver. Robins observed that it is only through transmitting meaning from one person to another that information and ideas can be conveyed. The administrator who is poor in communication is certain to have his/her effectiveness curtailed. The speaker who is not heard or the writer who is not read does not communicate. For communication to be successful; the meaning must not only be imparted but also understood.

Communication therefore is very important to every administrator, as it is the process through which goals, plan, decision and directives are conveyed to workers/target audience. Herbert Simon believes this when he observed that without communication there can be no organization or there is no possibility of the group influencing the behaviour of the individual. The successes or failure of any organization depends largely on its communication system. It is in recognition of its all important role that communication has been described as the life blood of any organization.

It is in this light that our tertiary institutions are advised to pay special attention to its information gathering and dissemination to equip management in handling issues objectively. Management could adopt either formal or informal communication to gather or disseminate information especially where the student

leadership does not prove its worth. Management achieves a lot by getting students involved in some deliberations that affect them directly as students of the university.

3.1.2 MANAGEMENT OF STUDENT WELFARE MATTERS.

Student welfare matters must cover areas like accommodation, feeding recreation and health even through the government had withdrew from feeding and partially from accommodation. As earlier stated student's representation on committees such as student welfare committee. Hall committee, student disciplinary committee, campus community forum and university Health Management committee as the case is in Federal university of Minna and sexual Harassment Committee is certainly a welcome idea and good way to handle student welfare matters. However,. Students would want more representation on university main bodies such as Senate, Council committees.

3.1.3 ACCOMODATION

From the inception of university education in Nigeria to now, government has been fully responsible for accommodation at highly subsidized rate of N90 per bed space. However, with the increase in population we have student staying in rented accommodation popularly called off-campus accommodation offered by private people. However, government had directed the privatization of hostel accommodation at N10, 000.00 per bed space, which is aimed at reducing extortion by student to students. Before now the university has been fully responsible for the maintenance of the hostels, the cost most university are unable to carry effectively. Even though government had directed partial privatization of the student hostels but

that does not remove the responsibility of the University of overseeing the quality of the accommodation offered by the private people invited to campuses to avoid crisis. The University must see that the hostels are kept clean all the time. Provision of clean water and regular supply of electricity must continue to be overseen by the University.

3.1.4 FEEDING

Government in the past took care of students feeding at highly subsidized rate. The purpose was to provide quality meal to students at minimal cost. From about 1986 government withdrew from feeding and allowed private individual to operate catering services on campuses across the country, though this too was met with resistance by students. The reason for withdrawal had been due to increase in population and poor funding of the university. However, the university management all over the country must endeavor to supervise the quality of food served by the private caterers. The cost and condition under which the foods are prepared must be under the University supervision and directives. Students need to be actively involved in this through student representatives' /caretakers.

3.1.5 RECREATIONAL FACILITIES OF THE STUDENTS

Cambridge international dictionary of English defines the word recreation as enjoying yourself when you are not working. Recreational facilities are specific ones owned by the public open for public use.

If the popular saying of all work and no play makes jack a dull boy is anything to go by our universities need recreational facilities to help reduce stress and pressure

of academics by both staff and students. The ever increasing population on our campuses had over stretched the available facilities of accommodation, classrooms, libraries and this had made learning difficult. Staff and students will therefore need to take time off to release some of the tensions occasionally. To meet this demand, University would have to provide a variety of recreational facilities to meet the various needs and skills of the student/staff. Some of the recommended ones are football facilities, basketball, lawn tennis, table tennis chess and hockey. Recently some universities provided television and satellite dishes in the common rooms. However, student must be involved in the provision/location of these facilities to avoid conflict.

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CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

Industrial disputes and other forms of expressing dissatisfaction in any organization as stated earlier is inevitable feature of any complex organization such as the University. This is because it is normal to have differences in opinion where large numbers of people gather to work or study. However this conflict should not be allowed to degenerate to the level where things will go out of hand. As It is only when peace and tranquility prevails that organizational goals and objectives can be achieved. The achievement of this goals and objectives is a collective one. It is therefore mandatory to create a very suitable environment for each worker and student to contribute his/her quota for growth of our Universities. This is also necessary as the various groups in the organization portray what goes on in the organization. The worker that is not adequately motivated will not put in his/her best, neither will a student who studies under an unfriendly environment will bring out his/her best.

Out of the 360questionnaire distributed among the various groups in the University 290 were returned which represent about 80.56% percent of the total questionnaires given out. The little attrition suffered in the return of the questionnaires could be attributed to the fact that this is an academic environment where the importance of research is well known to a very good number of the people. Hoarding of information is not to be heard of in this type of environment, as part of

its objective is teaching and research. Research thus should be a culture in an environment such as this. The problem of information hoarding or “secrecy” as experienced in the larger civil service is not true of our Universities.

4.2 ORGANISATION OF CHAPTERS

As earlier highlighted in chapter one, two hypotheses were tested in this study. The questionnaires and data collected from both Primary and Secondary data were structured according to these two hypotheses. Data presentation and its analysis will be done under each hypothesis.

4.3 HYPOTHESIS ONE

(That the negative attitude of the University management has contributed to instability in the University).

The Council is the highest decision making body of any University. This is to say its is the governing body of the University. It was the opinion of some respondents that the council did not provide the needed sense of direction especially during the tenure of the second Vice Chancellor of the University (1990 to 1997). It is also the believe of many that the tenure of the third Vice Chancellor was similar to the second. It is on this assumption that the hypothesis that the attitude of the University management has contributed to instability in the University was formulated. The responses of the respondents to the variable tested are:-

4.3.1 RELATIONSHIP AMONG COUNCIL MEMBERS

Generally one will expect that a body like this should work as a team. This is to say that both external and internal members of Council will work in a friendly

atmosphere. From the 290 respondents (192 or 66.21 %) stated that council especially from 1990 to 2002 deliberated in an unfriendly atmosphere as they were divided, that is external members versus internal members. This resulted into workout or boycott of meetings by internal members in some occasions. It is the view of some that the external members were further divided along primordial factors such as religion, politics and on very few occasion regional line during the appointment of the Vice Chancellor.

The balance of 98 respondents, which represent (33.79%) were not sure or rather undecided.

The unfriendly atmosphere commutated in the crisis that led to the appointment of the sole administration in 1994. The rate at which staff left the University service was also at its highest during this period.

4.3.2 RELATIONSHIP BETWEEN CHAIRMAN OF COUNCIL AND VICE CHANCELLOR.

Peace can only be maintained on our campuses if there is a cordial working relationship among the leadership and this will flow down to the subordinates.

210 Respondents, which is 72.4%, believed there is good working relationship between the Chairman of Council and the Vice Chancellor for political reasons or for selfish ambitions especially from 1990 to 2002. The same number of respondents believed that harmony existed between the foundations Vice Chancellor for the purpose of the development of the institution.

80 Respondents which is 27.5% said the relationships were either normal lukewarm, unfriendly or not decided on the options.

Table 4.1: Relationship of Chairman of Council & Vice Chancellor by percentage by Respondents

1983 to 1990			1990 to 2002		
Relationship	Responses	Percentage	Relationship	Responses	Percentage
Normal	210	72.41	Normal	80	27.5%
Luke warm	80	27.5%	Luke warm	210	72.41%

Source: - Survey by Researcher

4.3.3 REACTION OF MANAGEMENT TO CRISIS.

A Stitch in time is said to save nine. If this popular belief is true, management needs to take urgent action before and during crisis period. Management therefore is required to be prepared all the time and this calls for well-informed and articulate technical team to identify possible sources of trouble and proffer solutions.

From the 360 respondents asked of their views on reaction of University management to crisis from inception to date, 205 respondents which is about 70.6% indicated that from the foundation management was always prompt to react to crisis. The vice chancellor them was always available and quick to respond to any crisis as he will personally come to talk to students even if the situation report from the subordinates appears unsafe for him to do so. Staff/ Unions leaders had direct

asses to the University management at all time.

The same respondents said management from 1990 to 2003 was slow to react to crisis.

TABLE 4.2: REACTION OF MANAGEMENT TO CRISIS 1983 to 1990

1983 – 1990		
Relationship	Response	Percentage
Prompt	85	29.3
Undecided / slow	205	70.6

1990 – 2002		
Relationship	Response	Percentage
Prompt	205	70.6
undecided	85	29.3

Source: Survey by the researcher.

From the responses of slowness on the part of management from 1990 to 2002, we are convinced to accept the hypothesis that attitude of University management has contributed to instability in the University. All the serious crisis experienced in the University are during this period in question.

4.4 HYPOTHESIS TWO

The claim that communication plays a crucial role in an organization is certainly no longer in doubt. In recognition of its all – important role in an organization, communication has been described as the “life blood” of the organization; the glue that binds its component parts, the harmonizer of its seeming desperate elements, the lubricant of its intricate machinery, the live wire and nerve

centre of its activities.

In fact it has been observed that to organize is to communicate and that where ever and when ever communication ceases in any organization, anarchy will take over.

Communication is the tool for organizational engineering. It is the means by which power is acquired, exercised and sustained. It also provides a means by which relationships are established, extended and even nurtured. In both business and service organization. Communication is the means by which superiors and their subordinates interact, exchange information and ideas; develop plans, proposals and policies, make decision and manage resources, human and materials. It also helps to orient workers to one another and to their jobs. It is the means by which organizational goals and objectives are pursued, attained, sustained and improved. It pervades all activities in an organization, represents an important work tool through which individuals understand their organizational roles. It integrates organizational sub units. Communication also provides the means for making and implementing decision, obtaining feel back, correcting or modifying organizational objectives and procedures as at when occasion demands. It is against this background that the hypothesis that lack of effective communication among management, staff and students has been a threat to peaceful co-existence in our University campuses.

4.4.1 SOURCES OF INFORMATION

360 of respondents representing staff (teaching and non teaching) and students were asked to indicate their sources of information on the happening in the University. Table 4.3 below shows the sources of information by different category of staff (teaching and non teaching) and students.

It is clear from the table that non academic staff especially SSANU ASSUTON members get circulars and bulletins more than academic staff members Juniors staff and students. It was established that 54% of the academic staff and 57.5% of junior received news bulletin. 30% of academic staff received circulars and 50 % of junior staff also received circulars.

About 81.25% of SSANU and ASUTON members received circulars and news bulletin. The students were disadvantaged in receiving circulars 86.25% of the same body did not receive circulars or news bulletins. Students see circulars only on notice boards and news bulletin in the library.

TABLE4.3:

ISSUES	ASSU 80	SSANU 80	NASU 50	STUDENTS 100	TOTAL
Circulars	15	65	25	15	140
News Bulletin	27	69	23	45	204
Friends & Colleagues	17	5	26	40	108
Rumours	25	5	18	63	11
Others	18	3	11	29	61

Source survey by the researcher

On how often they were invited to meetings of committees set up to look into their welfare, the response by the students indicated thus.

TABLE 4.4: STUDENT WELFARE COMMITTEE

Frequency	No	Percentage
Very often	20	30%
Often	31	31%
Rarely	45	45%
None	4	4%

Source Survey by the Researcher

TABLE 4.5: STUDENT DISCIPLINARY COMMITTEE

Frequency	No	Percentage
Very often	31	31%
Often	48	48%
Rarely	19	19%
None	2	2%

TABLE 4.6: HALL COMMITTEE.

Frequency	No	Percentage
Very often	10	10%
Often	20	20%
Rarely	67	67%
None	1	1%

Source Survey by the Researcher

TABLE 4.7: CAMPUS COMMUNITY FORUM

Frequency	No	Percentage
Very often	2	2%
Often	15	15%
Rarely	62	62%
None	21	21%

Source Survey by the Researcher

From the tables above it is clear that the greatest percentages of responses indicated students were not invited to most of the committee meetings and where they were the percentage was low. The students were not invited to committee of Council and Senate where vital decisions affecting students are taken. This might be as a result of ban on Student unionism

Students also responded to the question of whether or not they were invited to ASSU SSANU or NASU meetings. The response was in favour of ASSU as students claimed they have never been invited to SSANU and NASU meetings.

Management also assessed ASSU to be of great assistance in managing students crisis. These may be because they interact closely with the students.

So from the data provided above the second hypothesis can be accepted. The mode of communication namely the sources such as circulars news bulletin do not reach the majority of the population especially students who constitute the larger population in any University. Student's desires to be represented on the Council and Senate Committees where important decisions affect them are taken. This is not approved for now in most of our Universities.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION:

Conflicts and crises are inevitable feature of any complex human organization. Universities are also examples of human organization but with distinctive goals and objectives. Since Universities have distinctive goals and objectives establishing them, the procedures adopted to achieve the goals are unique from that of a profit making organization. These goals are mainly teaching research and public service. Since the goals/objectives defer from that of a profit making organization the composition of institution will be different. The University system is comprised of workers and students. Both staff and students belong to various groups and these groups try as much as possible to influence the happenings of their environment with the sole purpose of protecting the interest of their respective groups. It is the interactions among groups and within groups that result into conflicts especially when most groups would not allow the spirit of give and take to prevail.

5.1 SUMMARY

The aim of any responsive management will be to minimize conflict in the organization since conflict cannot be completely absent in any complex organization. The complete absent of it means it is being suppressed and this portrays a greater danger for the system. What happens to staff and students is a reflection of what goes on in the university. It is for this that the researcher appealed for corporation from both staff and students. The researcher obtained information from relevant files, and report of committees setup to look into crisis in the University cumulating in the appointing of a sole administrator to the

University. The students crisis that followed after sole Administrator left, the present management even though we can have some issues of contention by both staff and students, but some how the management had been able to respond fairly to them and thus the relative peace being enjoyed now on the campus.

A total of 360 representative sample was obtained. The break down is as follows,

Academic staff	50
Non Academic staff NASU	40
Senior Administrative SSANU	40
Senior Technical staff ASUTON	40
Students	100
Management (Senate, Congregation, committees of Deans)	90

A total of 290 was received which is about 80.56%.

In the process of investigating the crises situation and its management at FUT Minna, some objectives like communication between the various groups on campus, communication between management and various interest groups that made up the campus, the attitude of management to crisis was also investigated. It is also interesting to note that the roles played by various interest groups in the management of crisis was also investigated. In the course of this, data was obtained from primary and secondary sources i.e. questionnaire method and information from files.

5.2 CONCLUSIONS

From the survey conducted into attitude of management in the management of crisis, it is clear that Council which is the highest decision making body in the University did not work in harmony. There was division between the external and internal members which

resulted into boycott or working out at meetings by internal members. This attitude has been prevalent in the appointments of Vice Chancellors in the University. This happened in the appointment of the second, third and fourth Vice Chancellors. From the 290 respondents, 192 or 66.2% stated that Council between 1990-2002 deliberated in most occasions in a unfriendly atmosphere. However 210 i.e. 72.4% were of the view that Council from 1983-1990 deliberated in a peaceful atmosphere. The relationship between the Chairman of Council and the foundation Vice Chancellor was also cordial and this pave and way for rapid development witnessed in the University during the period.

It was revealed from the investigation conducted that communication is vital in crisis management. Investigation revealed that senior administrative and technical staff received circulars more than the Academic staff and Junior staff. The students that constitute the major interest group on the campus do not have free access to news bulletin and circulars. Their sources are mainly through few notice boards and few copies of news bulletin dropped in the University library. It was also revealed that invitations of students to meeting of committees handling issues that have direct effect on there lives on campus was not encouraging. Students are hardly represented at Senate or Council committees that take vital decisions on them. This has resulted into series of crisis witnessed by the University.

With regards to issues that generate crisis, we found out that they include, non-payment of certain allowances, under funding, University autonomy and the breakdown of collective bargaining with staff on one hand and dialogue with students on the other hand.

The conclusion of the investigation is that the two hypothesis are accepted because attitude of management at the beginning of the University and afterwards. The crises witnessed in the University are during the tenure of the second and third Vice Chancellors.

On communication, it was evident students and Academic staff do not seem to have adequate sources of information. About 70% of the crisis witnessed in the University are by either of this group.

5.3 RECOMMENDATIONS

5.3.1 We have confirmed that students from other institution influenced or played great role in our past student crises. It is therefore recommended that Universities in the Country should try as much as possible to have the same academic calendar. The recent National Universities Commission directives to regulate this is a welcome idea. With this, students will be in school at the same time and this will reduce to the minimum students from other universities influencing crisis in another University.

5.3.2 It is observed that from the activities of the past National Nans president that he had wide spread support from outside University mostly from “influential persons”
The Universities should as matter of urgency improve on the information gathering as part of its security measures. Security reports on staff and students especially the direct entry students may be necessary in some cases. A comprehensive look into the present security arrangements may be necessary.

5.3.3 To sustain peace on our campus the chief Executive should make it as one of his priority to give constant briefing to both staff and students through their leaders and occasionally the larger body as it has been confirmed that some union leaders do not give the correct feed back to their congress.

5.3.4 Universities should improve on its information dissemination. Change in policies should be communicated to those affected and the reasons for the change adequately spelt out. It is expected that the affected groups should be put of the committee

charged with the responsibility to look into the matter so that the new policy will not be coming to them only on the pages of the news bulletin/ circulars. Members of the committee should also be communicated if its recommendations / decisions are accepted or not by management. This is to say that the stakeholders in the system must be constantly consulted especially when changes are being introduced e.g. increase in fees / levies etc.

5.3.5 Universities should as a matter of urgency set up technical crisis team comprising of various groups/ interests. The technical Crisis team should process the technical know how to handle Crisis. The team should not be adhoc in nature but permanent and functional. It must also comprise various departments like security, student affairs unit, the students etc. The needed materials should always be made available to it.

5.3.6 It is expected that if the so called University autonomy bill is passed into law, there will be less interference from Federal Government and its agencies like NUC, JAMB in the running of our universities.

5.3.7 For the culture of collective bargaining to develop in our universities, the existing machinery for collective bargaining must be maintained. It is advisable that each University maintains a functional technical crisis management team. A look at Cookey report of 1981 and Grey Longe report on higher Education might help. FUT Minna we need as a of urgency setup a functional joint consultative committee. The joint consultative committee meetings should involve all the trade unions of the University. This is to avoid protest against decisions reached at meetings by unions that were not represented..

5.3.8 To reduce crises on our campuses to its barest minimum Government must as a matter of urgency improve on the funding of our universities. Universities on their own part must improve on their internally generated revenue.

5.3.9 Each University should constantly research into problems of disharmony in the University using relevant variables such funding, collective bargaining, communication, welfare, security or primordial factors like religion and ethnicity.

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APPENDIX 1

**FIGURE 1 SUMMARY OF MAJOR CRISIS IN THE UNIVERSITY
STAKEHOLDERS**

S/NO	DATE	STUDENTS REASON	ACADEMIC STAFF REASON	NON ACADEMIC STAFF REASON
1.	13/12/85	conditions of off campus accommodation (internal).		
2.	29/05/86	Academic issues (Reduction of duration of foundation studies) (Internal).		
3.	14/04/88	Removal oil Subsidy (National).		
4.	24/11/88	Students' Unionism (internal).		
5.	03/04/89	Protest against disciplinary action on some students (Internal)		
6.	25/05/92		ASUU Strike (Under-funding (National)	
7.	16/07/92	Students' welfare (Internal)		
8.	20/07/92			Salary disparity (National)
9.	02/02/93	Sympathy strike for expelled students of 16/7/92 crisis (Internal)		SSA/NASU joint strike on salary disparity granted to ASUU (National)
10.	03/05/93		welfare matters(National).	
11.	20/04/94		Appointment of Vice Chancellor (Internal).	
12.	23/05/94			NASU sympathy strike for University of Ibadan's members (National).
13.	01/06/94		Appointment of Vice Chancellor (Internal).	Appointment of Vice Chancellor (Internal).
14.	25/01/96			SSANU on the release of Justice Kalu Anya report (National).
15.			Under-funding and Autonomy (National)	

16.	04/12/98	Protest on increase in Tuition fees (Internal).		
17.	15/03/99	Welfare/water shortage (Internal).	Beginning of weekly Warning strike (National)	
18.	14/04/99	Union Election (Internal).		
19.	07/05/99	Welfare issues (Internal).		SSANU (Incomplete negotiation on welfare (National)).
20.	15/11/99			
21.	17/11/99			NASU (Welfare) (National).
22.				NASU (Welfare) (National).
23.	09/06/00	Fuel Subsidy (National)	Fuel Subsidy (National)	Fuel Subsidy (National).
24.	01/08/00		ASUU warning strike (National).	
25.	24/08/00			NASU (Welfare) (National).
26.	03/04/01		Welfare and under-funding of education at all levels (National).	
27.	12/10/01	Demand for Students Union Government(SUG) and the reinstatement of an expelled student (Daniel Onjeh) (Internal).		
28.	30/10/01			One week warning strike (Non implementation of agreement by federal Gov't. (National)).

SOURCE: INFORMATION UNIT & SECURITY DIVISION OF F.U.T., MINNA.

APPENDIX II

QUESTIONNAIRE FOR STAFF

Dear Sir/Madam.....

The researcher is an M.P.A. student of A.B.U Zaria. She intends to explore the approaches to crisis management at F.U.T Minna from inception to date. Kindly give honest answers to the questions and she assures you that your identity will not be disclosed.

Thank you

SECTION 'A'

1. Age
2. Sex
3. Date of First Appointment
4. Date of last Promotion
5. Qualifications
6. Present Rank
7. State of Origin
8. Responsibilities
9. Do you belong to any union, if Yes indicate: SSANU, NASU ASUTON

SECTION 'B'

ATTITUDE OF MANAGEMENT

10. Deliberation at Council has been
(a) Cordial Unfriendly Very Friendly.
(b) Deliberation at Senate has been
 Cordial unfriendly Very Friendly.
11. From your experience present and past Relationship between Vice Chancellor/Chairman of Council have been
cordial normal Lukewarm Unfriendly
12. From your past and present experience Council reaction to crisis in the university has been
slow prompt undecided

13. What has also been the reaction of management over the years to crisis management in the university

Please Tick one

1982 - 1990	slow	prompt	undecided
1990-1994	slow	prompt	undecided
1997 – 2002	slow	prompt	undecided
2002 – to date	slow	prompt	undecided

SECTION ‘C’

14. UNION AS THREAT TO PEACE.

Please confirm by ticking the appropriate one if the following factors have caused/could cause conflict in the campus from inception to date

- (a) Poor condition of service e.g. non payment of approved allowances
- (b) Inadequate funding
- (c) Inadequate teaching/Research facilities
- (d) Insecurity on the Campus
- (e) Division of the university campus
- (f) Breakdown of communication
- (g) Union activities staff/students
- (h) All of the Above

Any Other (please specify).....
.....

15 How often to your union go on strike?
Very often Less often

SECTION 'D'

Communication Between Management, staff and students

16 What are your sources of information on university activities

- (a) Circulars
- (b) News bulletin
- (c) Rumour
- (d) None at all

17 In your opinion how often does management communicate with students' (comment freely)

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APPENDIX III

QUESTIONNAIRE FOR STUDENTS

Dear Students

The researcher is an M.P.A. student of Ahmadu Bello University Zaria and she needs to explore the approaches to crisis management at Federal University of Minna. Kindly answer the questions honestly. Your identity will not be disclosed

Thank you.

SECTION 'A'

RESPONDENTS' PROFILE

1. (a) Age
- (b) Sex
- (c) School
- (e) level
- (f) Dept
- (g) State of Origin

SECTION 'B'

2 MANAGEMENT ATTITUDE

(A) What is the University management reaction to crisis situation in the University

- (a) Prompt (b) slow (c) undecided.

Do you have other comments?

.....
(B) What is the attitude of management on the provision of the following facilities.

FACILITIES	ADEQUATE	NOT ADEQAUTE	UNDECIDED
i. Teaching materials			
ii Accommodation			
iii Recreation			
iv Laboratory			
v, Maintenance of law and order			
vi Library			
vii Security of students			

- (C) Has your union engage in any National or political matters
 (a) YES (b) No (c) Not decided
- (D) Do you react if the University management stops you from doing so?
 (a) YES (b) No (c) Not decided
- (E) If your answer to the above is YES how do you react
 (a) Through Dialogue (b) Protest (c) undecided.
- (F) Are all demands made by your union to the university met?
 (a) YES (b) No (c) Not sure.
- (G) If your answer to the above is No, are you informed of management decision by your union leaders? (a) YES (b) No (c) Occasionally
- (I) Please indicate from your experience as a student of this university if any of the following can cause or had caused conflict in the university.
- (a) Poor condition of service for staff (a) Academic (b) Others
 - (b) Breakdown of communication between management/staff/students
 - (c) Lack of teaching materials
 - (d) Inadequate facilities/academic and non-academic
 - (e) Union activities (staff & students)
 - (f) Under funding of University by government
 - (g) Division of the University campus (along primordial factors)
 - (h) All of the above
 - (i) Other (please specify).....

APPENDIX IV

QUESTIONNAIRE FOR PRINCIPAL OFFICERS OF THE UNIVERSITY

Dear Sir,

The researcher is an M.P.A student of Ahmadu Bello University Zaria. She intends to explore the approaches to crisis management from inception to date at Federal University of Technology, Minna. She will appreciate if you will give honest answers to the questions below Thank you.

1. Some members of the university community are of the view that the Council members from inception to date are often divided, uncompromising and partial in deliberations.
(a) True (b) Not true (c) Not sure
2. How do you assess council reactions to crisis
(a) Prompt (b) Slow (c) Not sure
3. Can you assess the past and present Council Chairmen as objective and impartial leaders?
(a) YES, all are (b) Not at all (c) few are from inception to date
4. The relationship between the Vice Chancellor with Chairman of Council had always been (a) cordial (b) very friendly (c) unfriendly
5. What has been the impact of the union on the university from inception to date?
(a) Good (b) very good (c) not decided
6. The unions reaction to crisis is the university has been
(a) Slow (b) Prompt (c) Note sure

7. Which of the union could be assessed to be of greater assistance to management of crisis on the university

- (a) ASSU (b) SSANU (c) NASU (d) ASUTON

8. Through which channel of communication do the university communicate her policies to unions

- (a) News bulletins (b) Circulars (c) Dialogue (d) Not sure

9. Primordial factors like religion ethnicity etc. has become part of the university life and this led to the crisis and subsequent appointment of the Sole Administrator in 1994

- (a) YES (b) NO (c) Undecided

10. Comment freely on the best way peace and stability can be sustained on the campus

.....
.....
.....