LEADERSHIP ROLE OF THE VICE-CHANCELLOR IN CONTROLLING STUDENTS UNREST IN THE NIGERIAN UNIVERSITY:ACASE STUDY OF AHMADU BELLO UNIVERSITY

BY

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ZARIA

DECEMBER, 1997

DECLARATION

I, *JOSEPH GUGWONG BONET*, honestly declare that this thesis is my original work. All quotations and sources of information used are duly acknowledged in the Footnotes and References.

JOSEPH GUGWONG BONET

CERTIFICATION

This is to certify that this thesis titled "**LEADERSHIP ROLE OF THE VICE – CHANCELLOR IN CONTROLLING STUDENTS UNREST IN THE NIGERIAN UNIVERSITY: A CASE STUDY OF AHMADU BELLO UNIVERSITY**", by **JOSEPH GUGWONG BONET**, has been approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late parents, BWOGANET and JUMA who sent me to school. It is also dedicated to all parents who see formal education as the best form of insurance they can do for their children. It is also dedicated to my family who created the conducive atmosphere for producing the thesis. It is ultimately dedicated to ALMIGHTY GOD for guiding me all through life mercifully.

ACKNOLEDGEMENT

I am eternally grateful to Professor P.C.A. Daudu, my supervisor, whose patience, guidance, comments, corrections and various other forms of encouragement saw me through to the successful end of this thesis.

I am equally thankful to Professor J.B. Longe, the Head of Department of Public Administration for the interest he showed in my work from beginning to end of it. For his effort to secure extension for registration when I most needed it, I will ever remain grateful to him.

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I am grateful to my wife Christiana, my daughters: Kasang, Kunak, Kubai, Ndau, Juma, and to my son Magayi, all for the conducive atmosphere they created for me to do the course successfully. Their readiness to forgo many things made it possible forme to do the course smoothly.

Finally, I am grateful to all other people who contributed in any way to my success in doing the course. I am grateful to Almighty God for His Divine Providence.

ABSTRACT

This thesis is the product of the researcher's interest in, and concern about,students unrest in the Nigerian University and especially on factors underlying this phenomenon in the University campus. The choice of Ahmadu Bello University as a Case Study was informed by the fact that this institution has recorded the highest incidence of students unrest of any Nigerian University, Students unrest is seen in this work as a real national problem that requires urgent solution.

The research was aimed at identifying actual factors underlying students crises as characterised by Ahmadu Bello University. It therefore became necessary to direct the research instruments on the students as a functional group as these relate with the management of their institution. Equal attention was directed at funding of the University. This is because this item has implications for almost every aspect of the organisational behaviour of the University, and so affects the general welfare of students which is central to the problem. Looking at the relationship between the students and management necessitated conceptual analysis of leadership generally, and leadership of the University in particular.

The research revealed that the problem of students unrest also emanates from the University's being a sub-system within a large system. The work also revealed that the University cannot be

managed on a strictly bureaucratic model of administration, as far as the management of students' welfare problems is concerned. This is because bureaucratic delays are dangerous during the treatment of certain students demands.

Students unrest is an aspect of organizational conflict, and is unavoidable as such. The role of Management is to formalize it by the appropriate operation of the organizational structure of the University. It features in various areas of University administration that relate to students' welfare and students' politics. It tends to erupt along areas of leadership weakness such as failure to plan, monitor and control adequately, failure to allow real participation m decision making especially in areas that have direct bearing on students welfare and areas of concern, neglec t of duty, cowardice or high-handedness on the pait of the leadership, and similar areas of managerial shortcoming.

Many of these managerial inadequacies will usually set off the formation of informal organizations among both students and other groups of the University population. They may even turn formal organisations into counter organisations which may take advantage of situations that cause management problems. It is often the case that individuals or groups within or odfcsid# the campus will pretend to identify with the cause of the students while actually only using them to achieve their own ends.

This work has attempted to show that students unrest in the university is a normal and expected phenomenon to be consciously tackled rather than feared or ruled out. It has therefore shown the problem to have a leadership solution, but is a multi-causal

problem. The leadership can formalize it and by so doing, make it harmless. Hence the title: Leadership Role of the Vice-Chancellor in Controlling Students Unrest..."

As John W. Gardner saw it: "the good society is not one that ignores individual differences, but one that deals with them wisely and humanely so that they lead to progress".

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CHAPTER ONE

i.i STATEMENT OF THE PROBLEM

The problem of this study is students unrest in the Nigerian University. At its political independence in I960, the country had many problems looking it in the face: problems which were products of the nation's historical past and symptoms of new nationhood. According to B. Onyerisara Ukeje (1966), there were already in existence many development and welfare schemes covering all areas of social and economic life of the people. These and many other conditions implied critical needs for whose satisfaction higher education was a potent and paramount instrument.[1] It was against this background that Ahmadu Bello University, Zaria, was established in October, 1962, to, among other things, provide higher education to promote economic and political development of tne then Northern Region of Nigeria, which needed to compare and compete with the other regions in the overall development of the country.[L]

University students are a unique group of youth whose values,

interests, philosophy, attitudes, objectives, aspirations, expectations and priorities tend to differ in many critical ways from those of the management of their institutions. They will often expect quick action on their problems even when delay is unavoidable, useful, or necessary on the part of the leadership.

They often perceive delay as deliberate administrative dillydallying or indifference. In class, students are taught and encouraged to observe, analyse, criticise objectively and rationally, and contribute positively to the development of what they are par[4]- of. Students know and believe as Kirk (19G5) observed, that criticism, rationality, skepticism and a questioning attitude are the hallmark of the University-trained mind. While students relish criticism, however, Management on its part would often prefer not to be criticized or questioned, an attitule seen by students as designed to serve the interest of the status-quo which they (students) want changed.[J] This is an area of conflict that is important to note in this and any other study on conflict resolution in the University.

The Ahmadu Bello University students population is both large and compact. This facilitates communication and contact among them on issues of common interest and concern. Not only does this make interaction and exchange of individual and group views, opinions and sentiments easy, but it also makes mobilization of the students by their leaders cheap and easy. The quick involvement which nearness facilitates and permits, can very easily convert any kind of action by this volatile group of youths into an epidemic. Action, ideas and utterances by the few radical and outspoken students easily find group support which quickly transform the whole body of students into a belligerent front ready to kick

against unpalatable decision or policy by the University authority or government. Their large number makes it difficult f or some of their urgent needs to be quickly dealt with.

This University is characterised by radical political leftists and rightists on one hand, and religious fanatics, activists and extremists on the other, all living under one roof and enjoying the same conditions of living under the same master. George R.Steward (1950) saw this group as having one characteristic in common: equal taste, thirst and inclination for violent action on issues negatively touching their interest. This constitutes a strong motivate force in students unrest in Ahmadu Bello University, Zaria. Their threat is made worse by the fact that the advancement in the media technology has brought the whole world, its happenings and events, to the Campus and to the eye and ear distance of all the students. So have all local, national and international happenings and events that have a bearing on their lives. In the same manner the relationship of the Ahmadu Bello University Students Union with other Universities in the country constitutes a source of common action by students of this institution. For example it was the police Killing of a student in the University of Ibadan in 19 71, commemo rated in 1986, that led to one of the most violent and disastrous students unrest in the University.

Aristotle saw the youth as not yet humbled by life because they have not yet learned its limitations, and are therefore still possessed of exalted notions and tend to be hasty, impatient and excessive in the things they do.’

Also Professor Lewis S. Feuer (1968) saw students as a special

brigade of youth disillusioned by the values, methods, ways and actions of the older generation. They are disappointed with their contemporary economic political and social systems designed by the older brigade because they see them as performing unsatisfactorily, and they want to inject some change into these through participation in their operation. Apparent or real delay, or outright refusal to give this participation brings them into confrontation with the authorities.[J]

Charles Elliot (1975) saw the struggle for participation in, and access to systems, as intense, so that only powerful pressure enables only a few outside the system to actually gain such access or participation. Full access by the majority is elusive and unreal, because the systems devise various confidence mechanisms to give persons only the sense of participation while real participation remains a sham.^

This partly explains students attitude of skepticism, distrustfulness and suspicion towards the leadership of their institution. This situation, according to Lipset (1972) is * sometimes exploited by others outside or within the system, or by the students themselves, to cause trouble on the campus.'

Much as students unrest is a universal phenomenon, its occurrence any where will always, and usually does, reflect local conditions of the relevant areas. The causes, aims objectives and targets of their demonstrations tend to vary among the institutions. But students unrest generally has more common themes than differences. This is because the students movement, wherever it takes

place, has tended to adopt common tactics, and is underlain by the same ideologies. They range from open defiance of order to outright attack on structures and property of both the University and others. These are the -ways, methods and manners by which students reject what they perceive as an unacceptable world and its conditions created for them by the status-quo. Their tactics and methods are aimed at making their institutions accept the need to recognize and involve them, and take decisions also considering them as a force to reckon with.[0]

The same goes for Ahmadu Bello University where every students unrest situation tends to metamorphose into a students-against- police confrontation often with consequent loss of lives of students or some innocent members of the public.

There is difference between pre—1970 Ahmadu Bello University students and their post-1970 counterparts. The former tended to have full respect for their contemporary University authority. They were comparatively less critical and less vocal, possibly because they enjoyed and were sure of more care and economic security from both the University and their society. Their post- 1970 counterparts, including contemporary ones, are radical-minded, less inhibited, critically vocal and inclined to question what to them is not amenable to reason. They are also inclined to be more circumspect about, and to question some decisions and orders from the University Authority as these affect their lives. Lipset (1920) also saw their behaviours as youths' reaction against their elders' refusal to give them participation in the operation of the system which they form part of, so that they cannot decide on, and

determine their own life. They find violence an attractive option for registering their disapproval to authorities which to them remain unresponsive by other means.^ This view agrees with the situation as applied to post-1970 Ahmadu Bello University students unrest.

The University students in Nigeria are sensitive to the observed inconsistencies, discrepancies and failures in some policies of their institutions, and some of their demonstrations are against these. Their trenchant criticism of the status quo, its structures or their faulty operation, often drive the Authority into taking decisions that often precipitate crises on the Campus. Ahmadu Bello University is not an exception in this regard. Students, according to Norman Birnbaum (1972) are faced with insecurity about living. They lack men and women of ideas, patience and good example to guide them, and whom to trust,respect and model upon.[10]

This is equally an apt indictment of the Nigerian society, as well as many others which want development and see students as a vital resource for the purpose. But faulty socialisation of the students by the same society, as Femi Kayode (1987) sees it, defeats the purpose.[11]

Nigerian University students, like any group of youth at all,- have their own picture of the ideal society. They use this to assess the policies of their institutions as regards what conditions these will create. Often they find the institution’s purpose for existence and its functioning incongruous in many respects. Their belief that things could be better motivates them to

seek and demand for participation in operating the managerial machinery of their institution, with a view to influencing both its quality and direction of development. Unwillingness on the part of theleadership to give this needed participation is easily interpreted by the students as a design to slow down or completely prevent change in order to perpetuate the unwanted status quo. [4]

Students therefore doubt the willingness of the University, to give them participation without some action on their own part to induce positive change. Hence, their continuous advocation for change in the old order of things.They are therefore inclined to confront the Authority to give them participation when other means fail.

Students believe they have the same or even better answers to, and are therefore part of the final solution to some of the problems of their institutions. They see the long endurance of these problems' in terms of flaws in their structures or in the inefficient operation of these. Kohan (1370) argued that students demand for real participation because they disagree with being stereo-typed as "adolescents", which they perceive as an unacceptable pretext used by their society to justify its refusal to carry them along in the decision processes which determine their

own world.

A close look at the problem of students unrest would support Eisensradt (1962) that the society turns the students[1] sub-culture into a counter-culture with an immense potential for violence by denying them real participation in the decision processes. Such violence potential may be exploited in the most disastrous ways.

The concept of participation is crucial in the study of students unrest not only in Ahmadu Bello University, but also in the whole system of higher education in Nigeria. There is need ^o answer the question of why participation is both loved and feared. Students cannot reconcile certain observed contradictions about their institution. It was founded to contribute to the economic, political and social development of the society. But thev see themselves as forming an important part of the University which rebuffs their desire to participate in shaping its course. Lipset aptly described students as youth at heart and vibrant in behaviour and utterances; and they are not deterred by either rebuff or intimidation by the Authority.[1]^

It is hoped that the problem of this study has been adequately described as regards its nature, size and complexity. It is essentially a problem that grew out of differences of values, interests and philosophy, of groups that make up the university. The solution to the problem lies buried within the problem itself. The actual problem is what to do in order to find the appropriate solution. On a hopeful note, we need to know that when people of differing views, interests, philosophies and attitudes meet regularly to discuss their common problems with a view to working out solutions, the result is, more often than not, the achievement of unity of action, on the vehicle of participation and communication.[4 e 1U]

1.2 PURPOSE OP THE STUDY

The aim of this study is to identify the real factors underlying students unrest in Ahmadu Bello University. The purpose is to show how the Vice-Chancellor can use his position as the Administrator of this institution to control the problem, and replace its negative face with a positive one. The study will also make suggestions which if used meticulously will be found to be useful in arresting the same problem here and in all institutions of higher learning in the country.

1.3 JUSTIFICATION OF THE STUDY

Students unrest, like conflict, of which it is an aspect, may be negative or positive depending on how it is managed. But the phenomenon in Ahmadu Bello University specifically, and in Nigeria generally has always tended to be negative and more costly than it should be. The situation has got worse, at *a* period in the nation's development when it is least needed. The cost to the University in terms of destruction of property and structures, the cost to parents and the society in terms of loss of lives, study hours, disruption of academic life and therefore painful elongation of the students' University life, to name only a few of the costs, add up to contradict the philosophy and defeat the purpose for which this institution was established.

This study is designed to throw useful light on the problem so that it can be better understood to be better and more efficiently and effectively handled, so that a durable solution can be brought to bear on this many faced and multi-causal societal problem. The study also

dir-usses methods of managing students by which they can be made to contribute to the establishment of a tradition of uninterrupted Campus peace conducive to the effective pursuit of the objectives of the University. So the study is justified.

The constant interruption of the academic year, disruption of lectures, programmes and projects for both students, lecturers, parents and the Management of the University imposes many costs on all those affected. One of these costs is uncertainty about the academic year on the part of lecturers, students and the University system as a whole. The traditional confidence which the society reposed in this institution is adversely affected, and people are made to count the cost of going to this University, or of sending their children and wards to school here. The violence which tends to characterise students unrest has tended to frighten lecturers away from this institution. It has an equal potential for scaring away aspiring lecturers to the University. Many potential students of this University are therefore demotivated from applying for admission here, prefermg to read in other Universities. Public confidence in this university has therefore been significantly eroded and needs to be restored. This study will contribute in this regard through its suggestions which if put into practice, will lead to this. The study is significant in this respect.

The findings and recommendations from the study, it is hoped, would be found useful for enhancing the efficient management of students in the University and other institutions of higher learning in Nigeria. For this latter reason this study is justified.

1.4 SCOPE AND LIMITATION OF THE STUDY

Ahmadu Bello University is a public institution sharing various national resources with many other institutions and organisations. These resources are not only finite and scarce, but they are distributed by the same controller - Government. This immediately suggests a systems approach to the understanding of the students unrest problem. This requires that we analyse the important identifiable linkages of the University with other institutions and organisations for the contribution which these make to the problem under consideration. Such areas include funding, manpower recruitment, interaction of the University, with its political environment, intra and inter-University students politics, otherwise students Unionism, the relationship between the students and the University Authority, the relationship between the students and the funding agency of their University - Government.

To do this properly would require many different sets of questionnaire as well as samples, and same of interview questions. Such samples would have rendered the study unwieldy and too expensive, given the lean purse of the researcher. To cut down on cost and make the study easier, it became necessary to narrow the areas of detailed investigation to the following:

1. The organisational relationship between the students and the University Authority.
2. Students politics

It is within these two circles or areas of interaction that students

crises generally erupt. Thus the questionnaire and interview were almost all limited to samples of staff and students of the University only. Since the study is limited to only Ahmadu Bello University, Zaria, any generalizations from it unavoidably have limited scientific applicability, and so cannot be used for students unrest in all Nigerian Universities without qualification, or for students unrest universally. The time frame of the study is the period between its inception m 1962 and December, 1992.

1-5 BASIC ASSUMPTIONS OF THE STUDY

This study was based on the following assumptions:

1. University students appreciate efforts made by the University to improve their welfare.
2. University students are matured enough and will cooperate with the University Authority to resolve their differences.
3. University students do not want violence
4. University students respect constituted authority.

1.6 HYPOTHESES TO BE TESTED

This study was built around three hypotheses:

1. Inadequate funding constitutes a factor in students unrest in Ahmadu Bello University.
2. The management of students affairs contributes to students unrest in Ahmadu Bello University.
3. The mode of appointment of the Vice-Chancellor

contributes to students unrest in Ahmadu Bello University.

1.7 METHODS OF DATA COLLECTION OF STUDY

The questionnaire method was found to' be most suitable for this study the following reasons, among others:

1. It demands moderately in terms of financial and other costs.
2. It permits flexibi lity m the geoyraphical coveraye of the research population.
3. It facilitates contact with the respondents, who are usually difficult to contact when needed.
4. It allows enormous room for anonymity; thus it encourages respondents to give information freely without fear or favour, and without undue inhibition arising from fear of being identified. For example the respondents were assured of anonymity, and made to believe this because their addresses, names and signatures were not asked for. This is one of the greatest strengths and advantages of this technique. It encourages respondents to give candid, impersonal and objective answers to questions, even though some responses could be anything the respondents feel like giving if only to be seen to say something.
5. The method permits the investigator to consciously structure questions designed to elicit relevant information, data and answers that fit agreeably into the various hypotheses of the

research. These can then be carefully tailored together to produce and retain the scientific unity of the study,

6. It enables the investigator to elicit information from the respondents about themselves. He/she is therefore able to judge and theorize about them, &o that he and his readers are in a position to repose confidence in the information and responses so obtained.

The oral interview method was also used to augment the questionnaire technique. It was useful for getting free information that could not be obtained by the questionnaire method.

The primary sources needed to be augmented as sources of data and information. Secondary sources of information were therefore freely used and heavily drawn from. These included official records of the University, bulletins, magazines, published and unpublished materials, lecture notes, students' dissertations, newspapers, seminar papers, symposia, committee reports and general discussion with classmates and others. Personal experiences as a former undergraduate, then as a post-graduate student of this institution, were copiously drawn from.

The questionnaire consisted of 22 structured questions each of which had guided answers from which the respondents chose what he/she considered to be the most appropriate. The questionnaire was administered at a period that was considered to be most auspicious for students to fill a questionnaire. Then they were not yet haunted by the shadow of examinations, and so had enough time to spare for answering the questionnaire. The response was satisfactory: the total return was 93.7 5% (450 out of 480). In the distribution of the questionnaire

representativeness was a primary objective. Respondents were therefore randomly selected. The coverage was wide; all the major academic courses were covered. The sample size of the questionnaire was 480.

The supplementary interview population included students, people who were conversant with students management as well as past student union leaders who had interacted with the university authority. These included past Vice-Chancellors and students Affairs Officers. Some opinion leaders within close range of the University were also interviewed. These included the Police, Traditional Rulers and Religious Leaders.

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The information and data obtained from the questionnaire, interview and secondary materials was carefully analyzed to

support, validate and/or refute the various hypotheses and assumptions of the study.

1.8 OUTLINE OF THE THESIS

The thesis as described below, is written in five Chapters each of which dovetails into the other to achieve and retain the literary unity of the study.

Chapter One begins with the literary tradition of declaration, certification, dedication and acknowledgement. It starts on page one with a statement of the problem of the Study, giving the primary aims and ultimate objectives of the establishment of the University. It then shows the key actors in the University - Students and Management as groups with differences built around their value systems, interests, preferences, attitudes, philosophy, priorities and expectations. While the students are taught and encouraged to observe and objectively criticise what they see and experience, Management is not always well disposed towards criticism by the students. This comparison immediately prepares the reader's mind to know what to expect: conflict and conflict r esolution.

The statement shows that students unrest is expected, and is also encouraged by leadership inadequacies, eccentricities, shortcomings or weaknesses. It also gives other factors such as

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i.s OUTLINE OF THE *WES1S*

The thesis as described below, is written in five Chapters each of which dovetails into the other to achieve and retain the literary unity of the study.

Chapter One begins with the literary tradition of declaration, certification, dedication and acknowledgement. It starts on page one with a statement of the problem of the Study, giving the primary aims and ultimate objectives of the establishment of the University. It then shows the key actors m the University — Students and Management as groups with differences built around their value systems, interests, preferences, attitudes, philosophy, priorities and expectations. While the students are taught and encouraged to observe and objectively criticise what they see and experience, Management -is not always well disposed towards criticism by the students. This comparison immediately prepares the reader's mind to know what to expect: conflict and conflict resolution.

The statement shows that stud ents unrest is expected, and is also encouraged by leadership inadequacies, eccentricities, shortcomings or weaknesses. It also gives other factors such as

large population of students, hard conditions of life of students, as well as the existence of groups and individuals within and outside the Campus who exploit certain students' conditions and so encourages students unrest. The statement of the problem concludes with the observation that University students want to be given participation in decision making in respect of things affecting their welfare. But participation as they demand is not given them. This situation tends to frustrate them into violence.

The purpose of the study follows next, then the justification for the study. The scope and limitation of the study is also given, then the hypotheses of the study and its assumptions. Finally in this chapter, the method of data collection is given, then we move on carefully to Chapter Two.

Chapter Two consists of the theoretical framework and literature review. This Chapter discusses what scholars and theorists have said about leadership that has a bearing on the s-tudy as regards effective ways of controlling the problem.

Chapter Three gives and discusses the structural organisation of the University, and then analyses the schedules of the relevant personnel showing how the operation of the structure can be useful in controlling students unrest.

Chapter Four, the empirical chapter and the longest in the whole thesis, identifies what the writer considers to be the actual causes of students unrest in the University. The chapter begins by giving a socio-psychological description of University students, and shows how this has relevance to the students' responses to their operational experiences in the University. Inadequate funding is shown to be a major factor in their welfare problems which are

the real problems around which their numerous grievances revolve. The chapter then concludes with analysis of the data collected from the field to support the hypotheses of the study and their underlying assumptions.

Chapter Five concluded the study. It makes necessary observations and comments, and gives the writer's suggestions and recommendations towards effective control of students unrest in the University. This is followed by the conclusion of the study, then the bibliography and appendices follow, bringing the study to its end.

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CHAPTER TWO

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Students unrest is multi-causal and also kaleidoscopic in its nature. In this chapter we look at the problem globally-, then narrow our focus down to the specific context under consideration. We are going to see what schola rs and others have said about it as a universal problem. This will help us unders tand the problem, and we can then make more enlightened, hopef ully useful suggestions, f o r 11 s m a n *a g* e m e n t a n u / o r c o n t r o 1.

The University is an institution which is universally the same m its nature, role/ organisation and operation. It requires that kind of

structural and organisational form which can be operated so as to effectively control the problem of students unrest. Studies m Ohio State University found that successful organisations had management that established a foundation of good communication with subordinates, and had been able to integrate the letter's goals with those of the organisation. They had cordial relation with the subordinates, and were change-adaptive in their management and policy orientation. Other studies in the Michigan State University also found that management in successful organisations showed real interest m subordinates, took their welfare serio usly, and trained them purposefully to enhance their productivity and contribution towards achievement of the overall objectives of the organisations.*Anthony Jay believed that situations produce leadersand since situations vary in time and space, one successful leader in one situation may not be equally successful in another given situation. From tins view emerged the contingency theory which stipulates that leadership is situation specific/

It is against the background of the above findings and conclusions about organisational success that we shall survey what has been said about students unrest. It is generally true to say that not much has been don e on students unrest in Nigeria. So very little is yet available by way of published books on this topic as it relates to the Nigerian experience. Publication on the issue has tended to be limited to newspaper articles, seminars and lectures organised by students, and stude nts' projects. C.S. AbasInya's thesis for the Pu.D titled "A Proposed Student Personnel Programme f or Ahm adu Bello University, Nigeria" (1971) discussed issues related to students as sources of

conflict between them and the University Authorities. E.Babatope's "Student Power in Nigeria

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February Crisis as a Case Study", and Abdutalib S. Umar's "Conflict Resolution in Nigerian University Administration: A Study of the Causes of Students Unrest" (1976), are some of such student dissertations. These have useful but limited contribution to make to the study and understanding of the problems of students unrest in the contemporary Nigerian University. For adequate review of existing and relevant literature m respect of this study,, we have to fall heavily on the works of American and European scholars without loosing sight of the rather limited significance these have for a study in the Nigerian context.

Professor Lewis 3. Feuer's work:"The Conflict of Generations: The Character and Significance of Student Movement", first published in 1369, is one of the roost erudite and comprehensive surveys on tins subject. It gives very good detail on student protest world wide, and gives as the indices of students unrest the four phenomena of; Generation conflict, Political apathy on the part of students, Students' welfare, and Social Change and Social Reconstruction. Professor Feuer saw the generation conflict as the cumulative resentment and aggression of one generation group against another - this time students as the younger generation, against the older one - constituted authorities of the status quu. Students always show disillusionment with, and rejection of the values of the latter as practically expressed by them. Students P r o t e s t on t h e other

hand was seen by the Professor as an expression of their political apathy and the sense of helplessness prevailing among people. In places where the level of literacy is not too impressive, students often see themselves as having a monopoly of the political initiative, which they demonstrate as, and when, necessary to them. As regards students' w elfare, the Professor saw the conditions of students' existence as always providing the best reason for demonstration and rebellion. Finally, he saw social change as a vehicle on which students easily ride to rebellion. Because they are not strictly socially binded, are not too committed to individuals or groups in their society, the cost to students of rebelling, may not be too high. Thus they

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change and social reconstruction in their society, they see themselves as the conscience of their society. This self—image motivates them towards rebellion. To a significant extent, students put stress on ideal issues. The youthful inclination to

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to be spontaneous and natural with students. Professor Feuer saw unis a a. so as a rnocivacor o *x* su'uusni recex-iion, “

Semour Martins Lipset compares favourably with Professor Feuer m giving a comprehensive and universal picture of students unrest

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the problem as regards its causes, conditions and consequences, but lie also analysed the role ci students in politics and higher education, with a specific stress on developing nations. The book makes the important observation that the causes of students unrest diffsr by the continent, and by implication, between one country

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demand for freedom cf expression, participation m the governance of universities, politics generally, among other phenomena, as indices for, and motivators of, students unrest m different places at different historic periods. In Latin America modernisation has been the motivator. In Europe, it is built around the issues of political corruption, exploitation of workers and related. Even within the same continent, the issues of students unrest may vary between one country and another. While it is inadequate facilities

in the UnivGrsities in ons country, it may be the question of State control in another country.

"Students, University and Society — A Comparative Sociological Review" by Margaret Scotford Archer (ed), published by Heinemann, London, 1972, is a book that has dealt with higher education during a period of crisis in which student activism became a forceful phenomenon in the developed world.

In "Student Revolt" by Collin Grouch, published by the Bodley Head, London, 1370, the significance of meaningful student participation in University affairs has been shown. The author shows that tins demand for participation has metamorphosed into distinct political attitudes critical of existing systems advocating and frequently taking direct, practical action as opposed to following democratic methods. He examined the situations in the London School of Economics and Political Science, which gave rise to students activism within the period 1966-1969.

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by T. Blackstone et al investigates in detail the events which began m the London School of Economics in the Autumn of 1966 and led to the first strike called by students against the authorities

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other published works onstudents unrest gives the reader a good understanding of, and insight into, the nature, causes and consequences of students unrest universally. Students unrest in any Nigerian University, A.B.U, inclusive, has many causal factors m common with the works referred to above. A comparative survey of students unrest is given here to demonstrate this point.

2.1.1 Historical Overview

Students unrest is as old as higher education itself, and is equally widespread. Being a universal problem, it is not traceable to the same causes. And the factors that give rise to it vary according to where it occurs, the given situations, and the parties involved. Scholars have tended to emphasise different causes of the problem. While some stressed the generation gap factor, others emphasised communication problems between the students and the University Authorities. The two parties almost always involved are the Students and the University Authorities. The public occasionally becomes a third but less active party. The problem has, however, always attracted more attention from the public and the media. We will now look at the historical trend of students unrest here, with a view to highlighting what aspects of it constitute a challenge to students themselves, the University Management, and the public at large.

Students unrest is seen in this study as students' challenge to the University authorities. This is only one phase of the challenge. The public has its own challenge, but this is outside the realm of this study. What constitutes students unrest may be seen as students' demand for greater freedom of expression, participation in the management of the University, and reform of the University system. But many of the other factors may lie well

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th.5 1360s, decision makers w ere being challenged to justify

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generation, The most powerful of this challenge came from the students who focussed their attention on demands for reforms, real freedom of expression, and participation in the running of the

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beyond the confines of the academic wall, and many of the reasons for this also seem to be rooted elsewhere. But as Umar rightly observed, one area of university authority attracts students'

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auiiiui ily auu tue sumuiiiv ui ouai u ui 'auvSiaOiD \ iiis University Council in the Nigeria University}, do not attract s t u d e n t s a 11 e n 11 o n in a n y m s an 1 ng i u 1 sense.

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authority is all that students worry about. Tins is the authority the University needs to perform. Tins authority is in the hands of an adm1n131r a11vs bur eauc racy, he aded by the Vice—Chanc e11or , wh1ch is given, a degree of auto nemo us authority. In addition to this

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traditionalism has led to significant change in the patterns of University authority. There has therefore been a rise of bureaucratic elements in University authority. It is in these e 1 e ~*n*ent.s , says Umar , which invoIve the e 1 ement of remoteness , comp10x11y and minor irr1ta11ons, that the seeds of disaffection

are found which provide much scope for students unrest.' It is

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emerged from tne student cornrnumties of most industrial

societies."' Here occasions for students unrest, confrontations and riots have ranged from price of meals in refectories, to the right to prevent speakers airing views unacceptable to sorne students. In

Northern Ireland, it was Vietnam, the Question of

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sL-uaents discipline, or of staff appointments and dismissals. The

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and again in 1367-63, were mainly political m nature, as pointed

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In the Americas since 1817, students unrest has taken place over disagreement between freshmen and sophomores over crockery, adminstrative prohibition and political expression.[1] In rnost of the American Universities students unrest centres mainly on political issues-government issues and students' political activism. Race relations have been important issues causiny coiif ront at ions between University s tude n t s snd University

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U;iW CiJll U UiLUC i, JUU U1I1 LSUO LQLBSUili V Ci 21 L13S . Q yUUIliyai iSUii the violence and destruction m Universities in that country, dwarf Campus unrest m Nigeria down to a child's game. But a common feature of students unrest anywhere is that they reflect society's disenchantment with the policies of those m authority, be they m the university or government. For example the 1364 Berkley

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rights movement had awakened the aspirations otmany American students for greater control over their own destinies. Suddenly

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expression, mere participation m me running ot their Universities, and

more control over what Courses were otter 3d and how they* were taught. The immediate cause of the revolt was the attempt by the University Administration to enforce rules controlling political activities on the Campus. The Berkley Revolt set the stage for the whole era of Campus rebellion. The victory, gains and the benefits to students irom this made students across the United States and in foreign countries to believe that students

useful in overturning unpleasant, long entrenched University policies, rules and regulations. Students unrest in Ahmadu Bello

University and in the Nigerian Universities in Qensiai. _&■ unuerj-ain *uy* Lii-ito jjcxxcx uy aLuaem& .

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students unrest is the impact of social change, It has had much effect on the patterns of students unrest m the Universities, since these institutions have becomesigmficantly politicized, and play an active part and crucial role in the struggle for power.

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'which had good imp5ct on the structure and orientation of the present day University m Latin America. It was instigated and led by students wno ‘wanted to have a voice in the man a cement of the University. The students' end was comprehensive enough to incluoe values and affairs of the university and those of the community and their larger society. The Cordoba Reform Movement demanded that students assume responsibility m the running of the Universities,

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As early as the nineteen fifties and sixties, when students unrest was yet alien to the Nigerian institutions of higher learning, students' militancy 'was already a serious problem in the European Universities. The unrest had many causal factors in common, but there 'were generally more differences than common

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world, depending on the nature, seriousness and variety of the problems, aswell as ths nature of tbsuniversity ssy&tem anu pr ocess.

In the developing nations undergoing transition/ students unrest tends to be similar. Students movements m these nations have been known to have shaken and toppled governments. Students movements in Indonesia/ South Korea, Turkey, South Vietnam, have played a leading role in overturning governments. * In Japan, the militant students body — *Z$nyakrsn,* successfully campaigned and

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developing nations, the size of the educated middle class is generally small. Hence students m these countries make up an unduly large section o~ the bearers O1 public opinion, and also serve as the conscience of the public. Their various re1s11onships; educational/ kinship/ economic, social, political anu c 1 ass ,w1th the real elites in their society, give them an audience not enjoyed by students in more developed countries.

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countries have had to imitate their European and American counterparts to become politically revolutionary, agitational and

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demonstrative and have copied the traditions of European liberation, rationalism and nationalism. An important point to note is the universal culture of education. This culture shows that students m an African University reading the same discipline will tend to behave the same in similar situations and circumstances. In fact it is the similarity of their situation that will lead them into engaging m

similar behaviour and vice—

versa, not. imitation.

Our literature review as seen so far in this chapter, enables us to see students unrest in its proper perspective. Many scholars are all agreed that the major causes of students unrest revolve

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reflects the existing situations and various circumstances of the country or region where it occurs. The problem therefore, cannot

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be used to explain it. Even m the same University, factors responsiblefor students unrest may vary according to the exigencies, circumstances and demands of the time and place where it occurs. Students unrest thereiore has various factors for explaining its occurrence. These factors may be economic, political, social, ethnic or racial m narure. They may be single cr 11“ var ious combina11ons . Their combina11on depends on the items

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discusses the conceptual framework of this study throws more light on this.

2.2.0 THEORETICAL FRAMEWORK

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acquiring, extending and refining knowledge claim. From the chaos of his observation and experience, man abstracts patterns of regularity and connections. As a symbolic expression 02 the real, therefore, theory enables us to communicate easily and effectively on issues of research. It has been described as an intellectual shorthand which preserves economically what has been learned.*J On

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theoretical framework for this and any other study, it is against tins background that we snail now lock at the leadership concept

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Many actions by an organisation's management or its leadership are generally guided by similar actions taken in the face of similar problems m the past. Herein lies the relevance here of knowing what others have said about the concept of leadership as it

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problem IS prevented Or precipitated,, SOlVed 0r Worsened.

Figors and Myers (1981) saw the positivist leader as one who takes conflict and differences in ths organisation as normal, but

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the achievement of objectives of the organisation. His Qualities of honesty, objectivity, open-mindedness, ability and willingness to see from the point of view and interest of his organisation groups, and possession of an analytical mind,, all endear him to the subordinates. They see him as a problem—solvsr, and will not only lister, to him, but will often want him to intervene m many of their grievances. As a person interested m achieving an equitable balance between the organisation and its sub-groups on one hand, and among the sub-groups on the other hand, his principles, methods and style are geared towards solving existing problems and preventing others in the cfimg. This is ths kind of leadership that is , most appropriate for tne university, Managing this institution can be a great burden too demanding for persons without the necessary attributes required to handle its functional groups. The leadermust not only be sensitive and concerned for the students, but he must also be decisive without being bossy.**

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confidence that facilitates communication which is easily the most sensitive and delicate aspect of students management to handle.

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not accept,, especially leadership they perceive as imposed.

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democratically according to the demands of the situation, because

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incurs the resentment and wrath of those passed over, whose position he has usurped. Also there is anger for those who imposed him while he alienates his lollowership. Such leadership in any organisation will be sitting on tne apex of an organisation that
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the effectiveness of its power and authority within the or ganisation is impaired . *“ Jay's tIieory of leader ship

acceptability tnerefore has special s i g n 111 c ance and re 1 evance fcr the management of students m the University. A ’vie3—Chancellor appointed from outside the University system and not strictly m
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procedures laid down by the institution itself runs the risk of first

losing m acceptability, and scoring low on respect and trust by a few or most of the functional groups in the institution, students or their organisational sympathisers inclusive. The adverse effects of this situation on the group's allegiance, corporate existence and cooperation needed for effective handling of organisational conflict and related problems is obvious. The

incumbent finds himself in the unenviable no—winner position of

UIVIUBU iuycsiuy anu Quuuie aiieylaucc wu«n ne uaa LU ueuiuc un many crucial issues end matters.

The concept of leadership has undergone significant evolution since Taylor’s scientific rno v emen t early in the 20th century.

supervision as the most effective method for eliciting subordinates* conformity to organisational rules and norms, Kurt Lewin (1339} identified frequent interaction between management and subordinates as a means of achieving the integration needed for the achievement of organisational objectives. The university is not amenable to the strict organisational control and supervision

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riaty ral.\al ruii«L / UIUVBU ia: msi away I:UIII ujiaiuj. anu enforcement of rules as a means ox making subordinates carry out laid down rules. She now saw persuasion and dialogue as a more useful substitute for the ~ n z or cement of rules, than strict surve i.11 ance . She def ined or ganisa 11ona 1 power no t as power over subordinates, but as power withm the organisation. To her power meant the ability tJ

resist order from above the organisation, or to make others behave in desired direction. The power of order,

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subordinates[1] perception of order, and their opinion about the head

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students and the Management ate two separate power groups. They

both need to cooperate with each other and meet to consider problems of mutual interest and common concern. The star tiny point is that they mutually recoynize each other as power yroups in the organisation. This arrangement is a prescription for the establishment of dialogue which is the most useful organisational tool for effective organisational conflict management, and by extension one of the best existing methods for effectively dealing with students unrest in the University, In his conceptualization

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leader as one who has the knowledge of ths human sciences especially human psychology$_f$ and can apply his principles on the management of subordinates. This perception of leadership sees human needs as man's motivators to behave m any direction or respond to order from above. This is akin to Abraham Mas 1 ow[1] s theory of needs m relation to organisational Dehaviour. Maslow said that good leadership is enhanced if the incumoent has adequate

Miuw.’suyt: anu Uuuciaianuluy ux man a uieiaiuui' ux *iv*ssua. nitjae needs are ths indices of his responses to his general environment and the organisation he belongs to. This knowledge and ulid erst a n d i n g o f h um a n n e e d s g u i u e s the 1 e a d e r i n d sail n g w 11 h his subjects. It thus enhances his ability to relate positively with xunctional groups and individuals m the oryamsation. Brown and Maslow’s perception of the psychology and needs of the subordinates is of relevance to the management of University students. Their needs are ever changing, and manayement structures and their operation will need to have devices for buildmy these needs into

them SO that. they aI6 praCtlCally reflected. HelSiu llSS the importance of the Students Union which is there to take cars of ax eaa ux & i_ uuen ia wex x ax e iiut aueyaauexy L/UXXL xmu ui xexxeuueu by the formal structure of the system. University students are a se1f—conscious group of youth who do not want to, and do not like to. be treated as mere passive subordinates in their institution.

will to encourage and give students associations specific roles to play in creating campus peace, may have more gains to make than the one that prefers to cow and intimidate them to obey orders without q u e s11on.

LUX xa rt:y)'xi3 xii uxa lusnixx xuauxuii ux uue yuuu exxeuLxve leader, considered the development stages of subordinates which he related to specific behaviours, expectations and needs that characterize them (stages). He urgec managers to take these age attributes and characteristics into consideration in their working relationship with them. Argyris saw each development stage as going with diffused needs, interests, tastes,

responsibilities, idicsyncracies and expectations. At the aduxt stage the student has acquired values and developed a sense of independence and self-reliance and wants to be seen, recognised and treated as an adult w11h a sense of responsib11ity, respectability, self—contro1 anu in t e g r11 y. This is the stage which T a1c o t Parsons tacked the

owxx-xiRuxixvs siaye . xue xeauex wuu x» avvaxe anu. Anuwxeuyeauxe m this will see University students not only as people who want to be seen as students, but also as people who believe that at their

aySS: IcVel Of phySICal and int.6ll6Ct.Ual development thsy haV6 COmS of 5y« to be recognised and dealt with as responsible adults. It is against this background that we can understand why communication develops problems between students and the University Authority, Government., and even the whole society, when students are described 55 immature and irresponsible when any situation involving them goes wrong. They will therefore easily perceive certain rules and orders by the Authority as emanating from these perception and stereotypes of themselves by the authorities. The chosen language for communicating their disapproval to the authority tends to be P h y s i c a 1 v i o 1 e n c e ,

Pensis Likert's conceptualisation of leadership is relevant hsre. He found than organisations which have low conflict Pozen1151 are those whoss 1eader3hip is subordinatss—oriented; it is friendly with and accessible to rhem, involves them m the decision process of their organisation, and discusses problems and changs in the organ i s a 11on w11li them. Tnis gives tnein a sense of real participation, self-actualisation and security. This style of

1 eadsrship is useful for hanu 11ng Jniver311y scudents becaus e it ma

ke s t hem i e e I r e sponsib1e for s oIving prob1ems t hey t hO ms eIve s cause otherwise., and discourages them from causing them. It is the contention in this study therefore that the youth/ University students inclusive, will grow faster and more positively if seen and treated as perceived by F.ensis Likert. By involving all the relevant functional groups m the decision process., the University will get students involved practically in defining their problems

and working out thsir solutions. When students are face to fsc6 with their own problems 'which thsy hav6 to find solutions to, some

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uas ui yiBVBULiVB j uuycmexxL . 11 Lxxey ixuLiue lxxcil. msy uavs lu solve the problems they themselves cause, they will stop causing

Liieui.

The management of organisational conflict m Nigeria has tended to be more curative than preventive. This partly explains why the manager's behaviour anu leadership stylegenerally appear to have a heavier stress on the authoritarian elements than els ewhe r e. Ma n a g e me n t b y 0 b*j*ec 11ve(M30} a s ad v o c a t e d b y E r n e s t

application m modern organisation. This management style places empI"iasis on the acmevement oi s p e c i f ied orgamsational

objec11ves within a given time frame. It then brings the talents, expertise and abilicies of all relevant groups and individuals within the organisation to bear on the problem until it is solved. The 0mphasis 15 on participation„ and it is the responsibility of management to make the participation real and effective. In this regard tIiere is stress on motivation, team work anu the use of initiative. The technique is preceded by understanding of the desired goal, and this encourages the subordinates to give the coopara11on demandeu from them. At all stages of MBO there is e m p h a s i s b y in a n a g e m e n t o ne f f e c 11 v e c o mm u n i c a 11 o n. w h i c h hitself

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put his emphasis of MBO on accomplishment auu contribution rather 11 man on jusL periorman ce.

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single binding force running through all functional groups of the organisation. It believes their differences should be formalised so that they do not become dysfunctional to the overall purpose of the organisation. Where top management does not have the MBO orientation and this style of management is not practised, differences tend to build up to misunderstandings and friction on

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difficult for the affected institution or organisation to

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as we 11 as 1arge—seale external exigencies as these brmg their forces to bear on the organisation. What this suggests m respect of the

University is that the leadership or Central Administration sIiou 1 d bein con11nuous touchy at least conversant, w11h the situation of each component department. When this is achieved, the leadership is in a good position to build rhe necessary integration and create the binding force needed for the achievement of team wor k in the or ga nis a 11o n.

A leader is a member of a group of two or more people who serves ashead of the group. He is the custodian of the overall

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and that of other members ofit and ensures that they are properly carried out for achieving the objectives of the group. Mary Parker

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position, leadership by* personality* and leadership by* function, and Saw leadership by' personality' aS the leaS't Important especially* m

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leader rslles mOStly* On hlS personal attributes tO elicit ObSulSnOS

from members Of the OrySniSat ion, the head lelleS Oil the formal au Uiui i. L. y ui ius uiiius, ixxe jjeiauuai aiLiiuui-ca ui t_xxe BiiBiiive

leader include;

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u) The spirit of enterprise and adventure e) Unemotional observation and dispassionate traciny of c?>uses of events (object!vity)

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employees and clients as well as other groups m the e n v 1 r o n m e n t.[1]'

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A good number of theories on leadership agree with the above

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iiiuueia ,ftuiuuytueai is yai i.uu a iijijireiauiiaiity uau xueuiy , ixx which leadership is shown to be a process of acquiring exceptional innovation in the choice of goals which requires special skills or

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this theory is that those not born great cannot create great

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when matched with the contingency theory which assumes that every member of a great family or social group is not necessarily born

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University which requires effective leaders with the attributes of M.P. Follet as given above. Academic geniuses are definitely not

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brings them out to light and they have the same opportunities like others to become great leaders/ that is, where and when the

principle and concept of equal opportunity is accepted and pr act iced.

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of Leadership. They believe it is environmental or situational factors that also produce great leaders. In other words, it is societal forces from which great leaders emerge. They see revolutionary leaders such as Hitler of Germany, uemn of Russia

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for css and conditions. We need to see these two theorists as complementing each other as far as a balanced theory of leadership

is concerned.

Another group of theorists are those who have refrained from agreeing with the Personality

Traits and Sociological Theories in

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personality traits that produce effective leaders. Smith and

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theorists who saw both personality traits and the ex isting situation or societal forces

working together to produce the

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other leadership theories, not one of t n e rn has differed

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example, are not noticeably different than the Personality Traits tneorists in their idiosyncracy

creQIt theoryexcept that the

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This assumption is debatable without a crualitier. The

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11 it is not to be assumed that the leader is omniscient and perfect as Hollander and Webb assume. Effective communication and interaction are critically important xor leadership effectivenes. Thg inter ac11on encour ages and enhances the exchange of ideas .« values and methods and techniques within the various groups and the

Xbguo'i x iixua !_Ix'„iH! u«^ i xuaxj x y udbxua! xxx-i' X'sauBX uax xxxa yax i. mus show the Qualities that meet the expectations of the groups.

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(1947), Tupes (1357) and Lee Burnharm (19G3) reject the Personality Traits Theory. The Ohio State University Studies on

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leaders (supervisors) in industries. It was found, for example, that many supervisors tried to integrate the various values of the different functional groups with those of the organisation.

They also showed tendencies towards paternality, were flexible and emphasised effective communication as a positive factor m the attainment of both workers' and organisational objectives. Some of these, however, were more inclined towards production orientation, usingthe "stick andcarrot” technique in the process.

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supervisors were more concerned with their group members than with the entire members of the organisation. For example, they would P L s f 3 r to trai n t heir g r o u p m 0 m b 0 r 3 f 0 r •?. u v a n c 0 m 0 n t 1 n the organisation, a tendency that might oe inimical to, and actually j eopard 1 s t h e ach 1 evementof the organ 13a11 on' sgoa 1 s and ob j e c 11 v e s .

The Contingency Theory was propounded after studies in the

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Sociological or Cultural Relativism theory, and stipulates that auspicious situations cause leaders to be loved by members of the en11re soc1ety, while unfavourable situations lead to the dislike of leaders by their subordinates or followers. This model is

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group members.

Anybody can be a leader. But leadership philosophy and style is what distinguishes the effective leaders from the ineffective leaders. It is not totally correct to assume that leaders will behave the same way to all followers in all situations. Some leaders may be found making full use of their authority or traits in some cases, while others use it just moderately in given situations affecting their subordinates in their organisations.

Every leader usually develops his own style of dealing with and/or motivating his subordinates. The choice of style will always depend on the leader's philosophy of management. If he is of the Scientific Management School of Thought, the style will reflect this. If, however, it is the Human Relations Philosophy, the style will reflect the latter school of thought.

Many leadership styles are identifiable, but the most commonly exhibited among them include Coercive Autocracy, Benevolent Autocracy, Manipulative Autocracy, Consultative leadership and the Laissez faire type of leadership.

The COERCIVE AUTOCRAT is basically a dictator. Since he knows the unpleasant consequences of his instructions on his subordinates, he is always conscious of the need to bolster them up with threats of punishment for failure to carry them out, and he does not care about the conditions for carrying out the orders. He, like the McGregor's Theory X Manager, does not see subjects as having initiative or workers' motivation. He does not owe any explanation about the orders and instructions he bleats out. The

BENEVOLENT AUTOCRAT differs frorn his coercive counterpart only because he sometimes finds itnecessary to explain some of his difficult instructions. But he strongly believes that he has monopoly of knowledge and information m the area from which his orders emanate. Kis self confidence prevents him from seeing his subordinates as capable of having ideas as good as, or even better than his. He has the whole organisation on his palm, and is averse to delegation, believing the organisation cannot function or survive without his ideas. He is easily observed to be high handed.

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uiL La LUI iai LeuuBiiLiSS IIAB LxxeULiie: l^u aDuvc. OUL aiuiAs uurce others, he has confidence mechanisms m his head and uses these

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participate m the decision-making processes. He craftily avoids giving the impression that he dictates, as he actually does. He is

UiLWiLiuily an auvuuaLe UJ. LU« jii nuui/iia ui uemuuiauy anu fundamental freedom which lead to popular participation m the decision process of the organisation. He is generally an intelligent strategist, reierred to as a "sophisticated autocrat"

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accepts the need for subordinates' contribution to the decisionmaking processes of the organisation. He makes them know that they are required tomake their impact on the running of the organisation. He discusses with, consults and brainstorms with

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believes til at decision making is a y r cup at fair m the crganisation. He doss not, t h 0 r 0 f o r 0 , 1 n u u 1 g 0 in constant chang 0 in style or strategy for survival. He be 1 i0v03 that all he needs to do, and has to do, is to rscogn 1 z0 th0 uif 10101100 between sensitive and non-s0ns11iv0 issues in his consultation. Th0

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leader. But because he is too democratic, u0 10aves no meaningful areafor th00 x 0 r c i s 0 of initiative for himself; and it is

uiUiLUiL lu juuye mil! asli- Cuxxl xuerxLaxx luc iiicmayeiiicill ur Lixe ofiicers of his organisation. He is more of a symbolic rather than the functional 1sad0r he is expected to be. Infact he is mere a

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sulu a isauBi xa iiia i cauiixeao lu l _. aixai e ijia:ii3 iui ma failures, but ready to snare praises for others' achievements.

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as differing in their management style according to their

P h ilos o p h 1 c a 1 p o 3111 o n a 1 o n g the 1' 1 S a d e r 3 h 1 p c c n 11 n u u m " . 3 010 w 13 a graphic representation of this.



The above figur0 shows the range of possible leadership behaviour available to the leader. Each type of action is related to

the degree of authority used by the boss, and the amount of freedom he makes available to his subordinates in reaching decisions. These areas of freedom for the subordinates are 7 in number and are explained as follows 1

1. Leaders in this range maxe decisions alone; identify the problems, consider alternative solutions and choose what appears to them to be the options before announcing or reporting to the subordinates who are expected to accept w 11 ho u t ■-]ue s 110 n 1 n g these c ho 1 c e s anu op 110 ns .

2. Leaders m this range also make decisions alone but tmnk 3. b o u t t h e p o s s 1 b ilit y o 1 n e g a 11 v e r e a c 11 o n s o r resist a n c e to their decisions cy tne followers, and so take steps to ^j.i:inuaua Liitt'&'i-

3. Leaders under this range differ from ranges 1 and 2 only because they encourage tne subordinates to ask Questions ui iUi Luc. sAjJiauaLiuu.

4. Leaders here show elements of democracy in decision—making by encouraging subordinates to make alternative suggestions. However, this happens only after the leaders must have taken their decisions, and do not have to accept any suggestions, alternatives or options.

5. Here subordinates are allowed real participation m the

decision process from its beyinmnyto the end. All are iiiaue uu UBJ.1BVB luol auiuB v emeu uul laiiuie Oi me organisation are collective responsibilities that must be isuai eu u y au.

6. Leaders under this ranye realise the use of individual or y r oup participation m decision—rnakiny and actually encouraye this. They are prepared to share with or lose yiaiae IU Lueli. a auu J. uj.ua Less LaLuex. man ue uiameu iut their actions. These leaders are iiiyhly democratic.

/ . nubieaUBiaui.^ anuvvS Luumum iieeuum UJ. ucuisiuu LU Liie &UUU1 uxuaLwa . iuxamiiu ui ±eaue sm u ucuavxuui xa very close to apathy and indecisiveness, both of which often lead to serious problems in rnanay ernsnt.

c.ujjSt L D,iCAB auu u a;ueaI'ILU-UU (iru1*] uail IBU UUL a aiiinxai uLuui aa LiiaL UJ. neiiois Jji.-.ei u auu j.auueuaum auu otunixuL, WUAUU resulted m their rnanay erial Grid. This modei starts with the premise that m order to understand rnanayerial behaviour we need to know what is bemy manayed what they call organization' s universals. These include the purpose,, the resources (human and matBiiJij , auu uiciaiuu^1 Ui aumuuij . seiuw a.a me t,auis ui me y r 1 u i



PISURR i * KKPUTSKH

MangneiyiAnf ijndgr Q1*

Workers seen and used as mere instruments for production,, strict control and supervision of subordinates, little or no concern for workers' needs, human relations or inter—group relations. Attention only on high level production.

XananAiriAnr iimar 1 Q*

Managers recognise workers' values and consider their reelings iii dea 11ng with them or in the decision processes. Establish cordial relations with subordinates, encourage workers to use their initiatives and to participate in the decision processes. Emphasise human relations and team work. Subordinates encouraged to exercise self control and not wait to be directed or threatened with punishment to perform their

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production and workers with whom he keeps little or no contact

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Ths five point seals, however, dess not explain ail aspects of managerial/leadsrship behaviour, but msrsly represents sxtrsms

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net saying that svsry Isadsr must find himsslf in an'/ of thsss fivs points. Any Isadsr may bs found in any of ths fivs points or nsvsr

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evsn 8.8 on ths seals. This looks a similar seals like Tannebaum and Schmidt s leadership continuum/ or Rsnsis Licksrt’s tour—point seal© whoss extremes have features of McGrsyor's Theory X and Theory Y, ail of which deal with manaysrial bshaviour or Isadsr ship

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Jac Gribb (1369) identified his "defensive"{low trust} and "Self-adwQUats" (hlyh tTUSt) leadership styles, Which a i Similar lu uuuyida rluuicyui s laeOiy a axxu iucui / x. me us-suax'/B xoauci , aCCOL'diny tO JdC Gribb, S60S the W 01' k 81" 3 53 laZ*/ aHu I - SpOHS lb 1

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me Lunx j.ii'^uitLi inflLflx aai LUIIIC UUU WX' variables known as situational variables chat influence the relationship between env ir onrfient a 1 demands and organisation's response to these demands, as well as the relationship between leadership styles and subordinates' responses to these styles. Efficient and effective manayement is a i actor of these relationships. In other words, the achievement of any organisational objective is a function workers' motivation,

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In the next chapter We attempt tO SnOW hOW the Ol'y SHi Sat IGuai structure of the University contributes to the problem of students unrest in this institution of higher learning, as well as how it can be used to assuage the problem.

FOOTNOTES

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16. Ibid.

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structure is a vehicle for attaining r.-r . Ui*1_ ^- -ilw jOals a
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lus aiiu'-aLiuii ui H3&yuuaiuj.ii.t-ica ,me yi'juyxny ui iun'-iluus/ u0cisicn making, coordination and control. . . are fundamental requirements... The quality of an organisation's structure will aifect how well these requirements are m e t " T h e quality and efiicient operation of structure will determine the nature and

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organisation. But this is only the physical structure which is the visible aspect of an organisation.

The operation of structure is what gives life to, and sustains any organisation. It constitutes the substance of leadership in the organisation, usually referred to as administration or management. It is this aspect of structure that this chapter focuses on. It is in this area that ws attempt to highlight the role of the Vice-Chancelicr m controlling students unrest in

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must know and believe is tnat ch.5 acminisLracive structure 01 its institution is meant to create an effeccive commumcatiori system m terms of adequate flow and retrieval of information, as well as its processing. otructare ■snisur'Sis _u— ui cLimh'.ciULi wiuii'vUl wu-lCu

the administrative and managerial machinery oz the University becomes disjointsd_, inconsistent and incoherent, giving rise to all sorts of bottlenecks, it a1lows an effective/ top-down, bottom—up

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learning for just lecturers -and students. It is now an industry for nations! development/ producing manpower and contributing to the nation[r] s socio-political/ scouomic and cultural development/ and for giving the nation a placs on tbs rnap of til© sportiny world.

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ACADEMIC FACULTIES

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5. Faculty of Encj mesrmy

u. Faculty ofEnvironrnsntal Design

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study,, because it houses the students around whom the study is

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The Institutes, Centres and Schools of ths University include:

1. Institute of Administration

2. Institute of Agricultural Research

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5. Division of Agricultural Colleges

G. National Animal Production Institute

7. Agricultural Extension and Research Liaison Services

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15. Centre for Energy Research IG .

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3.3 STRUCTURE OF THE UNIVERSITY GOVERNANCE

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The Administrative set-up is designed to show the power positions of functionariesm the organisation. In addition to ensuring a smooth flow of information as well as facilitating its retrieval, the arrangement creates and ensures the continuation of

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of command is disrupted, the authority system is also disrupted, authority becomes diffused, resulting m various bureaucratic bottlenecks. The pyramidal arrangement of positions within the organisation permits and allows the free flow of power from top down and down up the bureaucratic ladder., depending on the nature

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Bello University is given below.

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uai *u.Lxx'-xdx* X4sa^jjuj.uieujjy cue nectuuj. CLflu,<auu Is therefore a political appointee. He ta'^es precedence before all other members of the University and presides over all meetings of Convocation at which he is present. Though his post is of ceremonial honour., the Chancellor has a vital linkage with the administrative level of the University. He could, depending on his human relations and leadership capabilities,, initiate meetings and ui»wuabxuu witii

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substance on some issues of vital importance. Ke opens and closes Decree convocations and could yrant Honorary Decrees

to deserving? members of the public.

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University, and he takes precedence before all other members O1 the University except the Chancellor and Vice- Chancellor m acting as Chairman of Conore c? a 11on or Convocation. He isChairman at all meetings of the Counc11 v*rhen present.

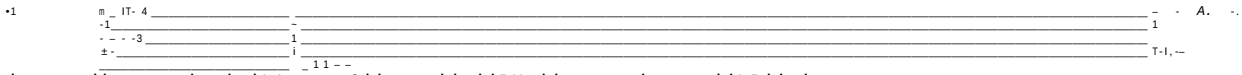
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revolves. • His role as the k my pin of the edifice of the university will be properly appreciated from careful analysis of the Administrative Committees of the University. His role m controlling students unrest will be similarly appreciated. The functions of these C omm1 11 e e s are *y*iv e n be1ow.

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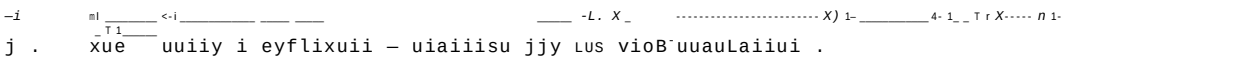
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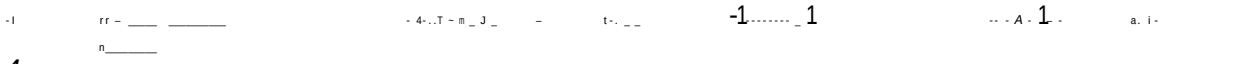
2. The University Senate - chaired by ths Vice-Chancellor



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The University Council has the following Committees as its own instruments of the Administration.

1. Finance and General Purpose Committee - chaired by the Pro-Chanc s11or.

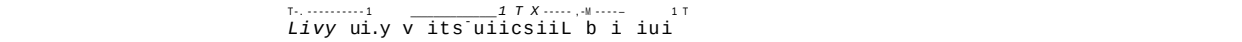


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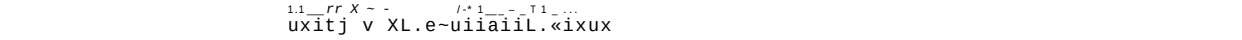
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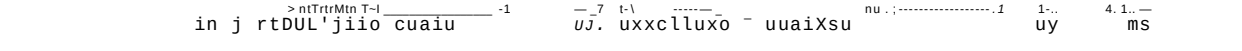
3. A.3.U.Companies as follows;

i) Bookshop Board oi Directors — chaired by tne



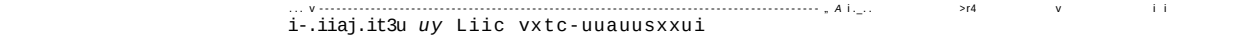
ii} A.B.U. Press Board of Directors — chaired by







iv} Kongo Conference Hotel Board of Directors-



v) UNIBELLO Farms-chaired by the Vice-Chancellor

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Council, or ths Vies—Chancellor 2. Appointments and Promotions Commit1e0—

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The seven Senats Committees include:

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2- Special Admission and Admission Irregularities Committee

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13. Administrative Board ox Survey, chaired by ths Vice—

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xo . J uuxuj. o:aAi iiaxiilny uummx u uses , uuaxieu uy au auauemxu staff not lower than ths rank of Senior Lecturer ap p o i n t *i* d b y t h s V i c s—C h a n c 911 o r o n t h 0 r s c 0 rnsn 0 n d a 110 n o f the '/ice-Chancelxor .

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nuauHim'v uw^ai. LiutjiiL u- lux1 iviuvsisx'.y . j.uc scuaic wxlu xls uwu Committees, and the many other Committees, constitute the Administrative and Managerial Department. The two Departments are not only equally important, but their roles dovetail into each other and are thus complementary and inseparable in many respects,

as J. at ab Liisxi i’sxavauuw uu uu« ^luuiem ui biuusum UUICSL. x» concerned. Thus we shall try here to discuss the roles and

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xn we ue^Cl xucu LUB iuits axxu QULXCB UJ, cne uuciiiueiiui , Pro-Chancellor, and the Vice-Chancellor. We have also given the various management committees which include the CoiTirnittee of Council$_t$ those of Senate as well as the Administrative Committees. In Chapter 2.2.2 we discussed various leadership styles where the democratic phenomenon of participation is expressively or implicitly stressed. From a look at the elaborate distribution of functions as is apparent m the structure given in the present chapter, we can conclude that the use of the committee system of administration in Ahmadu Bello University allows for adequate participation in the decision-making process. The leader with a participatory style of leadership is therefore given the opportunity to use all the functional groups of the University, students inclusive, to solve any management problems of this

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students especially in matters re1a11nq to their welfare, will bring students unrest very close to a permanent solution. The Committee system of Administration makes the Vice-Chancellor a pervasive actor playing directly or indirectly, a leading role in nearly all the Committees of the University. This arrangement clearly underlines the leadership role of the vice-Chancellor in curbing students unrest and other problems in the University.

However, a careful study of the Committee system shows that students are represented in too few of the Committees. This study sees

this as a shortcoming in the operation of the elaborate *organizational* structure of Ahmadu Bello Universityas far as 71 solving the students unrest problem is concerned. As will be seen in their responses to the questionnaire in Chapter Four, students feel left out of many of what they see as important decisions affecting their welfare. Hence they are asking for real participation in the decision processes of their institution because they want to be part of the solution to problems they believe they know well about. Representation in relevant committees will bring them face to face with many of the problems they actually have, or feel they have/ thus they will be conversant with the inherent problems of solving some of their problems, and so make respouses based on the practical realities facing them. This will, no doubt, improve communication between students and the University authority, thus leading to the establishment of a tradition of problem-solving dialogue rather than the existing problem-compounding and problem-creating communication gap that continues to bedevil their relationship. It is therefore the contention in this study that the ultimate solution to the problem of students unrest in Ahmadu Bello University lies largely in the flexible, democratic operation of the organisational structure of

the University. This is a function of the leadership orientation, personality attributes and therefore the management style of the Chief Executive of this institution.

The University Council and its seven administrative instruments - the Joint Council/Senate Committee, the Senate and its seven committees, and the eighteen administrative committees of the University, all have relevance for, and positive contributions to make, to the control of students unrest in the University. The students, like any other functional group on the Campus, have their own part to play, and

contribution to make, to the solution of students unrest since they are part of the problem. Students have their own definition of the problem, they have their own idea of the solution since they know what they want and are asking for it from the University Authority. Creating in them a real sense of participation is the first step towards useful dialogue with students. Dialogue is what is very much required to open up the door towards a permanent solution to the problem. It is what is needed to create more positive attitudes and constructive tendencies in the students and the authorities.

Given the organisational and various othtsj. complexities uf this University and the consequent problems of managing it, students[1] participation in the decision processes becomes a key concern for, and demand by them. The most effective way to give them this is through the committee system of administration which has inherent strengths that can be systematically used to find solution to the problem of students unrest in the University. The

offices of the Chancellor or Pro-Chancellor are mainly honorary and political appointments. The two officers do not have direct dealing with the daily Administration of the University. This is the preserve of the Vice-Chancellor whose duties and daily responsibilities were summarized in the Udoji Commission Report in 1973 as foilows;

> The Vice-Chancellor ... is both the administrative and academic head of the University ... He is required to provide academic leadership, being ex-officio Chairman of the Senate and a number of main Committees as well as being a member of the council. He also has to give guidance on daily problems. He is the principal spokesman for the University in its external relations He has to supervise the various administrative departments and in some instances, he has some sections dealing with planning, public relations or internal audit, under his personal control./5

It can be seen from this quotation that the role of the Vice-Chancellor touches students lives and general welfare most directly, most closely and centrally. He is therefore the kingpin

in any device designed to curb students unrest in the University.

In an academic institution the size and structure, complexity and sophistication of Ahmadu Bello University, it is easy to see the Vice-Chancellor as being over-burdened in his role. This is where the role of the Registrar comes in as very crucial. As a person whose main duty is to provide academic leadership, the need to have support in the administration of the University is obvious. In Adamolekun's view, a basic requirement for success in this kind of leadership is "patent academic respectability".[5] This will require the incumbent to adopt the leadership techniques of delegation of power and responsibilities. Fortunately the Vice- Chancellor has the manpower that will make delegation less problematic and riskless than would otherwise be the case. His supporting team include the Deputy Vice-Chancellor, the Deans and Directors of all Faculties and Departments, Institutes, Centres and Colleges, Professors, the Librarian, the representatives from the various Faculty Boards and elected members of the Congregation. Thus the

Vice-Chancellor of Ahmadu Bello University has a very able management team that he can rely on to bring their talents and wealth of experience to bear on any management problem confronting the Chief Executive. With proper delegation and the will to allow real participation the Vice-Chancellor will significantly lighten his administrative burden of this highly demanding office which directs the whole academic concern of the University.

Another team of functionaries which the Vice-Chancellor finds an invaluable instrument of his administrative and management machinery is the congregation. This team comments on and expresses its opinion on ail matters that affect the interest, welfare and integrity of the University. It is composed of qualified academics and administrative intelligentsia, which the leadership of the University really needs. There is also the Faculty Board that plays an advisory role to the Vice-Chancellor. This Board works closely with the Senate in developing and establishing academic programmes. The bulk of the business of the University takes place at Faculty and Departmental levels. Each Faculty has its own Board of which the ViCS — ChSIlC61 lOi" IS SFi eX—OfflCIO member . Of Vi tal

importance to the running of the University is the Registrar whose role is to maintain a balance of the managerial machinery of the institution, so as to harmonize academic functions with the nonacademic functions. This he does through his staff by providing the secretarial services and ensuring conformity with the policies of the University as laid down by the University law and the rules and regulations to the University Council. This role requires that the Registrar be an administrator with relevant qualification and experience. The Vice-Chancellor as leader in the academic sphere may not necessarily be also a leader in the sphere of administration. But keeping an equitable balance between the demands of both the academics and administration in the University requires

experience and expertise in the art of administration. This is where the role of the Registrar becomes both relevant and crucial. The effectiveness or ineffectiveness of the decisionmaking machinery of the University depends on the performance of the Registrar. This officer provides the grease for the effective functioning of the administrative machine of the University.

The Vice-Chancellor, therefore, as can be seen above has the able manpower and work-force required to effectively head the University and successfully handle the problem of students unrest. However, the style of his leadership will decide the effectiveness or otherwise of this manpower. If it is the leadership style that mobilises and motivates staff in the right direction, the Chief Executive has many benefits to reap from the performance of his staff. Richman and Farmer (1976) made this observation more concretely where they said:"... effective leadership must also provide direction, communication, and motivation of people both inside and outside the organization's goals effectively".' Put more directly, success of the leadership of the University or any organization for that matter largely depends on the ability of the incumbent to provide purposeful guidance and ensure full harmony between and among the various constituent parts of the institution and its environments. The result of this manifests in increased productivity and achievement of set goals and objectives. Herein lies the hope for a durable solution to the problem of students unrest in Ahmadu Bello University in the Nigerian Institution of Higher learning.

The goals and objectives of the University cannot be fully attained to without the leadership that creates the spirit of mutual trust, cooperation and achievement orientation among the officers, staff and other functionaries of this institution. It can be seen at this stage that the responsibilities of the Vice- Chancellor are not only many, wide and varied but also sensitive and therefore highly demanding. It is

for this reason that one is tempted to agree with a former Registrar of one of the Nigerian Universities who expressed his opinion that the Registrar is the Chief Administrator in the University, implying that the Chief Executive - the Vice-Chancellor - should not also be the Chief Administrator and still retain the level and quality of efficiency which the leadership of the University demands. According to this

Registrar, "a dividing line can be safely drawn between the academic and the mundane". This means that the Vice-Chancellor should be more concerned with providing excellence in the academics, while leaving most of the routine of administration to the Registrar who is the Chief Administrator. This form of delegation and demarcation of duties does not in any way reduce the power and authority of the Vice-Chancellor. Rather, it reduces his administrative and managerial burdens, and enhances his ability to give adequate time and attention to other areas of leadership demands. The arrangement is designed, among other things, to reduce the various problems of information flow, to ensure that the information system has the correct bearing on politics and decisions of the University. Thus communication will be *enhanced.* and improved between students and the University Authority on the issues from which conflict between the two generally emanates.

We have tried in this Chapter to show that the organisational structure of this University is such that if properly operated according to the needs, demands and requirements of modern leadership, the problem of students unrest will be successfully contained in Ahmadu Bello University. We have argued that the Committee system of administration currently in use is a good and commendable instrument for effective leadership.. We have also shown that the University has adequate manpower for accomplishing its leader ship tasks successfully if it uses the correct style of leadership as demanded by the University. In the next Chapter, we analyse the data to support the hypotheses.

FOOTNOTES

1. Peter F. Drucker, "New Templates for Today's Organisation"* Harvard Business Review, January-February, 1974, p. 52.

2. John Child, OrQanisationiA Guide to Problems and Practice. Harper and Row Publishers, 1st published 1977, reprinted 1973, p. 9.

3. Ahmadu Bello University 1936/66 Calendar, published by the Academic Planning Unit, Office of the Vice-Chancellor.

4. Memorandum Submitted by Senate of the University of Sokoto to the Presidential Commission on Salary and Condition of Service of University Staff,February, 1981, p. 8, in Alice Oiawumi Umar (Mrs);"The Leadership Role of the Registrar in the University of Sokoto", December, 1992.

5. Ademolekun, p. 42 in Alice Oiawumi Umar (Mrs*) op. cit. 7.

6. Alice Oiawumi Umar (Mrs.) ibid.

7. B.M.Richman and Farmer R.N», Leadership Goals and Power m Higher Education: A Contingency and Open System Approach of Effective Management. Jossy-Base Publisher, Francisco, 1976, p.15.

8. Ademolekun, op. cit. pp,41-42.

CHAPTER FOUR 4.0

DATA ANALYSIS

4.iSQCIO-PSYCHOLQGICAL BACKGROUND OF THE NIGERIAN UNIVERSITY STUDENT

In order to be able to ask reasonable questions or give useful answers about the Nigerian University students as regards their behavioural pattern m this study, we must first see them as products of their society. We shall arbitrarily divide this society into traditional

and modern, with 1970 as the time line between the two. This is to enable us have a better understanding of certain issues generally raised by studies the nature of this one.

In Chapter 1.1 we gave a description of students as regards their psychological nature,and also described the University Management and the problem of dual allegiance as regards implementation of policy and decisions. We shall give a more detailed description of students in this chapter, with emphasis on the contribution of their own society to their behavioural pattern. Every society has its own political, economic, *social*, religious and cultural systems and conditions, which work together to shape its educational system. Colonial education was not brought to Nigeria on a vehicle of the country's own culture and conditions. The culture and the conditions had to wait and adapt to the education system after it was established. This partly explains why Nigeria has tended to have two distinct groups of University students, as far as their attitudes, ideology, personality and tendencies are concerned.

Pre-1370 Nigerian students were generally older than their post-1370 counterparts, and therefore physically more matured. Most of them were married with children, and had family responsibilities. Many left responsible and secured jobs to attend the University. The post-1370 and contemporary students are generally different in many respects. They are younger, generally single, and are therefore free from many of the responsibilities and constraints of family life. Many are still undecided about what to do for a living. The jobs are not there to loose. So they can always discount the cost of going on demonstration, a *cost* that was too high for their predecessors and de—motivated them from *going on* demonstrations. The fear of rustication for participation in students unrest was therefore real to the olden day students. They had the society's negative sanctions to face, or their employers to account

to if they fell foul of the laws of their institution through participation in any students demonstration. They usually make sure, therefore, that the cause of any agitation and demonstration was right before participating in it, if they had to do so.

The age factor may be said to have much to do with the students as well as with those charged with the responsibility of administering the functions of the Universities. The kind of effort made by the latter to reduce friction between students and the University Authority demonstrated their own maturity. It is this writer's contention, however, that age is often over blown as a factor underlying students unrest in the Nigerian University. The absence of a true culture of dialogue is largely responsible for the frequent eruption of students demonstrations in the contemporary Nigerian University. Students are generally good listeners. But whether they have built enough trust in the authorities from their past experiences is another question to answer. Managerial maturity may be queried along with students immaturity in the University. How experienced and mature are all those who handle the welfare matters of the students?

Leadership and followership have changed their traditional meaning, atleast to the University student. During the colonial days school education had a heavy dose of religious instruction which lay emphasis on good, responsible leadership and obedient followership. It was not uncommon for students to hear that all authority comes from God. Leadership was therefore not subject to too much questioning from fear that one would be querying God's arrangement. In this there was stress on "obey before complain". There was equal stress on respect for constituted authority since "all authority comes from God". The net result of this was that schools produced obedient, generally unquestioning students and obedient servants in offices. This is an important factor in explaining the statistical differences between

students unrest before 1970 and thereafter. It also largely explains the non~ violent nature of pre-1970 students unrest as compared with the characteristically frequent violent students unrest after 1970. The contemporary Nigerian student is not as docile and as accommodating as the erstwhile counterpart.

A large percentage of the pre-1970 University students came from poor rural and semi-literate to illiterate parents who were mainly farmers, petty traders or manual workers.[1] This situation has not changed significantly♦ But the level of awareness of both students, parents and the general public has gone up significantly.

University education is still being seen by the average Nigerian as the surest route to employment, economic security and social upliftment. Many poor students, fortunately m the majority in the University, consider the cost of disrupting their education through participation in students demonstration as too high, and so are disinclined to start or actively participate in it. However, those who spearhead and encourage demonstration tend to be very few students from socially and economically better-off parents. Many of these few, as this study discovered, represent certain interests in the society. Some of these interests are better served by the students unrest, and so they tend to encourage students crises.

Abdultalib S. Umar (1976) found that there were more students unrest in the Southern than in the Northern States Universities/ The case of Ahmadu Bello University disagrees with this finding. As observed in Chapter 1.1. This University has had the highest rate of students unrest of any other institution of higher learning in Nigeria. As observed by A.S. Umar, Ahmadu Bello University was a relatively quiet institution as regards students unrest. But it has over the years become concerned with, and interested in both national and international political developments and issues, many of which contain the seeds of

the phenomenon of students unrest as experienced on the Campus.

The urban post—primary institutions in Nigeria are generally better off as compared with those in the rural settings. So more students from the urban areas gain admission into the University than those from the rural areas. This is because of the concentration of educated, working parents in the urban areas, an indication of the urban bias in the nation's planning. The drift to the urban areas has created a situation whereby a large number of youths are in the urban centres. These have been exposed to modern life and culture, and tend to have a more democratic outlook which makes them bolder than their rural counterparts, to question constituted authority about things that do not appear to them to be amenable to reason. The children of the privileged rich, used to sumptuous meals, will find it relatively easier to challenge the University Management over poor food quality than the children of poor farmers who themselves enjoy no protection from rustication or dismissal for certain offences.

The Nigerian University has a predominantly male population. The males tend to be more challenging to authority than the females whose practical contribution to students unrest is therefore proportional to their numerical strength.

The problems of management of a rationalised group such as the Nigerian University students needs to be properly understood. The management of these students requires leadership referred to as the "administrative" / that has to do with the implementation of policies which pilot the activities of the members of an organisation to a predetermined end.[3] I. J. Abdulsalami distinguished between the effective leader who relies mostly on personal attributes to elicit the desired behaviour from subordinates. This is different from the one who is merely the head, and relies heavily on the formal authority of his office to ensure subordinates' obedience.[4]

These personal attributes includei thorough knowledge of the job, ability to grasp total situations, a vision of the future, spirit of enterprise and adventure, objectivity - the ability to observe and trace cause of events unemotionally, ability to recognise internal and ext ernal organisations, use informal organisations for the advantage and benefit of the organisation, ability to be continuously concerned with change and to overcome resistance by both employees and clients as well as other relevant groups in the environment. A careful study of the organisational relationship between students and management in the Nigerian University will show that there is preference for reliance on formal authority than on the use of personal attributes - Headship rather than leadership, m many areas of dealing with the students. It is leadership rather than headship that will lead to efficient and effective management of students' welfare problems which constitute the main source of students unrest in Ahmadu Bello

University. Douglas McGregor's theory Y leader is what the University needs. But such leadership has tended to elude the higher institutions in Nigeria.

Students in the University have been described by the Press as "protesting over bread and butter". Sometimes such description leaves a sour taste in the students' mouths and is perceived by them as the public's stigmatized image of, and opinion about them. The Press, therefore, is seen in this study as contributing negatively to the psychology of the students who feel partly rejected by their society. They are therefore prepared to vent their anger at the first opportunity, which usually comes during students unrest. But the Press has much more positive contribution to make to the management of students unrest by being investigative, objective and less journalistic in its language about students as a group.

The funding of Universities in a developing economy marked by various inadequacies tends to be irregular. This constitutes an important factor that encourages students unrest since any inadequacy or irregularity in the supply of certain resources will usually adversely affect critical areas of students' welfare and related needs. Funding is therefore one very important area of students protest. The University does not find it easy convincing students about non—availability of the necessary resources for meeting their demands. As far as they are concerned these demands must be met since funds are expected to be available for meeting them.

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Socio-economic and political relationships and links are exploited by both students and members of the public in ways that often contribute to the problem of students unrest. Careful detailed examination of students admission, as observed during this research, has revealed that

many undeserving applicants get admission into the University through their various connections with influential members of the society. It is from these well connected students that the campus has many of the active planners of, and participants in, students demonstrat ions on the campuses. As observed during this research, some of these students are sponsored by individuals or yroups with interests at variance with the objectives of the University. These include secret societies which are discussed later.

Edu cation is the process by which p eople are acclimatized to the culture into which they are born in order that they may advance it, J This definition implies that the culture of the people is homogeneous, and the educational system is built on it, and both into each other. But as Margaret Mead observed, the realities of the educational system have shown that "education of dependent people was for the purpose of their successful exploitation by more advanced economies".[u] Education at independence was still divorced from the life of the people: the schools imparted knowledge with little understanding. They taught the students "what to think but not how to think, thus the pupils learnt to memorise but not to digest, to repeat but not to reflect, and to adopt rather than to adapt. Above all ... the pupils were taught to reject their own culture rather than conserve the healthy elements and adapt them to the changing circumstances. But other factors were involved such as lack of resources, lack of educationists with anthropological training, and inadequate equipment".' University students after 1970, however, tended to become more open and determined in their rejection of any aspects of their education which reminded them of colonial history. Such challenges and open rejection emanated more frequently from the decisions, policies and

behaviors of the University's management.

Government started funding education in the country as early as IS77 when it began giving grants—in—a id to voluntary agencies. It 1882 the Educational Ordinance on Payment of Salaries of School Inspectors came into effect.[8] Thus began government's central control of education in earnest. In 1903 the Department of Education was established to handle the educational affairs of the country.[3]

Then the 1947 Memorandum on Educational Policy in Nigeria

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> Education policy must aim at assisting the fulfilment of the ultimate purpose of the Imperial Government. The general policy of the latter is the administration of the Colonial Dependencies with the object of guiding and helping people not yet able to stand by themselves, to achieve self- government .

From the above quotations, we can see clearly that formal education in Nigeria was established with foreign colonial objectives and continued to be so even after indeyeudence. Students in ths University were not, however, sxpsctsd to be the same for too long after independence. Their psychology had changed significantly in the decades after independence. After 1970, they started asking questions about their condition of existence, and expressing their feelings about things presented to them. Demonstrations were no longer mainly on national political issues such as the Anglo-Nigerian Defence Pact of 1960. They now included issues of students' welfare and interest such as the February 1971 students crisis m the University of Ibadan, over the issues of maladministration and misuse of power by the University authorities, the 1973 students demonstration over the establishment of the programmes of National Youth Service Corps, the 1974 students unrest which expressed students' dissatisfaction with the countrys' government of the day.[10] By 1970, therefore, University students' posture towards constituted authority had changed in a significant way. They were now

ready to seek for explanation before obeying on certain issues. In some people's opinion the students were confrontational. But the fundamental issue was that of students' demand for participation which the University needed to recognise.

University students in Nigeria, like their counterparts anywhere else, are products of their society, and are largely its reflection. Their responses to the University Authority emanate from a multiplicity of factors, some of which are given in this Chapter. Students unrest is not an isolated phenomenon from the happenings in, and life of, their society. It is to be seen, and
it is seen here, as an aspect of the management/subordinates conflict that characterizes organisational life in the Nigerian society. Students have arrived at a certain level of awareness about the democratic ideal and they are asking constituted
authority to evolve a new formula to guide the relationship between them, in place of the undemocratic traditional organisation- oriented ones defined by the 19th century school of management thought.

4.2 IMPLICATIONS OF THE DEMOCRATIC IDEAL JOE STUDENTS UNREST

Adequate knowledge and proper understanding of the democratic ideal will enhance our understanding of students' behaviour vis-a- vis the behaviors,decisions and actions of the University Authority. The second half of the twentieth century can be described as the era of the birth of the "democratic citizen"; patriotic, loyal, obedient to, but a critic of constituted authority,asking, able and willing to participate in the improvement of the society. The contemporary undergraduate is

imbued with democratic values. But is he practically democratic? The concept of democracy is not only imprecise and continuously developing,but it is also,as put by Harry Broudy (1981).. as divisive as the diversity it is intended to unify".[11] The term democracy is invoked by Marxists, capitalists, and an endless list of others. So all groups of students with all sorts of beliefs and ideologies use the term democracy in various contexts. Students have been taught to see the democratic society as restricted from the use of coercive doctrinaire methods, which implies that the subordinates can, and should, participate rationally in the governing process. Student leaders believe and see themselves as people who have fully developed their capacities to reason independently and rationally. Within the University campus, they are the representatives of other students. In the community/society, they are the conscience of the people and they act in both capacities when the occasion demands.

The problem posed by the process of socialization and education of the Nigerian youth has relevance for students unrest. But this problem is not quite properly understood. Education of the child has been appropriately described as counter-socialization which emphasizes independent thinking, responsible social behaviour and criticism.[1] It calls for thoughtful assessment through which individuals can reach their own conclusions as they face an unknown future where traditional values will undoubtedly warrant reexamination. Socialization is initiating children into existing customs, values,mores and behaviors as a way of perpetuating traditions and practices. The process emphasises encouragement of conformity, thus ensuring the continuity of the society’s values, parents, teachers, peers and the media are the major agents of socialization, which is in essence a conserving process, transmitting traditions and values grounded in the past experience of

the society. But it does not explicitly prepare the individual for future changes in society's values and practices. Rather it strengthens social cohesiveness. It is not reflective and does not encourage the individual to think, analyze, or to always support his view with reasons, facts and evidence. It does not only tend to be doctrinaire, but also relies upon emotion and authority to realise its ends. By their two natures, therefore, socialization and formal education point in different directions, since they have dissimilar objectives.

The socialization process prevails in shaping the early values, attitudes and behaviour of young children, even though some effort at counter-socialization takes place during the early grades of the child. But as children arrive early adolescence, they can, and actually begin, to test ideas, raise questions, examine evidence and reach conclusions. From this age counter-socialization tends to become a dominant mode of learning. At this point students begin to examine alternative points of view, generate their own explanations for what they see and experience. This means that the University student starts early in his education to acquire some of the democratic values and attitudes he is known to possess as an undergraduate. Many are brushed up in the University, where many more are learned. Ke is therefore to be seen as a child of two worlds *i* a product of socialization as described above,and that of counter-socialization. One of the two worlds may become dominant enough to blur the other. Hence on the campus there are all kinds of personalities of students; radicals, conservatives,moderates, extremists,fundamentalists, and many more.

Matters affecting students' welfare and interests become the issues for testing these inclinations, attitudes and personalities. This suggests that students should be socialized to modern democratic values, attitudes and behaviors during the early years of schooling, so that when they reach University they shall have imbibed them and are used to

handling issues of their welfare democratically. Every effort must be made to develop those abilities that are so crucial to thoughtful, responsible democratic citizenship. Due to their maturity and intellectual capability, students see no justification for continuation of socialization practices during adolescent years. These practices, however, tend to be emphasised in management's behaviour in the University. Herein lies an important areas of students/management conflict in the University.

At his age and level of education, the University student feels he is in control of himself, can cope with his environment without continuous guidance which he now perceives as unnecessary from elders and the authorities. He wants to be recognised and treated as having come of age and able to play the same roles as those who have guided, directed and controlled him in the past. As student leader, he sees himself as representing a group whose culture he represents and is part of, and whose interests he protects. He has followers he can mobilize easily for action whenever necessary. He therefore seeks to be recognized and treated as part of the group who decide the environment which affects him and those whose interests he represents and serves. He will, therefore, easily reject anything he sees as designed to put him at a disadvantage by either the University. Government or the society, and take necessary action to prevent or change situations as he perceives them. Students as a group generally, demand to be listened to, understood, appreciated, recognised and carried along in the decision process. University students in particular want to be so treated. It is against this demand and the responses of the University Authority or Government, that students unrest is also to be viewed. Dialogue and proper understanding of the psychology of the Nigerian University students, therefore, are certainly a potent means of effectively handling the students unrest equation m the University generally, and in

Ahmadu Bello University particularly.

4.3 CAUSES OF STUDENTS UNREST

Students unrest in Ahmadu Bello University is built principally around the relationship between students and the status quo, as regards who gets what and why not? And secondarily around the conflict that emanates from the relationships of some other formal and informal groups within the campus wall. The students and the University Management are two distinct organisational groups with significant differences in their beliefs, psychology, philosophy and cultures. Arising from these major differences are secondary but significant differences of attitudes, tastes and tendencies which reinforce the other differences. This makes it often difficult for both groups to communicate effectively about issues over which they disagree. Students accuse their older counterparts not only as those who have created for them an unacceptable world and avoidable problems which they want changed for the better, but also as those working hard to either prevent necessary change or slow down its process. Hence their implacable demand for participation in the decision processes of the University. The leadership of the University on its part is responsible for the achievement of the objectives of this institution, and for implementing policies partly formulated by its employer (Government) and partly by itself. In many respects participation as demanded by the students may not,and often does not, bode well for the system. Hence Management's hesitancy to give students the desired participation. But students who have the problem believe they have at least part of its solution and want to make their own contribution. For example the increase in students population from 20,000 to 90,000 which was not accompanied by corresponding increase in physical structures and equipment in the institution, has had adverse

effects on students' feeding accommodation, teaching, studies, to name only a few.[13] So the major source of students unrest in this institution is inadequate funding, as observed during this research. It is a serious problem, and it is on it that most of the problems affecting students which prompt them to demonstrate are hinged. Among these are poor accommodation, poor feeding, inadequate teaching and learning facilitates and transportation, among others. Each of these problems is discussed in more detail below.

4.4 INADEQUATE FUNDING

Funding is inarguably the life wire of the University, and all other areas of activity of the institution depend heavily on it for their viability and success. Students unionisin and students' welfare are two major items under which students unrest can be analysed. The first recorded case of students unrest in the Nigerian institution of higher learning was about accommodation in Kings College, Lagos, m 1944, when students protested to the Colonial Administration for transferring their school to a temporary site for soldiers to use it (school). Between 1960 and 1970 there were very few recorded cases of students unrest. This is largely attributable to the small numbers of the students, which made it easy for their welfare to be adequately taken care of. The students in any case were generally full-fledged adults with societal and family commitments. They were therefore least inclined to confront authority or demonstrate to demand any thing from the University, which, after all, recognised them as responsible adults. Their society also gave them similar recognition. Most of the students were on well paying jobs and were sent there by their organisations which would not hear of them getting involved in demonstrations or any form of violence in the University. So between its inception and 1970 Ahmadu Bello University was virtually free from students crisis, since the students' basic needs for food, shelter, recognition and respect

were satisfied, and no area of grievances was left for them to take advantage of and cause trouble.

The end of the Nigeria civil war m 1970 brought a student population explosion in its wake. The demand for existing facilities in the University over-stretched their supply, and called for urgent improvement in the funding of this institution. The problem of poor funding has persisted. A Vice-Chancellor once observed that what they ask Government for is not given them, and whatever they receive goes into the recurrent expenditure of the University and nothing is left for capital projects. Another Vice- Chancellor also said that the Universities are under-funded by 55% on the recurrent side, while the shortfall in the capital expenditure is even more. This part of this chapter highlights the problem of under-funding in the University and the implications it has for other areas of management of the institution as these have to do with students unrest.

4.4.1 SHORTAGE OF ACCOMMODATION IN THE UNIVERSITY

Shortage of accommodation is among the most acute problems of Ahmadu Bello University students. A survey of this problem in ten Nigerian Universities showed that over ten students live in rooms originally meant for two, and common and utility rooms have been converted into sleeping rooms/apartments, while reading rooms are used for siesta and as and as sleeping places at night. The rationing of accommodation by the University Authority is itself official recognition of the problem as real. Thus only first and final year students, sometimes final year students alone, or postgraduate students,are allocated rooms officially. Another survey showed that "... accommodation remains the most pressing and shocking problem of the University". The phenomenon of secret cults is believed to have a strong

correlation with the squalid accommodation conditions under which students live and study. The conditions have been described as "more suited for the breeding of thugs than for intellectual pursuits. [4] The high cost to students of securing on—campus accommodation emanated from the excessively high demand for,and the difficulty of securing it. Students pay as much as N1,800.00 to get accommodation from their colleagues who can provide it. The problem is believed to be exacerbated by flaws in the official management of students' accommodation, where rooms are officially allocated to friends and others by some officials. These then sell them to desperate students who can afford to pay. An Ahmadu Bello University Vice-Chancellor revealed that in 1991, 13,175 students "qualified"for accommodation, but there were available only 7,763 bed spaces which left 5,412 students without official accommodation. Also of a total of 24,967 students in 1991, 17,204 are either squatters, or live in surrounding environs

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of the institution, or sleep in common rooms"[XJ] The "big man" factor contributes to the problem where "too many people - ministers, government officials, relations", etc., pressurize accommodation officials for accommodation favour. An officer complained that after accommodation arrangements had been finalised, about 300 came from the "Vice-Chancellor's Admission

discretion".

The consequences of inadequate accommodation, in addition to congestion in sleeping places, lecture rooms, include unpleasant conditions in various other places in the University. Most Nigerian Universities as revealed by investigation can hardly accommodate 10% of their students. Ahmadu Bello University is not an exception in this regard. A University with 16,000 students, for example, could accommodate only 4,000.[lu] Thus a Vice-Chancellor once warned that if nothing is done to stem the tide of deterioration in the structures of the nation's tertiary institutions of learning, the education system at this level will collapse. In the face of mounting economic inflation, increasing numbers of students enrolment, against the background of dwindling national resources, there does not appear to be a predictable end to the problem of accommodation in this and other Universities in the country. While each academic year sees an escalation of the problem, no new solutions are seen to be proffered.

As inadequate funding of the University persists, no new accommodation facilities can be provided, or existing ones renovated. So will an already sordid situation continue to worsen. The accommodation problem is therefore the most threatening of all the problems of students in the University for obvious reasons: students, crowded together in hostels, libraries, classes, study rooms, virtually everywhere on the campus, discuss this and other problems as they affect them. The problem is therefore the most talked about and exhaustively discussed and thrashed issue among

students. The level of awareness about any social problem/as regards how much information and education people have about it, determines the commitment/ determination/ rigour/ even vehemence or viuiciiue wj-Lu vvuluu Liicy ii y LU ilixu aulULXuna LU XL, me accommodation problem has therefore become a daily reminder to the students of the hi gh cost they pay for their education m their

Students have a lot of information about the structure and functioning of their institutions, so they know where to go or whom to blame for some of their problems. It is m their nature to research properly and understand enough about each area and aspect of their needs to be able to communicate effectively with the relevantauthority in thsir effort to find necessary solutions. ceuausc ui meii Liussueba LU sa!-u UJ. ULUCI uue LU U yci- population/talks and rumour about financial mismanagement and various forms of corruption ar>3 exchanged and easily absorbed by them. Thus they have a rich archives of privileged information and knowledge about various aspects of management's behaviour/ wrong

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disposa1 which makes students see possible solutions to their accommodation problems. They therefore see the University as not doing enough to solve their problems. Any argument about lack of funds for solving their accommodation and other problems is quickly dismissed because they are aware of government's frequent donations to groups and individuals — such as for example/ N5 million to the likes of the Performing Musicians Association of Nigeria, Nigeria

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can,and should,, bs able tolook mors soberly at their accommodation

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within earshot of stories, rumours or factual information about financial dealings in some of the departments of ths University which us s false information to sxtort funds from ths University 1 0 coffers.'" This among otnsr things, convinces thsm that thsy havs a cass to prsssnt and ths University can improve thsir a c c ommodation s11 ua 11on.

4 ,1 o IfflSJTTSMfTnRV PREnTNfl IT TONS

Air, food and water undeniably occupy top positions m ths hierarchy of man's basic needs. Inadequate supply of food and poor catering services is always among ths areas of friction bstwssn students and ths University Administration. It was responsible for

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ths problem by either the public, the media or even the Umvsrsity Authority. Studsnts have many things they complain about, and feeding is only one of these. A hungry man, they say, is an angry man. Hungry students are definitely no good partners for dialogue which rsquirss patient rsasonmg. Inadsquats funding of ths

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University has s imilar effects onfeeding as it has on accommodation. And students have the same story to tell about food as they have about accommodation. Serious students in the University work round the clock and tendto bemeticulously

i iLiciiL auuuL Liiwxi Use uiiiduy LIUI© * rvuy LUj.ny luai uiaiuyis their study time tables makes them veryangry. The cafeteria is cne of the areas where the student's time is most wasted and disrupted. Demonstration over food in Ahmadu Bello University was generally absent between 19G2 and 1970. After this date feeding

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demonstration of 1973/ for example, was over the increase in

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became worse when in 1984 the Government scrapped students' meal

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consequent disengagement by the University from student's catering services. These actions imposed various costs, difficulties and

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authorities subject us to much suffering ."

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ijtll iUUb.tlir V lL'C-UiiaiiU'riiUL Vjl Lii« UillY0ra»lL^ ClU1 that Ahmadu Bello University was short-funded and this was causing

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a lo't of problems.[iu] Expensive meals and daily lack, ox water or licjlit are among those conditions that are constant reminders to the students that they ars paying too high for their education, in a society which claims to value its youths as leaders of tomorrow and the planners and builders of their nation. It is these problems which Universi1y students believe they have positive contribution to make to solve. Hence their demand to be formally co-opted into the dec ision—making process and their frustration about not receiving the desired cooperation from the management of the University. It is these same conditions which are occasionally exploited by individuals or groups within or without the University to cause trouble m this institution.

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Students' problems of accommodation and feeding are strongly correlated. Most of the problems experienced by them in this area have funding astheir root cause. The student is m the University to work, hard and purposefully to pass his examinations, He therefore needs to have enough of all he needs to make him a successful student. The motivation he requires is that his teachers be motivated to teach him. his library fully and properly equipped, his lecture rooms adequate, he also needs to feed properly and without too much cost. Every other problem affecting

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impose some cost on him. The adverse effects of under—funding was auKJiuwieuyBU uy riuius&ui. nyu oanju j.xx unwucn ne saiu Liiau facilities in his University wsrs on thsir last legs, dramatismy ths seriousness of ths situation with a residential hall which had not been repaired sines it was built in I960.

It is a gensral problem of ths Umvsrsity that essentials such as chalk, dusters, papers, duplicating machines and teachers are either completely lacking or too few. There are no resources for research, books and journals are too few or out of dats where available, staff facilities ars inadequate or completely lacking. Becauss of ths declining incentives, tsachers and others of ths manpower are lured out to other sectors of ths nation's economy/ causing a general exodus of especially the academic manpower of the iuuLiuuiiuu. .no waa iUuau UUL uuj.iuy Lixe iiciu 'AUJ.;'. UJ. ciij_& aiuuy ^ i.ii 137U/ — u L BAamyie / Lne ijiiiivtfi ji'.y u .L .nuuja cii.LidLLcu ‘tz, lecturers away from Ahmadu Bello University. They were given adequate incentives in the latter institution: furniture/ housing and car loans."[1] Within two years Ahmadu Bello University is known to have lost 120 lecturers whose disincentive included alleged political victimization/among otner thincs.-[2] Ths psycho1ogica1 cost of this situation on students can be traumatic. When they attribute this brain dram to lack of incentives for the manpower of their institution, they blame both Management and Government who iUuua uae Uii_vsi.aiuy . nua net a neyanvB BusuLa un LUBII ai'.xiuuBa towards the status quo, and contributes to their readiness to demonstrate against certain policies and decisions they perceive to ue Uiiyiedaaiii. lu lubiii, an u j. a i e i j. Iljbul m XBaueibjixy lbxiiis. xl xs

in thlS light that destruction of property* Cau be Seen during student demonstrations.

Over-crowding in lecture theatres and laboratories always means that many students have to attend lectures standing or sitting on window ledges, or even outside the lecture rooms and listening through the windows; It also means that they have to wait for others to finish

eating in the cafeteria so that they can collect their cutlery to wash and eat with', they have to queue up f or hour s on end in the cafeteria wait mg to be s ervsd by catering

buall I rum *wnom* iuey roCeivc uuaaysa ux uud l x x jl u y / iu auuiiluu lu missing lectures or going late for them. These are imposed costs

uil BiuuBias wiiiLu Luj.a yiuay yuunxa isvoLxxSy uu uul ubssi v« in a society which does not convince them that these problems are unavoidable. Both students and their lecturers are subjected to some of these harrowing experiences which, pun m the words of a Physics teacher in one of the Universitiss, ' ’ i h e whoIs piacs is like a steaming oven", an observation arising from using a science theatre with a sitting capacity of 250 to accommodate over 300

a i-au^.ua , auu -i'jui ulviuiuy i., *t'j'j -A* iuubui-s livj iyuuuic yiL'Uus.

In the ’Medical Department in some Universities in Nigeria, 14 students operate on a single cadaver, while each student can have

Luuy •_ //u u'jui a LU a JJUU.'S. . , iuud JJULXJ. SLUUSIILS axxu LUCii L«aun«i» cis iiidUB y *i univx'sL a ~* ytjuyxs maL axe uciiixxLeiy xxul lxxw l/w^l partners for dialogue v/hich is the best approach for conflict reso1u11on in any organisa11on.

Another area of students' problems and grievances is the by lack of funds, so that new vehicles are not purchased, or existing ones maintained properly to enhance their functioning and life span. Students who live off campus and far away from the Campus are therefore forced to use the public transportation system with its attendant costs. They do not only pay the hicjh fares which an inflationary economy subjects other members of the public to pay, but they are also exposed to the unpleasant experiences transportation system, to many students, is that their oificial and private programmes and time-tables are often disrupted, a no. they some of thesealtoyether. Transporta11on has been an area oi students uemenstration.

included restoration of the institution's commuter services. From million was voted for the purchase ox so-called security gadgets to beef up security in the Institution, This was against the absence of a few buses to improve students' mobility and ennance their welfare by reducing their transportation problems. The two could by the University for official use to improve mobility and ultimately enhance productivity, it is equally reasonable and necessary to do same m respect of the students to enhance their

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used as private taxi caDs .

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j xxe auuvr c/.ysi icuues ux teLuueuii; uxcaxxy auype’tt LXXCIL UJUS croup see themselves as underdoes who believe that their situation is changeable, but that those who control and protect the system would prefer it to continue as it is for their own advantages.

owUUBii c.to yciis vLxxtry iviiuw ms suxuiii'iit uu tuexi yL uuxtms , jjui lu bring this about they must participate m the processes of decision making in order to make their own contribution. Hence their demand

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or g a n i s a 11 o n a 1 i e 1a 11 o n s h i p b e t w e e n t h e s t u d e n t. s a sa g r o u p and the University's leadership is discussed below,

’ . w fiTlinSR'Ts[1] r.AMPliS POuTTf.S

Politics is merely a game of differences as it relates to the sharing of resources in society. The dictionary defines it as Hianoeuvering anu intriyuiny. 7uis stuuy founu a significant correlation between students politics and students unrest in Ahmadu Bello University, Three stucxents groups or societies are considered relevant for our analysis m this study; i) Students Union of the University

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Minor groups such a s ths Sea Dogs, Falm Wins Dr inkers, Buccanssrs, Fyrates, Black Axe, Vickings, Man Fight, Aiye,

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ouiiuaiii) uu ouuiuBiii .M.iiica (x.o.o.ft. . D . j . ouLiuiuyi'-ai Students Association, to name only sorns of thsss, ars relevant and

occasionally attract official attention. But thsir individual activities do not disrupt peaceful campus lifs in any msamngful sense. They frequently threaten groups and individuals on the caifipus, and become ring leaders of students' riotous demonstrations, often holding the University Authority to ransom when their members are rusticated or punished for breach of the laws of the institution, or tueir group s interest is threat sneu.[4,1]

This study established that the politics of organized religion iii Nigeria has permeated students' campus politics m Ahmadu Bello University. and has become a factor to consider m any discussion of s tudent s unres in this Univers iny, in 1^33, for examp.1 e , oi,uu«i.iia uui'Jii «r J. •- ilea u*s_lu euiu '.vvu '.aauiua ;.*'^L'=?u vjii« on the p'l it forms or theGam ~i Memorial Club and the other on that of the Christian Association of Nigeria i CAN) . *' Invesr. i gat ion i.sv2(3i»su Liicii, '-utt u;;iv iisny rtULiiui uy iavuuieu Liiw o-cuuj J. candidate, Observed a Sociology lecturer, "there are no 'jull iu j.vuiuiia '-u i_"=rcAuiuiLBUaui'juy :ne siuuBiiia uuusi unau L.ntr ieiiyiuas iau^ui . uiuvsi sxij uiiiiuiax ui.aj.mtJU that the University Authority knew this was a religious election, "but the opinions of many of us were disregarded". A professor m

the same institution blamed the leadership for the election fracas.

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peace on the campus is to satisfy the whims and caprices of a few

the Muslim community . . , of courseone

must admit that the

intensification of religious division is one of the fall outs from

the Organisation of Islamic Countries (O . I . C . } palaver brought upon

non-partisan Vice-Chancellor would have been sensitive enough on this issue and avoid it

affecting the unity of his University as an

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projected the argument about the conflict describing it as a jihad a g a 1 n s t C h r 1 s 11 a n

s a n d n o n - H a u s a / ? u 1 a n 1 n o r t h e r n 0 r s , a n d d e s 1 g n 0 d to weaken the

radical groups in Ahmadu Bello University such as

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J u _,■» .i_ z- -i -r x-7, ^ s ."7 ^ • 1 7 .-1 = + ■ J r.-.,-

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aiure and some students into voting for certain candidates, i.c w'cib believed tnat tne

situation creatsu by trie Administration

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that patrons of thoss who had ths support of ths Umvsrsity Authority were mads up of discrsditsd politicians,, rstirsd military officers, rsligicus bigots and zsalots who provided financial,,

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ths slset ion, it was clsar that ths ideological issuss had bssn marginalised and religion, stImo—regionalism/ hooliganism and ths musical j amborss became ths dsterminant issues in ths Union sIsc11on."[J] Ths argum e n t abovs shows that rs 11gion was a iactor in this election and that ths University showsd interest m its C 0 ndU C t . S OmS ChI" i S11 an y I" 0Up5 hau d 3iu a 11 d S d that t h S COnStlt'ut 10Fi bs amendsd to mc1uds a powsr sharing formula, and a rsflsction of religious representational party m ths sisctora1 commission. Tins was rsj sc ted by the Constituent Assembly. Still religion found its

way IULU Liie ayenua ui LUB ouuueuua uFuua si'suiiuu Ui i5Uu .

This election was lisld against the background of suspicion and mistrust created by theUniversity authority on tne campus of ths ins 111 u11o n whsrs by t hec o n s s rva11v e s t u de nt swere s s t against ths students Union activities, the undsr-graduats studsnts against thsir post-graduats ccuntsrparts/ the Faculty of Social Scisnces

biuueuLa aei ayamau lus rauuiLy ui ouiciiusa sluu^uls/ wiiiie lu« student populace was set against the radical students from the Movement for Progressive Nigeria and the Vanguard, The anti-group culture reached a crsscendo when the Christian Movement was set

aydlHSt the Muslim UJTiluah . It W a 5 'ultimately d 13 C 0 V e 16 u that tll6

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to CuSCk the aCtlVltleS Of the radical mOVeilleH15 .

Conclusively, therefore, it WaS the IftanipUlat lOu Of r e 1 ly 10u that

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election rally was tension-soaked and was an obvious thr eat to law

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dlSaSteT Of great magnitude . FrOIu inside information the Students [1] Electoral Commission was not allowed to conduct the election, the ballotswere not counted by those supposed to count them; and

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opinion of many lecturers.JU Transparent neutrality and total objectivity m deal me? with students' groups are necessary if a positive impact is to be made in the control of students unrest m the Nigerian University. The frequent allegations and counter

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i u e o 1 o g i c a .1 d i f f e i* e n c e s 5 m o n g t h e s t u d e n t s w h i c h c a n b e e x p 1 o 11 e d by other groups to achieve certain ends. The role *ot* the Students

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these interests are affected oy the decisions, actions or non- actions of government and the University. It protects the general

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uu/my i emeu u uue eiiuiu ui uue nauayemeuu aa leyaiua auuueiiua welfare. They ars ipso facto administratively desirable, and

functionally useful to ths Univsrsity leadership in its management

ui auuueiaa V-uiii ema aiiu aiialis, x i < e mauay efiism L UX S LUUBULO politics, S3 can bs obssrvsd from ths above, cons11tutss a factor in students unrsst in Ahmadu Bsllo Univsrsity.

Ths mushrooming of politically, economically, religiously and soc.io—culturally motivatsd groups in Ahmadu Bsllo Univsrsity has tsndsd to turn studsnts unionism into a negative phenomenon playing roles that contradict thsir existence, Ths concept of studsnts association or union has therefore been partially bastardized, and such groups are also being used for partisan purposes in the University. The result of this is the existence or ominous distrust between students and the University authorities on one hand, and among groups of studsnts organisations on the other, on the campuses. In Ahrnadu Bello Uni vers 11 y, thi s atmosphere has bred unhealthy suspicion, and vigilantes have therefore sprung up to defend assorted interss ts . **

The relationship between the University Administration and students is basically political, and is best described as a power t-quatiou. It must therefore be understood, seen and accepted as

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*f*unc11ona11y usefu1 as a too1 for crsa11ng peace on ths Univers11y campus. Nigerian University administrators tend to be unwilling to c onsuit s t u de n t s a nd ma ae t he m fully pa r t o f t he decision—making

process, sometimes suspecting them and having contempt for them.'[1] But any effective machinery for processing grievances in the University system must carry the students along as members. A body

without real student participation has a high potential for ineffectiveness as a students' crisis management arrangement,

Authoritarianisin visibly crept into this University when government took over control of Universities in 197 5 and factually centralised their administration. Centralisation meant bureaucratisation of an ms11tution which by nature cannot be run on a strictly bureaucratic administrative model. This also meant central funding and centra.! decision making, the appointment of the Vice-Chancellor by Government. When all or so many matters have to be referred to, and decisions made at the centre the formula has been worked out for many things to go wrong and for many things to suffer m all the field branches of any organisation. Some management guestions that arise from centralised control of the Ui'iivers1111es therefore are ;

a) What decision powers are given to the Vice—Chancellor?

b} Whose interest over—rides when decisions have to be made that reguire political will? c) What role does the University community play m the decision process considermg its position as the insider and expert who knows anu understands the prob1em c f the ijiiivt'i any , ui siuuBiiua anu i. t_uc isi.au.Luasui'j JUC uwecii the institution and all its environments? d./ To whom does the Vice-Chancellor account in his decision process, the appointment of office holders and the management of resources for running the institution? vyijc.'. j.ucmaiuaLiui! ixus uttLvvcftfu t-u'r JJUWBIS ui uixe L.iii’Si flAeLULiyc anu uuuac ux unc vialiui ;

x *j* wuau x& Liie ucyj.cc ui auiuiiumy aiiu uc!iiuLJ.aiiy iui Lj.j.e University vis-a-vis yovernment?

A well informed professor in University administration once uuaeL v«u luat uvBL-tBiitiaiiaau'jJ! 1» MJiiuy LXIC uulvtsj.sj.ixea, auu

lack of democracy in, and absence of, autonomy for the institution

x» uxatuiuxjjy , ner '/vaiueu ui LUC uauyeia ux luxstxuy pcuyxc ux uu vision and who cannot inspire others, on the Universities". ■J The appointment of the Vice-Chancellor by an agency other than the University community itself carries m it the problem of divided loyalty for the incumbent. If there are criteria for appointing the incumbent, does Government use these or not? What are the imp11c a 11o n s ? Expected1y w h e n t h e d emands o f the Univ e r s11y situation conflict with the interests of the appointment agency, the latter interests obviously take precedence over all other considerations. Even m areas where he/she has discretion,

IJV x >> vjiia u oUJiaxusxai-un »vxxx lcuu uu uye*.auauuw uuu&e ux u: !•=• jmversi_y community. It is in tms context that we have the accusation levied ayamst Vice-Chancellors that they appoint their suooyes uu xey anu suraueyic Committees to GO their biddmy,J*

Government's decision to take over and centralise control of Universities, and the appointment of the Vice-Chancellor by Government, constitutes part of the problem of students unrest. First., the composition of the University Senate and Council has relevance for the effective manayement of students unrest in the institution. Persons who decide on matters of students' welfare,

grievances and problems must b* conversant with, well i„^.rT „ about, and knowledgeable in stud — «furm»d studio psychology as rsoan, n monothetic and ideographic needs, such™ aleSardst^ People outside th. - , • n0t academic community. University stud-it understood in terms of their - - • ^ wo navi our a 3

tendencies, tastes, attitude- , -

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Packaging new wine in old wine skin " ' ^ t0

Harassment of students, academic and non-academic staff is common where Government, controls the University, and generally more so under Military Governments. In the opinion of an Ahmadu Bello

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operate according to Government directives .'[J] Here is tne crux of the matter. Does Government directive always lead to efficient

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Government's tiyht control of the Universities not outlived its

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The Students Union of the University anywhere is the umbrella under which students negotiate with the authorities of the status- quo about their needs, demands anu problems. In this liyht it is a useful tooi. m University ad.mmistration, and much more so especially when there is an established tradition ox ϙcod communication, understanding,trust, unityof purpose and a

f rie ndIy wor kinϙ r e1a 11ons hip b e t ween it andt he U nive r s11y Authority. When some, most, or all of the above elements of cfood organizational cjroup relationship are missing, suspicion and

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There is an apparent tendency reflected m their relationship

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Union as a threat to them. Hence their occasional banning of unionism by the University Authority or Government, as well as alleged attempts madeonce m this University by the Authority to create two seperat e unde r gr aduate and po st—gr aduat e Students

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optional, which has been expectedly interpreted by students as Government's divide and—rule tactics. They have also accused Government and the University of interfering; m students' politics and scheming to impose their own terms and leadership on the Students Union. It is far from realistic to expect no problem m the management of University students given this situation.

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Secret societies m the University are symptomatic of a more fundamental problem; general social malaise of the Nigerian

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brought research to a near stand-still, lecturers are either too

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the tOuiS; ClaSSSS ai's OV ei~Congested and the COSt Of a 118 ud I uy lectures so high that many students do not attend but copy from Liiei.i met L c ama!_a L Leuu . ocuiui i.BLiuisj.8 Hava isimcu LU ue frustrated out of teaching and many of those left are in the junior cadre. Theyare not only over-loaded with lectures, many have not yet acquired that experience that should give them tne charisma wiiiuu cuem an.iauci.ve LU an uiiUBi.yiauuai.ca . ou Luey uu UUL provide adequate model figures which University students need to build them up morally and psychologically.

The net result or all these is that students have so much idle time to while away. For lack of constructive activity to spend their non-study time on, many students have "lent their idle minds uul lu curs u«Yii iOL Uia w u i a. a iiu y. iUia uiaiuitfacau iu cue campus phenomenon of secret societies that are numerous on every Nigerian University campus. These have been described as "angels of darkness" who, under the cover of darkness, rape, maim and even kill, operating like cults and constituting serious threats to the smooth running of higher institutions *oz* learning in the country.[J]

iuey aie weii scuuuiau lii Ciie cuiiaic auu ate Ui vj.uieiiuc; aiiu d e s t r uc11o n which t h e y b ring t o bear on any students unrest on t he campus. They are also known to have the capacity to spark off c r isis o n t he campuses.

¡■ I a 11 o- ii—w i d e s u r v e y h a s O x h u rn e d useful info r m a 11 o n a b o u t t h e 1 r r o 1 e in stu de nt s un r e s t 1n the University. Their activities a re so pronounced and widespread that m some Nigerian Universities most niaxs? biuu':*ii;.» ucriu uy LU 'JUS UI ULIX-L UI Lilem# liicii 5ii.eiiy Lii in the fact that both academic and non-a~af,-m- ° s'-a:ff members *of* the University ~~ i «ity known to be members and helo fin, In one University it finance tham* Mt^W ~ *u* discovered that three of th – societies had -----*iaaa*

numerous secretly official r recognised. Thus it - =
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uovc so far in this chapter examined the pro-'-- the r^i^i , between students and the Un^v- ■ mt . _ e uuxyei5ty Authorif-*- -UUiPoS9 was to identify areas '

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emanate that lead to students crisis. stud-^T. T Problen5S consists basically _____ __ , • ^ ^fare, which x A / u* a^oummodat i ~r, ^amined, to se..... * a. " " " and studies, was - hoiv xunding contributes to f-s t., important ar^as ", Problem m these • JO Was ^udents politics as encaced < - !tudan*s ">≺_ . engaged in by- the Ji.uu anu other s^urn--*- ~ •ŪŪ//,'IJ ^sanitations including J--■? • organisations a^d 7,c- — . ^^wious a organisations irfertifi** - Cults. Wa ... v a * « S Secret •- oa vv HOW ~ 3hr. f *- v .. -* ci7Wa>careas affect* - >4., reinforces them as well as gets i„ru- , ^ 3nd 51 ~ a J. 1; : 1 1_1,S ri i-" a .■} - — - ;u th* ~ - 4. .. L , ^ 0 - ~ nia >_ O H l 6 X t 111 LJ1S Ii-JL Of the f!*'-'*'. . . ' " QpLer W* ana1^* the questionnaire r-n-n refute or suDom- --- * ' ~ ^^'^ses w u Li: - hypotheses of the si-uJ-- --■i - * !.Uuy .

?ho OTSStIonn*l» ws meant to elicit students ' answ reactions which would »ither -— , " answers and ..... support or refute the three cf the study Ous-4---- -1 - ,llaia questions S-1S tasted h ^ ^ - while tasted hypothesis 2 and questions 20-22 tested

hypOthSSIS 3. EaCh qUSStlOn 01 rSSsdl C h Statement haS IlS responses in table form immediately below it. 480 Questionnaire

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IIA for the questionnaire questions, at the end of Chapter 5.

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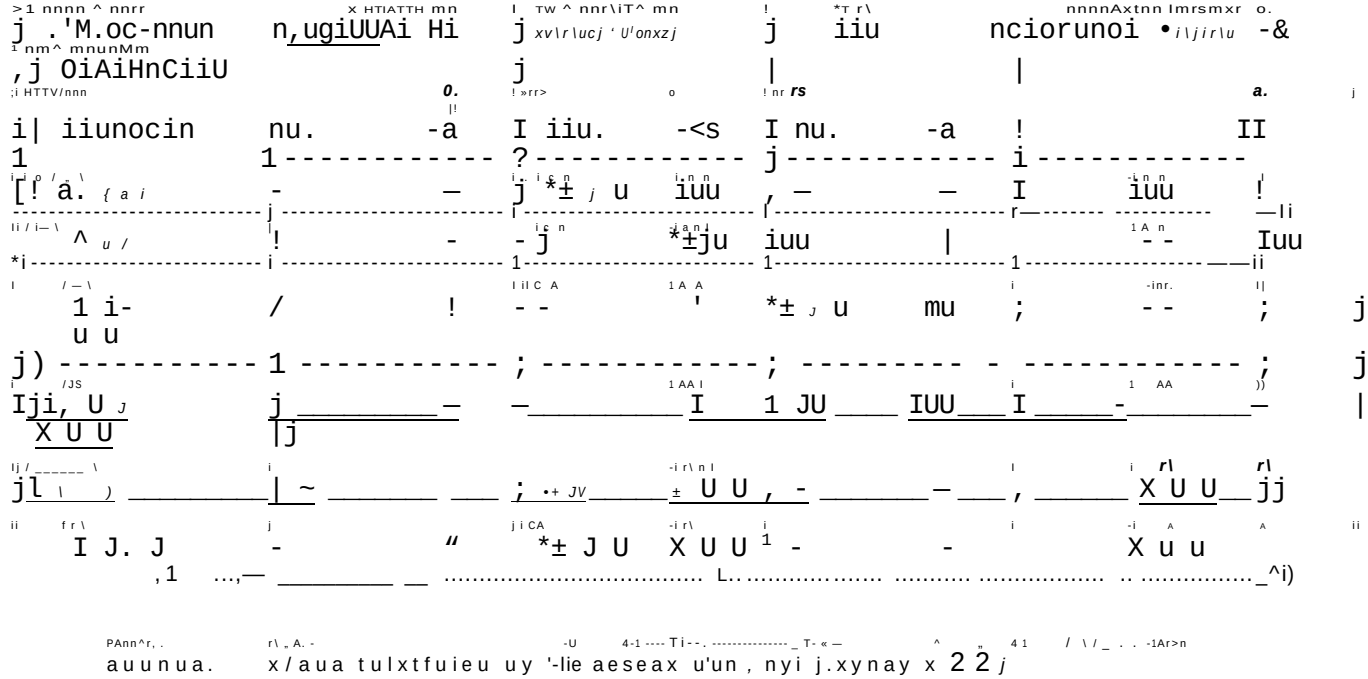
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Question 2 ysvs six items and asKed students to indicate which
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Question 3 asked students to identify from a list of iterns any 01 these which are amoncj the zactors account my for ths inadequacies experienced by Ahrnadu Bello University students. See

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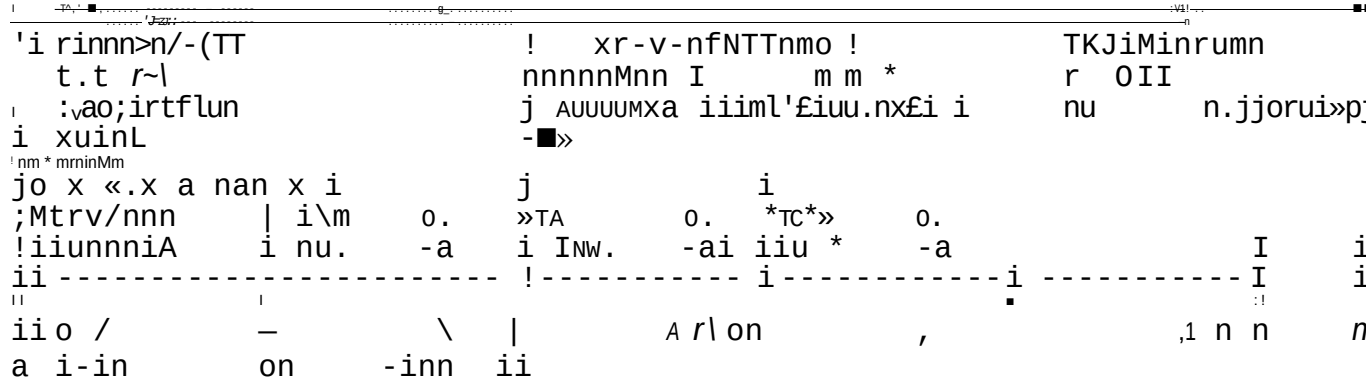
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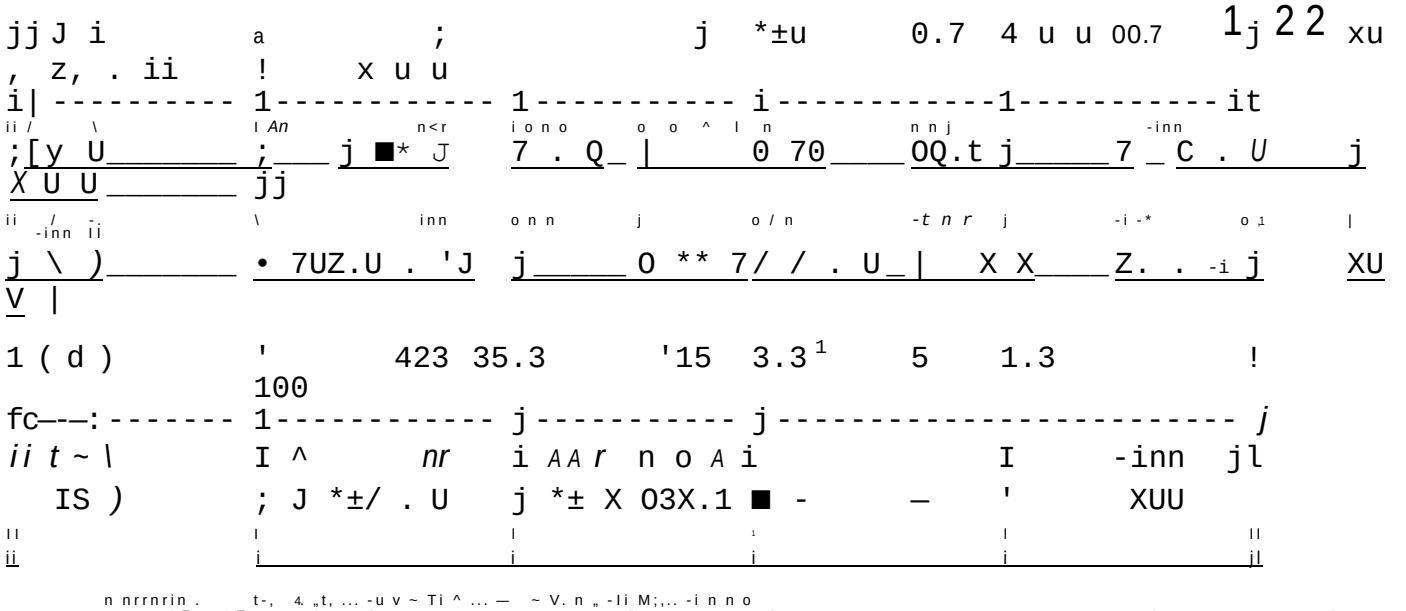
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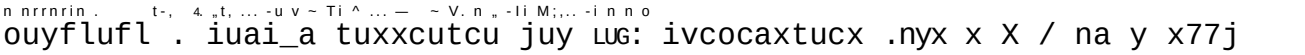
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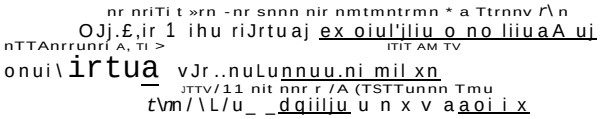
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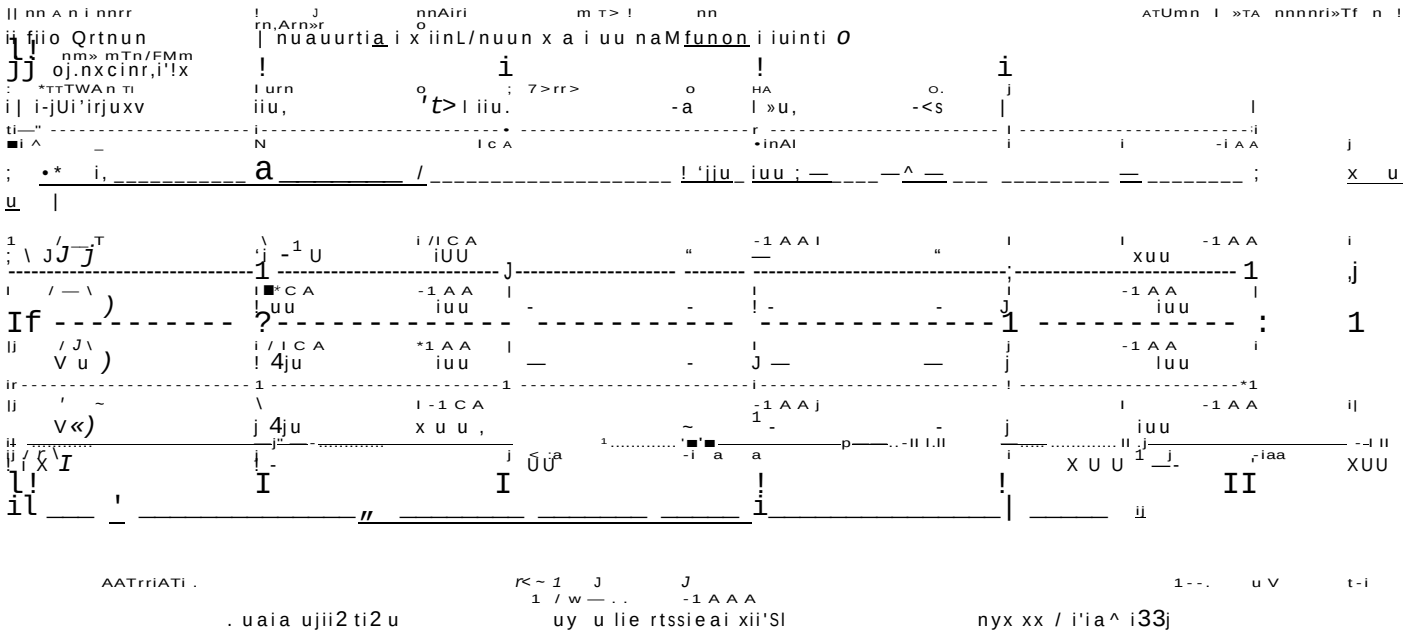
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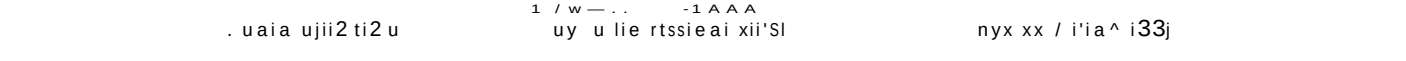












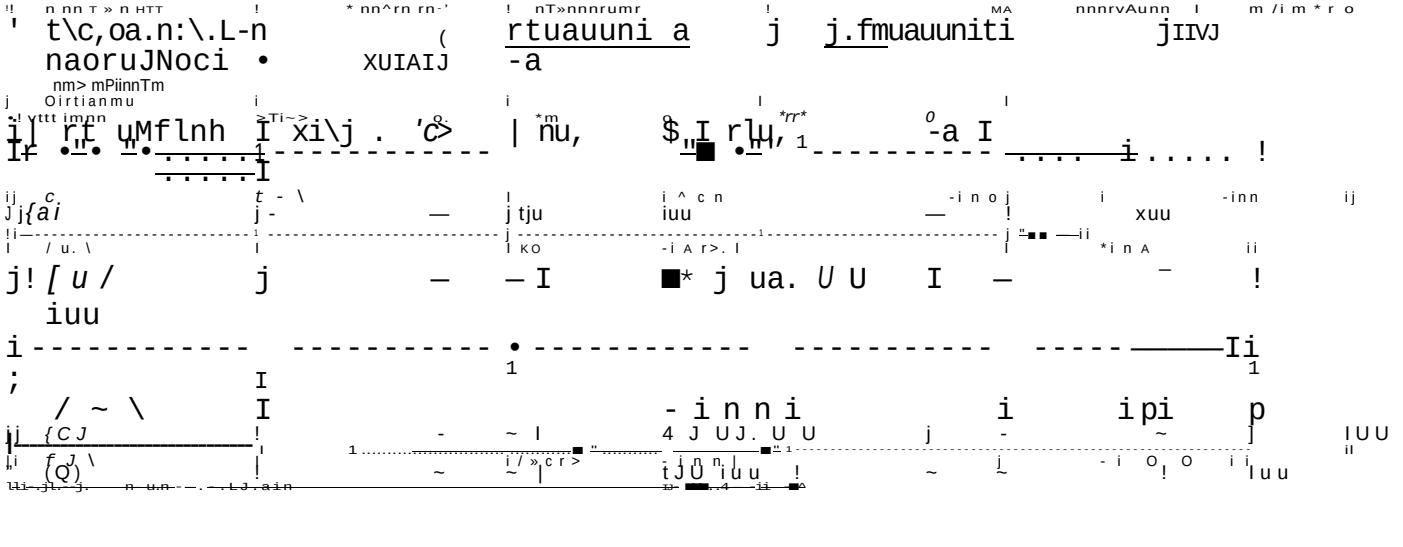
Question 4 gave a list, of places m the University and asked students to indicate which oz these were used as sisspiny pieces by studsnts. The responses are in the table below.

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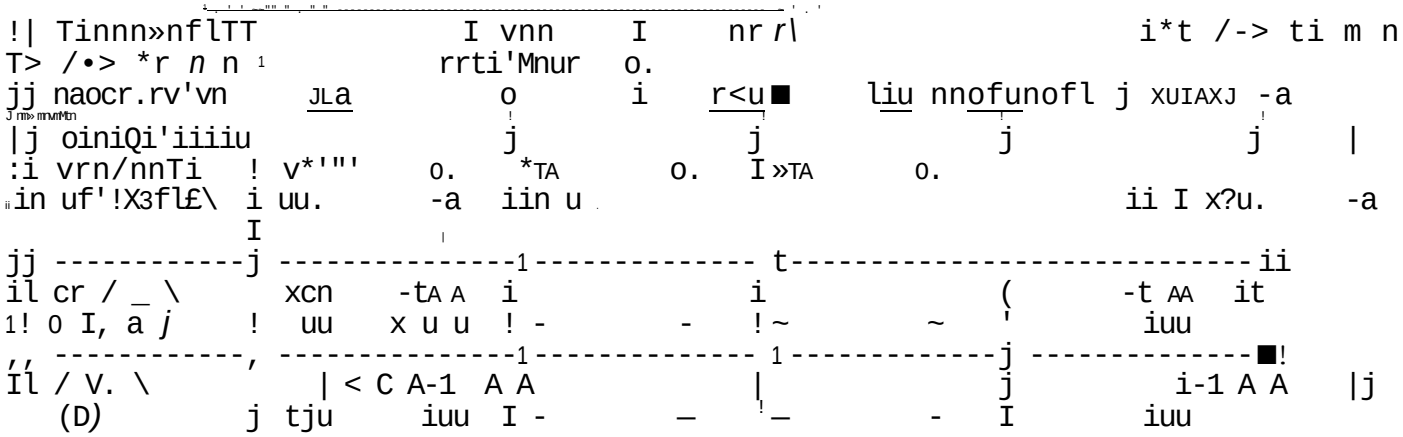
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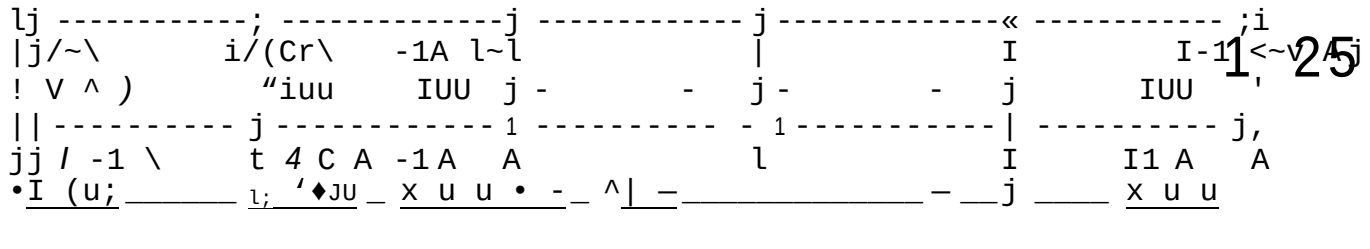
Question 6 yaV0 fOOu—related statements and dSked S^UdeFitS to ay Tee 01* d 1S 3

Q1 S 8 With the appropriate CHfiS . Table '-4- . 6 ylVeS the picture of response

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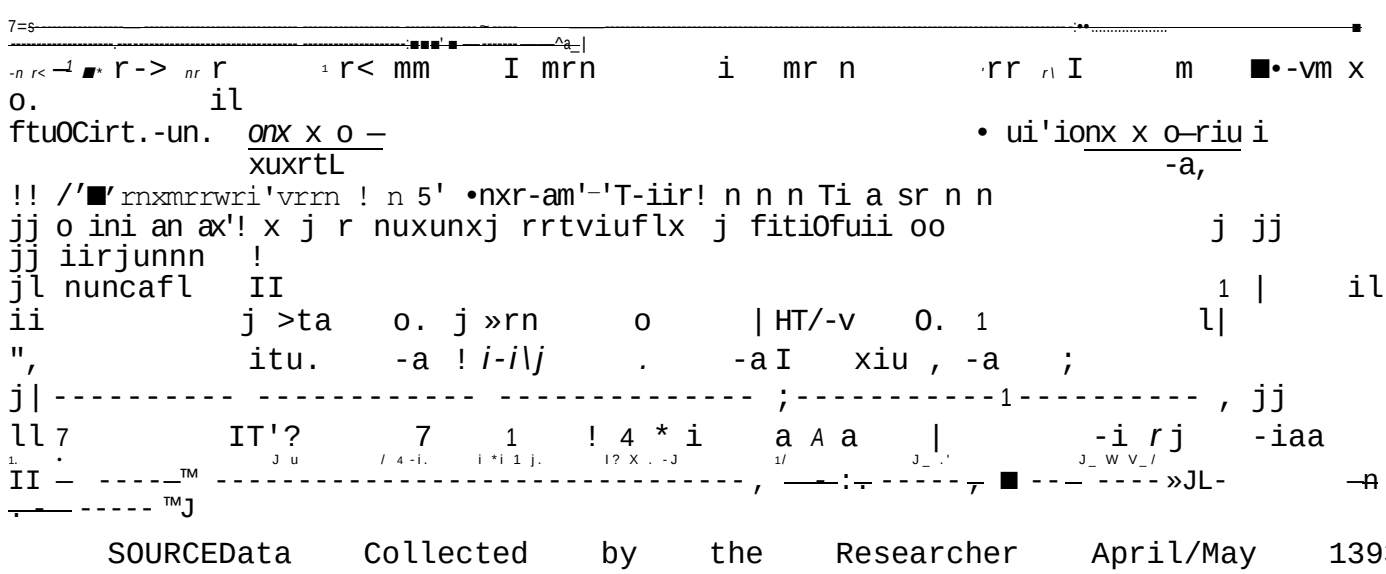




Question 7 asked students to ayree or disagree that the University's transport system effectively meets students' demands.

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SOURCEData Collected by the Researcher April/May 1393

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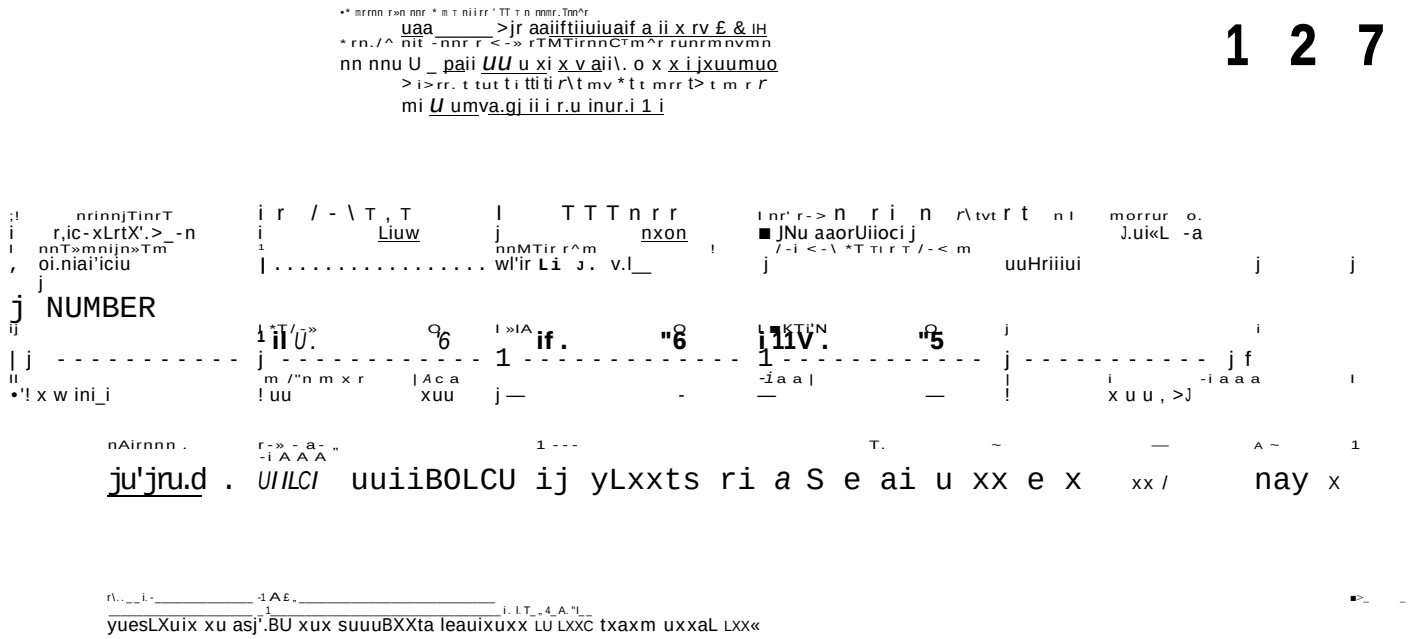
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Question 9 asked students to agree or reject the argument that among all the inter-group relations m Ahmadu Bello University,
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highest potential for conflict,, see responses in Table (4.9) .

TAKT.K 4 Q



University Authority s.nd ths Studsnts' representatives do not easily cornpr ornise on issues over which they disagree. See responses

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treatment they are given by tne University Authority during occasions of conflict between them. The feeling is shown in Table 4AA

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TABLE 4.11

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Question 12 rnsasursd studsntsr opinion about thsir own participation in ths decision procsss ox thsir institution.

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Question 13 asked students to react to the claiin that Ahiusdu Bello University Students becorrie violent. during USFTIUHBiratiunB in response to Police intervention. oec *s.'zSyoTiS ' ^s in ic.iji^*

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Question 14 gave six different organisational groups in the University, and asked students to identify only one of those which f

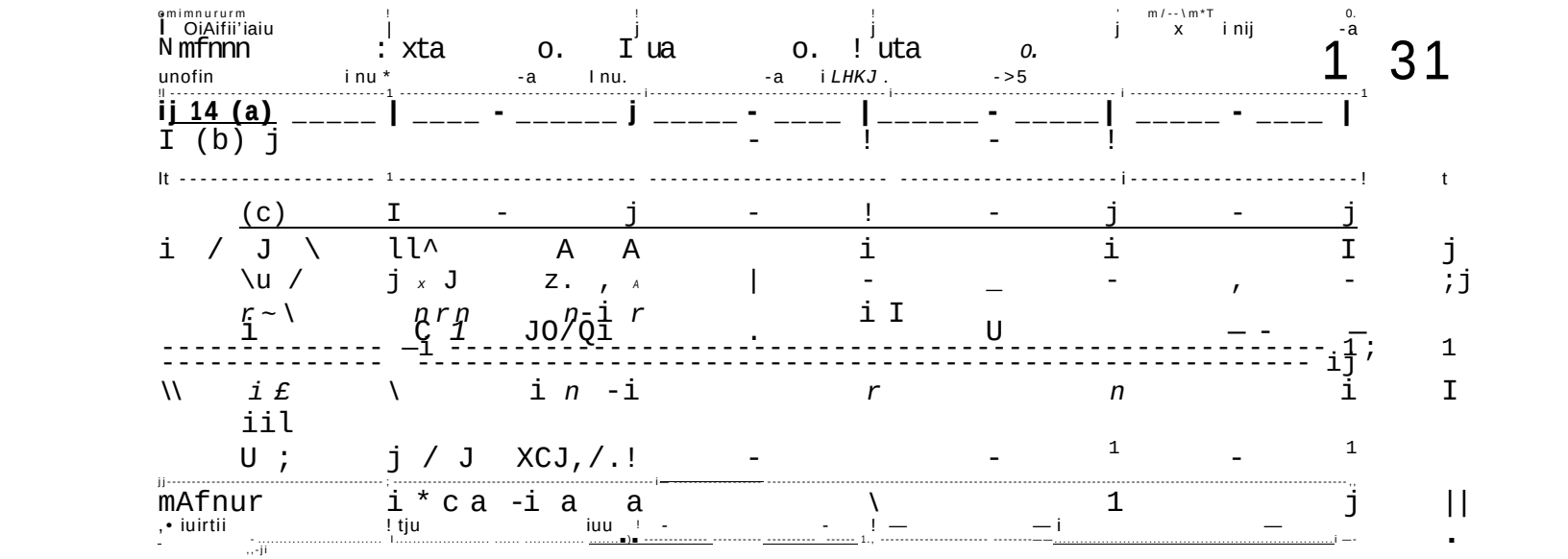
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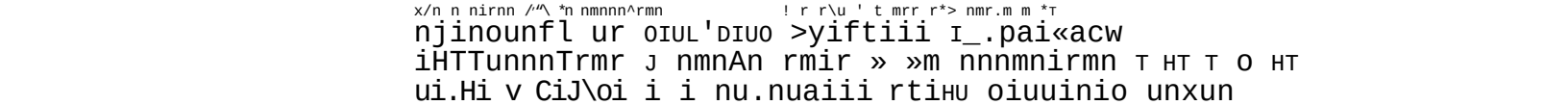
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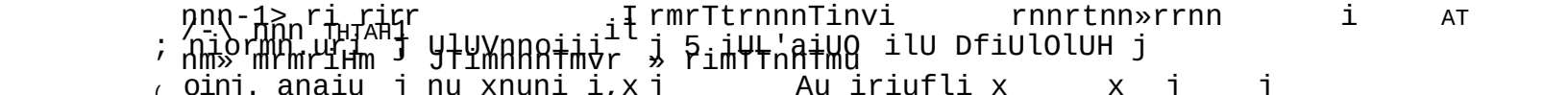
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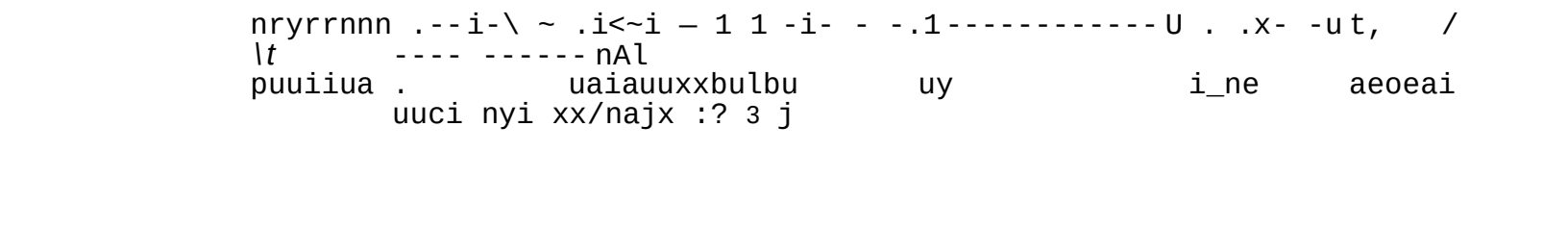


Question 15 wanted to find out whose directives the students would feel more obliged to carry out; University or Students union, "when these two give out the same order but in opposite directions.









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ouua «w_a . uaia uuxicite u u y ms .''.sssai'-uci .n p x xi / ri ay irrj i Question 18 asked students to refute or agree with the allegation that re11gious differsnces betwe&n the Christian and Mus1im students often cause division of opinion and disaffection among the students in Ahmadu Bello University. 4.18 gives the r e s p o n s e s .

TABLE 4.18

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In question 21 studsnts »sr3 asked to show thsir sgresrn0nt or disagreement with ths aryiimsnt that s. Vice-Chancellor appointed by

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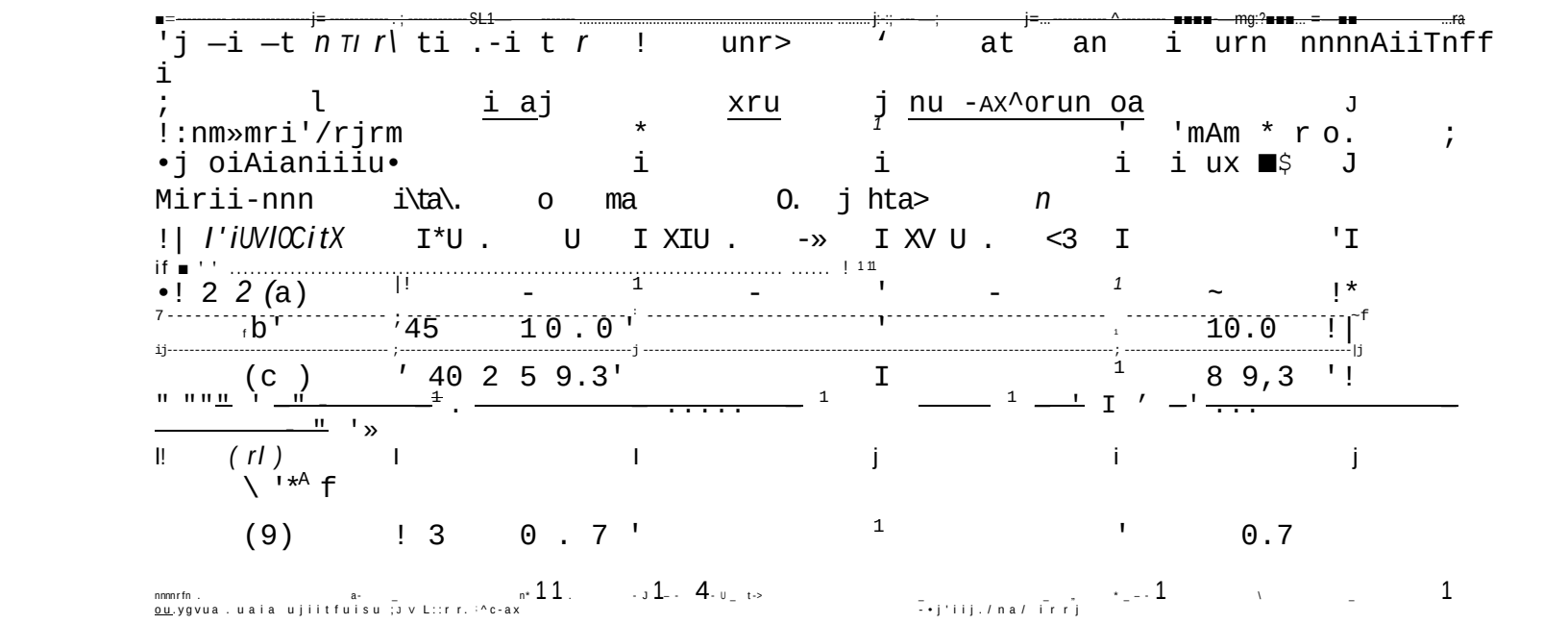
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In question 21 students were asked to show tneir agreement or disagreement with the argument that a Vice—Chancellor appointed by G o v e r nrn e u t has the p r o b 1 e m o i d i■ *f* i d e d 1 o y alt y i n h i s officialdecision-making. See the responses in Table 4.21

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In question 22 five possible roles were preferred for Governmentto play in tne manayement or tlie University, and students were asked to choose the most appropriate and efficient

TABLE ^»22



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all the questions stronqly support the hypotheses of this study. To start with, A.B.U, students acjreed stroncjly that their institution .15 under-funded, and this is larcely responsible for the problems that affect them,- amonq which are accommodation, feeding, paucity of t eac hers, madequ ate 1ea r nin y facilities a n d t r a n s p o r t a 11on.

Accommodation problems continue to bs ths painful daily reminder to studsnts that thsir welfars nssds to bs given a mors realistic approach for improvement, as all available spaces and placss ars

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ths Univsrsity is under-funded that ws can see all thsir rssponsss supporting hypothesis I: Inadequate funding of ths Univsrsity

contributes to studsnts unrest in Ahmadu Bsllo Univsrsity.

Ths opinion studsnts carry with them aoout the nature of the leadership is important for the functional relationship they establish with each other. As seen from rssponsss to question *Q,* students see their Isadsrship as authoritarian and undemocratic. That the studsnts yo on to show m Question 9 there is a hiyh conf1ict potsn11a1 bstwsen thsm and tne Uni*'srs11y Author11y is, 1 o *cj* i c a 1.1 y, a “ a 11 s r o f c o u r s e. T n i s k i n d of r s 1 a 11 o n s h i p d o s s n o t mccuracs dialogue, as seen m the students' responses to question 10 show my that compromise is not easny arrived at be tween the two whenever they differ on issuss. Studsnts also see themselves t r e a t e d a s u n d e r d o y s d u r my n e y c 11 a 11 o n s a lined an c o n f 11 c t r s s o 1 u t \ o n b e t w e s n t h e m, a s c 5 n b e d e d u c o d f r o m t n e i r r e s p o n sss t c cuss11on 1 . T.isy elso sse chemse 1 ves as denied participaticn in

question 12. Tneir perception ox the police role in the University does not improve the picture, as seen from the rsasons students gave to explain their vioisncs durmy demonstrations* Their answers to Question 14 show that students want to be seen and treated as part of tne solution to problems, and not seen only as

ths who Is or part of these problems. As seen in thsir rssponsss to question 15, the Students Union is effectively their leadership and

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suggests that the students body has a hiyh potential for effec11vs

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significant role to play in controlliny students unrest in this

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13, as the responses show,support hypothesis 2. Students politics is an area which the leadership of ths University can always use to enhance its image with students and establish good communication with them. But the University authority has to prove its objective neutrality during the whole process building up to the elections.

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0ncs part of tne students bcdy entertains doubt about their _eadership as tc whose interest it serves, difficulties tend to arise that plague communication among the students on one hand, and b e t w e e n s t u d e n t s a n u t n e J r i v e r s 11 y a u t n o r i t y o n t h e o t h s r .

Students[1] responses to question 10 show that students beIisvs the University authority has vested interest in, and imluences the

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have in the authority of their institution. The students' responses to question i? support hypothesis 2. As observed during

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Interferences by the University Authority as observed above leaves

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a religious or related bias m its treatment of students. Answers

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least in some decision areas,- as an extension of government's

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misin t e rp r e 11ng ce r t ain d e cisions or a c 11ons of the V ice—Chancellor, and therefore reacting wrongly to them. They have t h eir own idea a nd e x pe c t a 11o n abo u t wh a t go v e r nme n t's role s hou1d be m the management of the University. Students, perception of Government and the University?s Vice-Chancellor/ therefore, plays a very important role in the relationship between the students and t h O U *n* i v 3 r s 11 y A u t n o r 11 y.

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A random sample of the students who answered the questionnaire w e r r i n t/e r v i e w e d. The i n t s r v i e w gu e s 11 c n s *w* e r e c/ r o u p e d a r o u n d t h s

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composite report of the interview is below. The interview questions can be seen in Appendix IIB at “he end *of* Chapter 5 of this work.

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University. It was commonly felt that efficient and judicious use of the scarce resources, however, will go a long way m alleviating Lilt; yiujjieii! ui auui Layea ui iatiij-iieb. oaiu au m uei icwes , a a there were normal practices and wrong setting of priorities, many ui uue jJiuuiums w'juxu uu u uius aLUueiiis aa uatu aa uu *vy* uu uuw

He did not see the sense in the University donating huge sums of money to outside organisations, and then turn round to tell the wuuu uiiBiB ia uu i auu uu jjiuviuc liBeuBu iauniuicra iui aiuucuua.

Another interviewee singled out poor feeding as, m his words,"the most disturbing and de—humanising problem of students on the campus. Ahmadu Bello University appears to be the only University where ycu may not eat what you 11ke but you must 1sarn to 11ke what you eat. He described the pay—as—you-eat system as an arrangement done to benefit some people at the expense of students. He wondered why the students do not have a real say m the feeding decisions and arrangement, though the rood is meant for them. He concluded, on a rather pessimistic note, that this situation will continue and even worsen, so leng as students are not meaningfully i n v o .1 v e d i n t Ii e r 31 e v a n t U n i v e r s 11 y C o mm 111 e e s a n d b o a r d s r 5 s po n sib1e f or t h eir we1f a r e matters . anot he r s t ud e n t res pondin g to the same guest ion argued that students' welfare and occupational I:BBU3 - an i a t uuvvi; u:rr uu u -urn u_ ^iiuiiiuica ui uuc u'uiveiaiuy authority. The situation, according to him, will continue so until wnen students havs true representatives m tne planning macnmery u i u u « u u a v i a a u J .

Question 3 asked students' opinion about the functional teiflij.ui'uiij.jj UBLWCCU rtumauu DBUU uuiVBiaiLy otuueula anu i_u« Univ0 r s11y authority. Innerestinc/ly enouyh, si1 interviewed described it as 1853 than Cordial. Said an IHt^r VI jWSS , there IS mutual suspicion snd absence of trust between me Authority and the Students Union, There is therefore s wide communication yap

us Lweeu uucr uwu yiuuys/ vvuiuu maAtfs L L uiiiiiuuii. IUJ. Llit;in LU appreciate each other's problems, or work effectively together to 1sorvei common problems. Simple problems are made complex because each group has its own picture and definition of them. The University often sees students either as the problem or part ox it. Thus it is only the University that should work out and provide the solution. Hence we have frequent closure 01 tne University as the so1u11on. But p e riods o f compu1s o ry holidays, r e a s o n e d the i n t e r v i e w ee, only 91 v e b o t hp a r 11 e s 11 rn 0 t o 3 r o u p t o y e t h e r , t a k e jj'jaiLiuua J. i. u ui vyuauu uue y win uu u ut? sdouj[1] uiaiuuyeu/ auu <_um« back to face t.ie same but more complex problem.

M a n y 1ate r v1ew0 es obs e r v 5 d t hat the U n1v e r s11y s 0 e 3 t h 0 students 3. s always wrony and ths Uni vers icy aiways riyht. Said one of t h e m " I t is impossible to yet on well with any person wno is always riylit. If you ere si ways a winner, you w ill end up haviny liuyjuv uu i-'iay VVILU yuu, ou a.uaBiiu uuu it un.j-j.uuj.!-. LUBVBU dialoyue with the Authority who will insist on iorcmy their own auiutiuna uu'/Vil Lue ;.uu;iii2 nuuai . J, >_is in me nyu[1]. u- U112 type of picture that we can also view Ahniadu Bello University students' tendency to become violent durmy demonstrations. When human bemys believe stronyly they are riyht but will not oe seen as such/ they tend to bs pushed into violence by their feel my of impotence and frustration. When young people cannot win by the rules of the yams/ they will try to win by other means, A student interviewee made the same point more crudely in these words/ "Violence appears to be the only language the University Authority understands". When aggrieved parties see themselves as denied justice, they tend to see violence as an attractive alternative.

The University Authority and its students in this institution/ have apparently worked themselves into two opposite ditches of uuHii UiiLailun a uuai ^ jjulu uuajji <2 luuumeuul lu l ae luau wacie

they can stand and dialogue. They have therefore inadvertently and unwillingly replaced violence for dialogue, situation m which neither party is necessarily seeking icr victory and hoping to be a winner. When people at war sincerely want peace and are truly

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t h ep r i c e f o r t r u e p e a c e .

To the question of how students unrest can be arrested or at least reduced to the barestminimum,,all interviewed agreed that

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mutual desire and joint establishment of theterms and modalities

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for patience on the part of the students on one hand and the Po 1111ca 1 w111 oii the part of the Univers11y author11y on the other. As observed by an interviewee, the University Authority will have to see and treat students as partners m this regard, not as people of no consequence who will always take what is given them

5.3 solution to common problems. The real solution to studsnts unrsst in this particular institution is beyond ths capacity of only ths Univsrsity authority and ths studsnts. Thsss ars

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ui me uuxv(-i.aluy. ou us iuxui _ L u'U uaua iui uecuu WUIA, Sustainable psacs is a product of participatory dialoyue.

3orns 01 ths interviewees ary usd that the effective control of

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Authority's willmynsss to curtail the use of the police durmy studsnts demons tr at ions or similar students crisis situations. This is because to the students., the police represents an instrument of suppression, brutality and force used by an unacc sptab1s s y s tsm t o pr ot s c t a n u per p et ua t s itself. Thsir appearance durmy any occasion or unease siynals ths bsyinmny of planned attacked, which they may used to rsspend to befors it starts.

From the above views as expressed by students, we can safely

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a c “i u i r e d a n e *g* a 11 v s p s r c s p 11 o n a b o u t s a c h o 111 s r , U n 111 t h e s e perceptions change, it is difficult to imayme how yood communication can be established between these two key functional y'roups. A call for a truce will be the first positive step towards the much needed and souyht for, but elusive solution.

On the question of students union politics and alleyed

interference by the University Authority in the campaign and voting processes, the students were unanimous in their agreement that the election processes are littered with and plagued by partisan factors, most conspicuous of which is religion. They described the pre-election campaign as clearly divided along religious lines. The University Authority, they argued, is usually visibly and practically interested in the election results as regards who wins or loses. They said that the University authority often interferes in various subtle ways, ranging from supporting some of the candidates' campaign, to direct fielding of some candidates. Some of the interviewees said the elections are often clearly divided along religious lines and to some extent ethnic lines too.

The result of this is that students politics which is expected to be an entertainment exercise, is characterised by confusion and chaos among the students.

The interview touched on secret cults within the University and asked students to talk about their real existence and their role in the University, and how they can be stamped out of the institution. Students all agreed that the societies do exist and constitute a real threat to individual security, and general peace on the campus. They all agreed that these societies can be controlled, but the students must be made part of the control machinery. They argued that the cults are supported, aided and financed by forces both within and outside the University, and the Authority alone will not be relied upon to effectively deal with them. After all, they argued, the same authority use these cults for ths achievement of their own private objectives. So there are many hidden agenda about the phenomenon of secret cults, and only total rejection of them by the students body will drive them out of the campus. But this is difficult because many conditions exist that encourage their existence. One of these is the plight of the students themselves who have been reduced to beggars for almost everything they need in the University. They cannot be

fully committed to eradicating cults in a University which does not convince them it cares for them. Leading a successful fight against secret cults entails sacrifice and dis-benefits which only satisfied and happy students will make willingly because they know they will be appreciated. The students were asked to speak about the leadership of the University m relation to and in connection with peaceful coexistence between students and the management of their institution. Many of the interviewees did not see much hope for peaceful coexistence in Ahmadu Bello University in the foreseeable future, given the sordid conditions of many things in the campus. Students are perpetual grumblers, they argued, and the University's management is neither a good, patient nor sympathetic listener; yet the conditions for grumbling persist. So peaceful coexistence can only be a hope but never a reality. Some students observed that the management of their institution itself creates conditions for students crisis which they cannot handle properly to avoid students unrest. Some described the leadership of the University as not being open in its decision making and actions at all times. So students do not trust it for various reasons. Sometimes it makes promises and reneges on them, or goes into agreement it is not committed to fulfilling. Very often the University exhibits its tendency to be discriminatory in various forms. Said one of the students, "at times you begin to wonder if this University belongs to one particular religion. Some people see this institution as a department of their religion/ The name of this University will have to be changed to bring this situation to an end". She blamed it all on the leadership which she said knows and sees all these and either does nothing about them or pretends that they are not there, and even encourages them.

On the issue of how the Vice-Chancellor should be appointed the students were also unanimous in seeing the appointment of the Vice-Chancellor as a purely academic matter to be left entirely to the University Community to decide. In the opinion of an interviewee,

appointment of the Vice-Chancellor by Government is an aberration which is responsible for the inability of the Vice- Chancel lor to effectively handle crisis situations since he has always to report and wait for directives on what steps to take. The directives may be such that an inappropriate action is taken which complicates the problem and worsens it. She concluded that the University is like a household, and it knows its problems better than Government. So it is in a better position to evolve solutions for them,and may call in Government whenever the latter becomes relevant.

Another interviewee rhetorically asked to know whose interest a government-appointed Vice-Chancellor is serving, and whom he

accounts to. If Government cannot fund the Universities effectively, it cannot be the same Government that should settle crises and resolve students unrest which emanates from inadequate funding. She was of the opinion that Governments concern about the University should be limited to funding and ensuring that the funds are used for the purpose they are meant. The students saw appointment of the Vice-Chancellor more as an academic matter than one based on political and other non-academic considerations. If emphasis is on political considerations then anybody could become a Vice-Chancellor without necessarily being an academic leader. This is obviously not good for the pursuit of excellence which the University is known for. Some of the interviewees saw Government and the University as the two distinct institutions with their own cultures, objectives and methods of operation. The government- appointed Vice-Chancellor will expectedly have two masters and consequently have double standards in his decision making. Being thus sandwiched between the expectations and demands of the University Community and his employee, the standard of efficiency m policy and in decision of this Chief Executive will occasionally be moderate.

The problems of decision-making, policy evolution and implementation for the Vice-Chancellor can be more excruciating under a military political regime. Ke faces a critical team of followers with respect for scientific rationality, but he is watched by a master properly brought up in, and having high respect for the command-and-obey and obey-before-complain culture and values. A major problem for the government-appointed Vice-Chancellor, therefore, will often come from situations in which the choice *IB* between a cheap and simple local method, and a less efficient alternative preferred by the boss, to deal with a students crisis situation.

The problem of the government-appointed Vice-Chancellor was succinctly put by a student when he described him as a man of two worlds the demands of which can tear him apart. His double obligation to account to Government

and to the University all at once creates a serious strain in his leadership role with the students. According to this student, if Government decides to limit its role in the University to only funding and supervision of programmes and projects, students unrest in Ahmadu Bello University will be significantly reduced.

4.10 INTERVIEW OF OTHER PEOPLE

It became necessary to match the views expressed by the students with those of other members of the public. This will assist the reader in his judgement of events relevant to the problem of this study. Therefore eight persons: "people believed to have relevant experience and information about, and conversant with the issues involved in students unrest in Ahmadu Bello University were interviewed. These people included two Ahmadu Bello University former Vice-Chancellors, a one-time Dean of Student Affairs, two former Students Union leaders, a Police
Officer and two Religious Leaders: one a Muslim and the other a Christian.

All agreed that there are shortages of facilities in the University, and it is these that account for much of the students crises for which Ahmadu Bello University is notorious* They also all agreed that the relationship between the students and the University needs to be improved. As observed by one of the interviewees, "this University is like a family in which the children and their parents are always at loggerhead with each other, quarrelling over almost everything, and there is nobody to reconcile them". They attributed the shortages to over-population of the students and inadequate funding of the University. An interviewee attributed the unwholesome situation to communication gap between the students and the University. He agreed that the students' problem is real and their complaints genuine. But they are not encouraged to understand and see the problem also from the University's point of view. If they are brought fully

into the decision process in all the areas of their problems, they should be able to appreciate the position of the University Authority, then they would always direct their anger at the correct source, rather than vent in all on Management.

Another interviewee made the same point when he said that both students and the University have real, genuine problems. But they fail to appreciate each others' situation, consequently they see each other as the whole or a significant part of the problem. This inhibits a common definition of the problem which is fundamental

for its solution. Concerted effort to deal with the students unrest is the only way this problem can be successfully tackled. The common enemy is inadequate funding which is the root of nearly every problem that contributes to students unrest.

The best thing that will happen in this University, as far as students unrest is concerned, is when students and the University Authority decide to go into mutual agreement to evolve a solution to the problem. This must start with a common definition of the problem which implies mutual identification of its underlying causal factors. This will immediately remove the blinkers that have tended to distort both the picture and the correct colour of the problem for both groups. They will now have only the problem to face, and no longer face each other, leaving the real problem in the background. When students are encouraged to feel part of the system, they will bring their ingenuity to bear on solving rather than causing or contributing to the problem. Students, like all other youth g roups, will learn to be what they are described to be. The logic of this reasoning leads to the argument which is the contention of this study, that when students are made to see themselves as part of the solution to and not the cause of students unrest, they will learn to become a useful part of the final solution. Dialogue is the bottom line in any arrangement to tackle the problem of students unrest in Ahmadu Bello University. But it has continued to remain slippery and elusive largely due to the existence of mutual distrust between these two key parties to the problem.

A former Students Union President of this University said that University students should be allowed to also learn the practices and acquire the art of leadership through direct participation in the Management Committees of their institution. This will enable them come to terms with the general problems of leadership and know the difficulties involved in the efforts to meet their needs and demands in a limping economic system. This is a call for an open administration predicated on

the Management By Objectives (MBO) style of leadership.

On the question of who should appoint the Vice-Chancellor: Government or the University Community alone without outside interference, all the interviewees felt the University should bs left alone to appoint its own leader, for administrative convenience,among other reasons. They argued that appointment of this functionary,must be based strictly and primarily on achievement criteria. Government tends to emphasise political convenience and related considerations. Thus a government- appointed Vice-Chancellor could be anybody with all but the relevant attributes of an academic leader. One interviewee argued, however, that the question of who appoints the Vice-Chancellor is neither here nor there, since what matters most for effective running of the University is adequate funding, the absence of which is responsible for nearly all the problems of managing this institution, students unrest inclusive. He reasoned that if students' genuine demands are not met, they will always express these to the University. But given that these demands will not ever be satisfactorily met, the problem of students unrest will surely be there to handle. The question,therefore is not how to prevent it completely, but how to manage it so that its costs are atleast completely avoided, at worst reduced to the barest minimum. This, he concluded, is a matter of approach to the manayement of undergraduates. Students want to participate in deciding the matters and affairs that affect their life and welfare.

Another interviewee saw students unrest in Ahmadu Bello University as a problem which the Management itself inadvertently encourages by failure to exploit all the benefits and advantages of the committee system which is expected to give full participation to students, which is what they are asking for. Violent students unrest is basically a communication problem. Students want to be treated as people who have something to offer to the system, and not always treated as only receivers and beneficiaries who will be planned for and given everything as decided by the status quo.

4.11 THE INEVITABILITY OF STUDENTS UNREST

Funding of the University, then its leadership philosophy and management style, are important areas where the seeds of students unrest are found in Ahmadu Bello University as seen in this study. After putting all things together, we are left with the conclusion that students unrest is inevitable in this institution, but the management of situations leading to its will always decide whether it becomes a harmless or violent and costly event. The nature of the communication between the students and Management will decide the end product of each unrest situation.

When students realise that they are listened to, they can be very good par tners in dialogue. This is largely what explains the friendly relationship that exists between them and the academic staff of the University. Any effort to listen to them to understand their problems is like preparing them for the dialogue. Dialogue is usually difficult to establish with them once students perceive the authority as ready to wield the power of control over them. Every unrest situation carries its own solution within itself. The atmosphere conducive to identifying the appropriate solution has to be created. The first step in this direction begins with listening to the students. Herein lies the relevance of leadership style in the management of students crisis.

Dialogue and effective communication is generally a by-product of participation. Students will not be far away from the centre of the action and be prepared to believe what they do not see. In the same manner, they may be too ready to believe what others tell them even when it is false. Both effective communication, dialogue and participation in the organisation are a function of leadership style. The organisational structure as represented in the organogram is simply the framework or physical aspect of the organisation. The operation of this structure is what determines the life of it. Herein lies the relevance of a knowledge of

organisational literature and acquaintance with organisational theory and behaviour by the leadership of the University. Theory **guides a leader in hiS ChOiCe** Of **method** of leading his organisation **towards the achievement** of **its objectives.** It also **guides him** in **his daily decision-making and implementation** of **policy** as **these relate to the individual alone,** and **then the group, in the organisation.**

The choice and successful application of leadership style is a function of the leaders' familiarity with the nature of the individuals and the groups within the organisation. The nature of the individual and the group is itself largely a function of the nature of objectives of that organisation. The military's objectives may not be pursued using the same methods as those of a medical institution, or those of a research institution. The objectives of the University and the methods for realizing them call for full involvement of and participation by the individual. He is expected to use his talents in every area of activity of the organisation, he must therefore understand how everything starts to be able to understand and believe how it ends. This is why the MBO leadership philosophy is among the most suitable and most appropriate for the University. Involvement of students in the definition, analysis and solution of the problems of their institution, including the problem of students unrest, will make solving some of these problems cease to be as distant and elusive as it has tended to be. Conflict of values is the motive force behind organisational progress. But inefficient management of this conflict will cause problems for the organisation and inhibit its progress.

Ths needs of students, the demands of the environment of the University, the nature of the students as shown in Chapter 4.1, immediately suggest a student-centred style of management for the University. This puts the University leadership in a good position to size up or actually know students' reactions to many policy proposals before their implementation.

It also enables management to modify particular policies when their implementation causes problems, thus they are improved or discarded altogether as the case may be. Analysis of the opinions, sentiments and views of the students interviewed, and of the responses of the students' questionnaires, shows that students felt left out of the scheme of things and they are demanding a change of posture by the leadership so that they participate in the determination of the direction, speed and content of the affairs of their institution as these affect their lives.

Participation in the decision processes is the most meaningful way students will be made to help in answering some of the questions they ask, as well as problems that arise from some of their choices, behaviors and actions which the management of their University has tended to find difficult to provide permanent answers and solutions to. As participants in the decision and action processes, they will be brought face to face with the realities of management of the University in a developing economy. They will now become familiar with the problems and come to grips with situations they react to in ignorance of their realities. Participation when really given has many good things to it that benefit the organisation. It encourages integration which is the indispensable foundation on which organisational allegiance and loyalty are established. The open administration which MBO stands for, guides institutional leadership away from inefficient decisions that bring discord within the organisation. This leadership style offers the best opportunity to tap the ingenuity of the students in the search for a permanent solution to the problem of violent students unrest. Students unrest in Ahmadu Bello University calls for team-work and the use of individual talents, its solution cannot be decreed, and no amount of punitive, administrative engineering can bring about its solution. The University and the students are the principal parties to this problem. Any viable solution must start with them mutually acting together. Students unrest given the factors that lead to its occurence, and given the

societal forces behind it, is inevitable. But the leadership of the University can change its face and make it always a harmless event embarked upon by students as an exercise in self-expression guided by rules mutually worked out by both the Management and the Students.

In the next Chapter, we summarise this study, giving our major findings and making suggestions and recommendations which, if put into practice, will bring a viable solution to the problem of students unrest in Ahmadu Bello University particular, and the Nigerian institutions of higher learning in general.

FOOTNOTES

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CHAPTER FIVE

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frequent, often, violent and destructive phenomenon of students unrest m Ahmadu Bello University, Ssria. The problem was seen as a universal phenomenon with many factors m common irrespective of where it occurs. Given the role of the University, its aims and objectives and methods of achieving them, this institution is seen a .3 a u o u 0 - e—e d y e d s w o r d w h i c Ii c r e a t e s as w ell a s d e s t r o y *s v* a I u e 5 . i c tnererore contains tne seeos ot comlict, which is by and large 1 ne vi t ab 1 e . But its mana *g* s rnent a s ar 5ued in 111 e s *z*udy, de t errn 1 n9 s whether conflict is dysiunctionai or not. *Iz* is the contention of the study that ms efficient management can turn it into a motive force icr inovmcf ths University forward. This is the challenge of t he V1c 9—C h a nce11or in this 1ns 111u 110 n.

The universal1ty of students unrest is shown m chapter two which discusses the relevant theories of the study. The factors responsible ror the conzlict tnat ieacis to students unrest are discu3sed s1df' by side w11h the yenera1 rasponses and reac11ons of students to these factors. The conflict enianatiny from the nature,

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effectively managed and controlled if students bscoms participants m the decision procsss of the Univ0rsity, This is another Liidiitjuye u: uue iCQUBiaiiijJ ui uue uiij.vei.siuy .

Ths rols of structure in the achievemsnt of orgamsationa 1 objectives is shown in Chapter Three. The organizational structure of the University is seen as the design on the ground showiny what every individual or group should do. The eiforts of all are then coordinated by the Chief Executive to solve various problems of the organisation *so* that ultimately the overall objective is acmeved. The Committee system of administration used in this University is Seen 23 *3.* Very yOOd and efleCtlV'e mSSnS 01 handling any organi*z*a1*1*ona 1 prob.1 ern in this mstitution. But the sffec1*1*veness of t h e C o m ㎡1*1* tee *s* y s t e m w ill be e n h a n c e u b y cj i v i n g real participation to the student body m both the decision and action P r o c s s s e s o f t h e J n i v e r s i*1* y. T n e 1 e a d e r s n i p p n *1* o s o p n y a n d management style of Management By Objectives is shown to be the most appropriate in this regard. By tms method and style, students will be brought into the search tor solutions to problems vviuu.il uaeyaxe yai ■_ 1-j. , uuu -ViULii uuey uei:u uu see L'U.l./ uue leadership providing the solutions to, solutions winch students tend to see as either imposed, cr designed to benefit the Management more 11"i.an the students themse 1 ves . Farticipation is also seen to have another major advantage — integration oi students to the University, thus enhancing their allegiance, commitment and a sense of bslonging to and respect for ths Univsrsity, its leadership, and its property and structures.

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logicalconclusion thsrsfors is that the problsrn is rsal. The major findings of the study were done in the areas of funding, management, style of leadership and operation of the structural framework of the University, and in the socio-political and economic relationship of the University with its environments,

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A major problem of organisational leadership is that m his daily decision making, tne xeader nas to strike a balance between his own interests, those of tne organisation and those of the subordinates, so that his actions are acceptable, benscic and useful to all tnree interests . How he does tms sa11sr actor11y and successfully is the question which some leaders have found easier to answer than others.

The problems identified in this study ars not only many, but some of tnem have their sources outside the university system, and Lite xeauei siiii-’ nas veiy -x'-uxe UI UU UUULIUX a L axx. ouiui-iuiia uu

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person is the University Community itself.

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welfare and related problems. /vhether he is a civilian or a

military* personnel,, his merely being appointed by somebody outside

the University system, and by nomination as opposed to election a c

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m e n t and criteria,, c r 0 a 10 s many leadership problems for him. One of these is the problem of whim, he is responsible to in his daily decision—making. But 11 he has tc wait for directive from his 'boss' outside the University 5y31em, a simple stuu'3nts cr 1 sis s 11ua11 on cou 1 d g r0w out of

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d i s a dvantages for the incumbent. Government and ths University are two entirely different institutions with different objectives/ methods of operation,, orientations and expectations, not to mention attitudes and inclinations. The irony becomes apparent when one takes on the jurisdiction and responsibility for appointing the

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mstitution, the leadership of the subject institution has many limitations and no—*go* areas in its play of role. In a students crisis situation the boss may be sitting on the horns of a dilemma m respect of his own organisation when he is required to take an urgent decision to ward off an impending students crisis. The call f or ur*g*ent a c t ion from the V ice-Chancs11or, tnerefore, becomes , at best, a distraction,, at worst, a call m the wilderness. Any decision taken at ail may oe less than che rational type that scores high on efticiency because it has not been taken based on the demand of the situation. As observed m Chapter Four, the

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supervise a planned students demonstration, may be more a military

than an efficient administrative decision, and may have disastrous consequences. The most appropriate persons to deal with students during their period of self-expression are necessarily people who know the students well, are familiar with tne psychology of this

group of youths, are conversant with the problems in hand, and know enough about students' attitudes, tendencies • and eccentricities . To boo the Police may invite bullets, when same to the University's Registrar does not go beyond sadistic entertainment by students.

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Governmentno doubt, has the means and wherewithal to suppress a students' crisis situation. But suppression and postponement may mean the same thing when dealing with students' grievances. Ordering students out of the campus to prevent an unwanted happening may therefore, not be a better option than listening to them and working with them to decide the modalities oi a mutually agreed peaceful demonstration as an exercise in democratic self—expression. That students will usually behave decently and maturely may be a more tenable assumption to work on when handling **a students** crisis **situation. When students realise that the Authorityis willingto listen to** understand their **situation and sympathies witn them, they tend to** be good partners **in** dialogue., **which is usually difficult to** establish **with them when they are condemned and treated as**

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d emons tr at ions need not be so fear eel because under normal cireumstancss it is their own expression of democratic values. The

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the guidance and supervision of their own leadership. If this is done, violent students demonstrations in Ahmadu Bello University,

indeed m the Nigerian Universities/ will becorne a practice of the past. Appointment of the Vice-Chancellor by Government is largely responsible for the difficulty m communication which has widened the communication yap that accounts for the increase in conflict between students and the University Authority. While students can argue and reason with their lecturers, it is dangerous to do so

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5.2 LEADERSHIP STYLE AND MANAGEMENT 0? STUDENTS′ PROBLEMS IN AHHADU BELLO UNIVERSITY

If we take students by their psychology, as described m

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ths open administration based on the philosophy of Management By Objectives. The leadership of this University needs to be the type that believes in and encourages dialogue, participation and integration. The University that operates the open administration has better control of students than its opposite counterpart of the Taylorran and Weberian persuasion, which emphasizes control in its management. Management thinkers that called for the open administration, though each emphasised some particular elements and aspects of this, included Mary Parker Follet, Chris Argyns, Rensis Licksrt and many more. The environmental influences and effects on the leadership philosophy and management style are never in doubt. But no matter the kind of environment of the modern organisation,the MBO philosophy of leadership and its management

style is the most suitable and appropriate. Being an adaptive style of leadership, its element of participation/ effective communication, dialogue, integration, give it a solid foundation for success in any environment because it encourages the use of all talents to solve every problem of the organisation. Not only does it encourage the prevention of conflict, but it uses all the talents within to find solutions to problems as they emerge in the organisation. So MBO can be described both as a conflict— preventingconflict—resolving as well as conflict—formalizing style of management.

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The arrangement of positions speaks volumes about structure in the organisation. Position in the organogram shows who the incumbent is vis—a—vis all others m the whole organisation. It does show what you are to do, what you are not to do, and the type of authority you ars given to do what you should do. This implies

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accountable. Structure is therefore the operational framework of an organisation and a system as such. As a system, anything that happens to shake one single part will affect one, some or all other parts of the organisation. The unity of purpose, and therefore the

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of that organisation is operated, and on how the organisation functions. Ths leadership that allows power to movs freely top-

down., bottom-up and laterally, is the type that practices the Open nuiflniiatiaLiuu ui nauayBuienu oy UL'JCULIVC I «ou j oiyiB Oi leadership. This is easily the most appropriate leadership style for the Ahmadu Bello University, an institution by far the most controversial in Nigeria in terms of the co—existence of political radicals with conservatives/ religious fundamentalists with extremists, fanatics and anarchists, dogmatists and traditionalists/ interest groups including even representatives of unknown societies and groups.

An open administration that lays the door open for real participation has the m—built mechanisms ror checking and balancing excesses of all kinds by its allowance of free expression. In an organisation oi this nature/ people tend to be guided in their behaviour by a natural sense of responsibility, aCLuuuidJliiu^ / '-u–uyeia(-iun, anu ssii-issijetu. tuaL benefits all tends to be protected and preserved, while anything that does not benefit all, for example students unrest/ is i. e j e u l - 2 v,i, iuis a.£ me toUiBai way ■_> i. uum.j.uiiiiiy uiii-io

An sasi.1 y accessible and available leadership to students dLii.d.''-ia lLieut. 11.j.» »uuu iSducLaiiiy mat 3atauii.au good rapport and effective communication with them. The fruits from such equable relaLionsnip are many. Frank discussion is made possibIe between the two parties which do not only learn to see from

eftch other's point of view,, but also tend to identify with and

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integrate properly, and they eventually become their brother’s keeper, protecting their interests and not wantmy to let each other down. Many problems anu crises will be avoided or easily

iBSUiveu wj.cn uns BaLauiiDiimeni ui yuuu ieiaLiuns'iiy wiin siauema . People m dialogue respect each other and seek to understand why certain things are not happening at all, or why they are happening the way they do. Many decisions or planned actions of students tend to change or are given up when the rightapproach is used to

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appreciated rather than condemned without being given a chance to

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University when angry studsnts abducted their Vice-Chancellor during a students unrest occasion, and took him to a chosen destination. The captive carefully started discussion with his ca o t ors, a dis cu s s i on whic h evo1v e d into a 1e ct ure i n whic h t h e captors jutted down points and took notes as m the formal lecture.

O'j «uutsu Liitr m»5iuui auia *

It is important to note that students, like other groups, will occasionally make plans or take decisions based on crude education and information which wnen eventually purnied, leads to a change of heart and even action. To condemn them right away may prevent others from seeing beyond their behaviours. Any action leaves the problem intact, or even complicates and worsens it. Such

condemnation often puts students on the threshold of violence, which explodes with even the slightest provocation. The manner in

which each studsnts' crisis situation is handled, tends to have implications for future similar situations. The resolution of one students' crisis in Ahrnadu Bsllo University has always tended to leave wounds behind it which nourish the next crisis. This is partly because there has tended to be an over-dose of force and an element of imposition in most resolutions, as opposed to mutual agreement and respect by both parties in full participation. This is so largely because of the absence of a foundation of qoou uummui| j. ud l xuu auu uiaxuyuo , .qul liicls uu auuisLiLuie iux luj-2 XX.

anything is to change about students unrest in this University. So vvtiau -L Si LUC Uj/LiUli;

The Vice-Chancellor must be conversant with students' culture, familiar with their psychology and versed m the art and practice ux isiaixu Q wi.i„u uius uaueyuxy ux taixuuaj.:icu yuuun. ouiu an incumbent is easier to find within the University Community than outside it. This is one of the advantages in appointing the Vice-Chancellor by the University Community alone. A non—civilian Vice-Chancellor, even the civilian one who is not an active member of t_u« uuxvtiiiiiy 'uOmmuui L y , Wiii ua.-s-e tluic uu isaui uue i/UitUic ux

>_ue a'vuucma LU uuuei»Lauu anu ue auxa LU nauuxe J.LS ndauLea a»

these are demonstrated m their behaviours. Theoccasional provocative and irritatiny behaviours and utterances of students ax e ueou usuuicu uy leaucu wuu rt.uuwuuau aiuueni!> use luwui ui LSU to evoke desired responses from the authorities, also as a form of entertaining themselves but only directed at irkincj the Authority, This idealistic, dynamic yroup require equally dynamic leadership c, u LUULai.ii Lxxem. ixxcy flis uu L yeu suuei eu xuy IXIS uaiau x. sax x exes

and experiences, or tamed by the happenings, events and circumstances that moderate their choices. They ars tnerefore expected to make choices, engage in behaviours, and make utterances that leave room for improvement, to be treated as such. The patience required of the leadership of this group is expected from persons who are familiar with and are used to them and their ways. The maturity of this group and their intellectual capacity are not

describe them as immature, is to stigmatise them, a stigma that irks them and puts them on the war path with the University Authority and even the society as a whole. To them it *is* ironical that University—trained minds should be seen as immature by a

is a d e s c riptio n o f themselves t h a t t he Nigerian Unive r s11 y s tud 0 n t s a r e not prep a r ed t o a cc e p t f r o m their s ocie t y o r the Jnive r s11 y Au tnor11 y.

pel i c y are e x p e c t e d, It is here therefore, t Ii at s t u d e n t s b e lie v 0

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office, thereiore, that is expected to have adequate qualified and skix led manpower ror effective performance. it begins with the

functionary must be the best of the very best m administrative

management and the most versed m the art and practice of effective

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prominently m this reyard, and should serve at all times ss the

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the Various areas of management. There should be more

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with the Vice-Chancellor as far as students welfare and well—beiny

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decision processes/Sc tnat they are guided by the experience and expertise of

others. When they are involved in yivmy answers and providing solutions to some ox

tu3 dnzicuj-t questions anu problems that emanate from them, they will learn to

avoid sskmy the ones t h e y c a n n o t a n s w e r o r s o 1 v 3 .

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sffsirs of studsnts is of paramount importance. It does not only underline the

importance of recruiting Qualified manpower, but it a 1 s■ ■; *ɑ*tressestIie re.1

evance of on — the--*j*ob traininy based on the

experience of the University, as well as efficient postiny and adequate utilisation of the trained personnel. Inefficient postiny

has various disadvantages and inherent problems in studsnts administration. Putting square p0 gS in round administrative holes means that incompetent of 1 icers ars put m positions and p 1 a ces where they cause various problems. Like fake way-side mechanics,

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help to prepare these youths for unrest. As soon as undergraduate students recognise incompetent oificers, they not only respond to

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University Authority for employing amateurs and unqualified manpower to handle their own welfare matters.This leads to s t ud5 nt s que s11 on1 ng theUn1 ve r s1 1y's s er1 0 usness in t r e a 11 ng

s t u d e n t s p r o b 18 m s .

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management needs to be given the attention it so much deserves in the University which, by nature, has inbuilt conflict. By its incu 1 ca11 on 0 new va 1 u e s, it a 13 0 1 nrxu0 ness ex 1 s11 ng vslues of

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the process. By creating and re—shaping or destroying, education, especially University education, behaves as a double-edged sword and creates conflict as such. The management of this institution, t h e r 0 f o r e, r e qu ires a n e f f 1 c 1 -3 n t s t r u c t u r e w

h 1 c h mu s t b e efficiently operated to avoid generating

organisational conflict,

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There is so much for the use of the Committee system of

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institution is well known. Ths system encourages the us e of

individual Sad yTOUp t a! 6H t S tO find SOlUtlOHS tO any problem, Ox

at least reduce it to the barest minimum. From the cjuestionnaire and interview responses in this study, we

have seen that many students' problems in AhmaduBello university are magnified bypoor
Cuuuuunxuau luu uteLvvtf-su management anu luc 2Lua«uLa , runxc nw

students tend to see the University Authority as not doing enough

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making Unrealistic demands. Students also partly attribute their problems to official

mismanagement and wrong priority setting.

With each seeing the other as the explanation for the problem, it

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a common solution to it. The net result is that the problem is not

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students would stunt this problem. But directing energies and

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problem of students unrest in A.hrnsdu Bello University would change

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uninterrupted campus peace to this premier institution of learning. The role of government m theUniversity as seen

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m Ahmadu Bello University and needs to b3 revievied for change,

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Government puts this functionary m a difficult position to

effectively* iuSnSyS SGiae of the problems Of thlS institution. One Of

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irnmediatsly and urgently with the emergence of ths relevant problem

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crisis. It serves no useful purpose/ for example/ when the Vice-

Chancellor has to wait for directive from Government about what

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students crisis. Preventive decision is needed to stop a situation 1rom

developing into crisis. This decision is usually made by

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information and who are face—to—face with the parties involved. T h e U n

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Government about a final deClSlOu, that d 11 eC11V*3 may be tOO late

m coming, and before its late arrival the University may have been

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control a situation already gone out oi controx. Thus a factor that

encourages students violence shall have been brought in to

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therefore, has dysfunctional implications as far as students unrest A r

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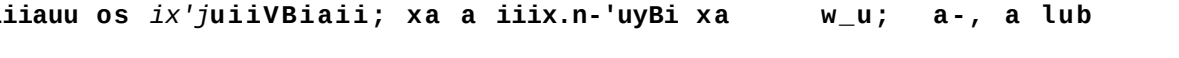
in Ahmadu Bsllo Univsrsity is concerned. If Government funds and alSO appoints the leadership Of ths UniVw 1S1 ly , it aUtOiTiat 1 Caily takeS On the TSSpOHSlbllity C-f providing the VaTlOUS u ceuS O f aiuuenta. ou JJULU uu v el niu«n L anu Lixts vite-tnflllluBiiUi aie atstsu ao ths same psrson by studsnts when things go wrong in ths arsas of thsir assumed responsibility. Ks too fssls obligsd to protsct Government's interest wherever necessary. This role complex is not under stood by students as his problems. This dees not sncouraye the spirit of dialogue between him and ths students, and they ars always ready to taks it out on him. He on his part may find it necessary to reject the wise counsel of his officerseven whenthis is the only way to save a situation because such counselappears to go against the interest of government. On balance,- the appointment u i Liie v iUK-uuanuBilJl. u y ju v ex xxmexx u aucs uu l tyiiuautB cj.i ili'sul

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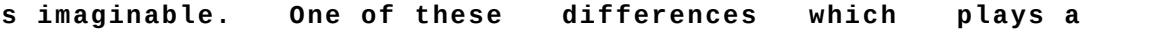
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.nuiiiauu os *ix'j*uiiVBiaii; xa a iiix.n-'uyBi xa w_u; a-, a lub differences imaginable. One of these differences which plays a negative role m the management of the students is ths differences of religion, As observed m Chapter Four, religious sentiments



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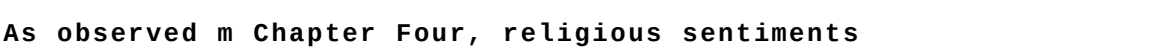


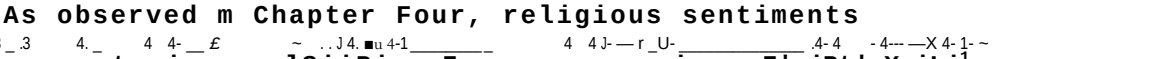
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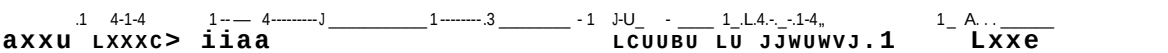
the students themselves. Religious tribalism in the University is a spill—over of the same phenomenon m the whole society. Observed partisanship in t h e 1sade r ship Dased o n r e11gious sentim snts

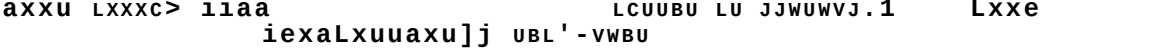




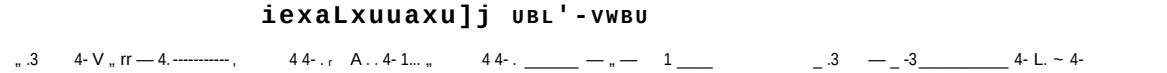
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and neutrality of the latter in the management of students as an



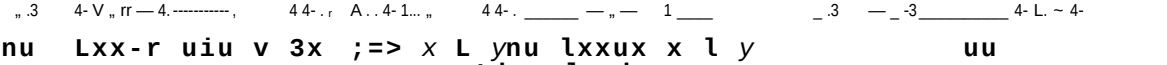


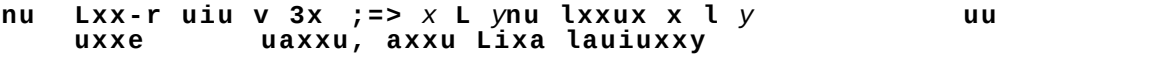
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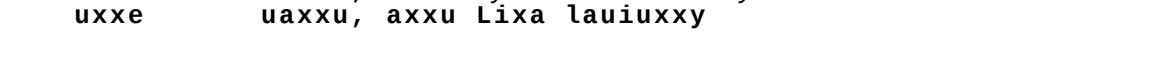
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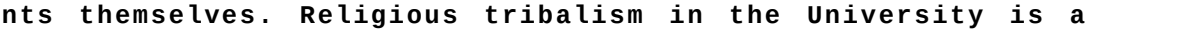
purpose that should enhance their common cause. This division makes





single united group with which dialogue,, compromise and effective communication can be easily established.







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revealed by this study is deep-rooted, real and complex. The

solution rsquires first political will. There must be the real

desire to use education for national development on the part of Government,, and the University Community

must bs given the full freedom to develop itself to play its developmental role

Government's and the nation's expectations if left alone to do so.

Funding is all tnat is needed. Most of the problems of the U niv ersi1 y in c1udin g s t uue nt s u n r s s t e m a n a t e from in a de qu a t e funding and government control of the University system

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Government hands-off the appointment of the Vice-Chancellor, then concentrate on

adequate funding. Appointment

ui uxxe vite-uuauuexiui uy 'JUVCXUIIICUL uaxx us XX.^BUSU LU ms uuxuulax system of Government where the leadership was put there by somebody whose interests were cornpletely dnferent than those of the colonies and the latter*s interests were sacrificed to serve those of the master. The Vice-Chancellor unavoidably has two masters to serve: Government and the University Community. For effective decision—making which his office demands, he has to be accountable to one master whom he knows properly m terms of his values, needs ciiiiu LUXLUia, x i J. ~ uiuvei isity ouuuxu L's X e X U axune '.u svuivs xu& objectives. including those of Government as presented by the latter,- then its methods ox operation and of solving its problems. Government’s funding of the University implies that the University nas uu auiOu.ni x^x UUS u»e ux uucr x JUUD . oxiius xuuuxxxy Xo lisu uu projects and programmes, it is througn funding that government can e f f ect iᵥe.1 y contro 1 the L>nive r s 111 y. But this is pos111ve contro 1 which serves as a motivator to the achievement of the specified objectives ci government. This is diiierent than the mnibxtory control which robs the incumbent of much of hi 5 freedom of d e c i s i o n—in a k i n g.

When the University has real autonomy as defined above, the V i c 3 - C h a n c e 11 o r w ill the n b e e x p e c t e d t o b e c o m e m c- r e i n w a r d - 1 ooking . The Comm111ee ₛys tem of administra111on wIiich is a 1 ready m place, will be put to full use with maximum results. It is the uunu^uuxuu nwx« uii-au ii:e xuxx ucs ux tux; apiGii! xa liiiixuxucu uy nxsr iaiu uiiau untr Uiixrx QAciauxyc ux uxxc; uilxvsxsxuy uuiiiaiuiuuv xs sandwiched between Government and the University Community in his

daily decision-making. Thus ths efficiency and Quality of his decision is negatively affected. The principle of Management By

predicated does not find full expression due to government's

integration whichthis encourages,, ars allcontained m the MBO package. But when full independence of thought,, decision, choice of method and action, are not m the control of the University Community, the Committee system of sdmimstration cannot find practical expression. So its many benefits will not be fully r e a 1.1 *z* e d .

participation m the committee system so tnat they will first feel Part of the decision system. In this pos111on they will contri*o*ute to ths solution of the problems of their institution, including students unrest. As they speak the sams language with the University Management, and are mutually engaged m setting common objectives, they will bs willing to contribute to ths objectives of their ins111u11on. This is tns .oest way to establish effective

University as ar. instrument for controlling students unrest. With S t u d e Ti t S a il d the U u 17 61S 11Y M a il a y e lit e n t W O r k lay t O y e t u e x a Fi d r u b b 1 “x y

minds on issues and problems, students unrest will bs easy to

Students unrsst cannot bs effectively controlled by any single group

in Ahmadu Bello University. It cannot be decreed out of existence/ and no method of use of force or intimidation can briny it to an end, given the factors underlying! its existence and the forces giving rise to its frequent occurrence. A group approach is required to effectively deal with the domestic/ internal issues that build up to it. The primary cause of the problem/ as seen from our analysis of this problem is inadequate funding. The

hereby suggested that participatory leadership be purposefully adopted to operate the Committee system as a way or effectively h a nd11n g t h e p r o b1ems a r i sing f ro m in a de qua t e f unui ng o f the

U n i v e r s 1 1 y u n d e r c o n t r o 1.

Ths spirit of trust which is expected to characterise tlie re 1 a11onsnip between stuuents anc the Uni vers.ity Authori11y is

when it convinces the students that it does not discriminate ayamst any group. The University Authority should therefore take its eyes and partisan interest off all groups of students in the University. It should therefore declare its neutrality vis—a—vis all religious and non-religious groups and put this into practice.

the part of the Management in students' politics, organised rsiigion/ similar groups and organisations. Students organisations -10-

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iOl

mai uu UUL pass LUG UC»U UI utsiuy Liasaii J.BU auu i7t;j.iuj.ui_au uu sxist and operate as legally acceptable organisations should be banned, to startwith, while the students are empowered to work with the University to ensure that such organisations do not exist or operate in the University, When there is students participation m the decision process, there will be no cause or need to impose anything on students as a means of preventing students unrest and its accompanying violence and destruction.

This conflict between students and the University Authority is not one that can be resolved on the battle field. The underlying iauuuia j-uuoj. cuu xn liic Buuiauj wn-iuii uucs uu u ysu ®uuw aj.y-.iia u.l the possibility of removing these. The problem of students unrest, therefore, has a Management/Leadership solution. Since it cannot **urs ouiv'su, it uass uu un*utauaytjv; •© uua uiiau - u x *m*o *'svruiuaii^** forma113ed and rendered harin 15ss.

e. a **mNri.IlsinN**
^ Nf .1 •< Ax •< a* .» •*41

The deve.1 opment o f Nigeria as sn independent political en111y ua.Li«u LU t unw •salauiiDiiuicm ui ii-LUirei. euuuauiuu J.U uuc uuuuui y . jeul 'i'uuuaiiuu waa uu u y l uucj. i. y luuiuuuueu uu a v sjuuis Ui uns u j. culture and needs of the Nigerian people. This constituted the

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passing through. Immediately after the country's civil war in

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students enrolment, teachers and supportive manpower. The increase

in population of students was not equally matched with increased funding. So the demand QFi facilities bSyau to OUtaiatCh the Supply

Inadequate fundiny brought in its wake so many unmet demands Ui SLiiuanLa xu me aicaa ui meil u/a&xu. uccus iiiLiUuiny i-eeuxuy, accommodation and learning. The management of students became progressively problematic with their incessant demands in the face of the University's inability to provide for these. Both have therefore become impatient with each other and the problem has ta^eii uu an auueu u iin«ua xun. iUGUiili][1] uu i/'iuviuc la'-niuiss uu the part of the University is often interpreted by students to mean various things ranging from not caring to negligence. Other factors arising from their relationship have not helped to improve matters. Students tend to see the University Authority as carrying out and doing what Government wants at the expense of students. uvsl u Line ,Luciaiuia, uuuu nave uuuu u^aiiuau xuuu uueu relationship, such that dialogue between ulism is the same as a ureeu xuy '.u uue ueai vvuiu.ii uuea uu u y uxu yuDXUxve isauiu.

-Ao is-eaiflu *u'i* uiua
oluu/ , -flc u.i_v2iai.u/ iauku uue auuuuuuiy

and independence of thought and action to solve its problems purely using its own formu.lae and methods. This is because of government's control of this institution wielded through the ai-'uuuiuiiieuuui uue v itc-uuauuex iOj. wuu x ^ i u j. ausweiauic _u uue ujuveLuiueuu auu uLueu uas uu i spui u auu wax u IUI UUSLUIVBS LIUHI uue

latter before certain actions are taken or decisions made. The

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aCtiOFiS do ZiOt yO a lOuy Way to SOl'vS the pi Obi eFfiS . G 0 V 0 n HI 6 Ti t

control of ths University system is necessary. But it becomes counter-productive if it affects the direct manayement and administration of the institution. Both institutions have each an independent life of its own, its culture, objectives and methods of operation as well as expectations. Many problems of the University as aceii lu '_U,LS SL.au/ ate LiausaLiii; anu cLiiiijaLciuic LU government's direct role in the management of this institution.

Students unrest m this University, given the factors underlying it, is not eradicable or even avoidable. The external factors such as the poor economy are problems which neither the Government nor the Univers1 1y can do anything to change at will. But the cond1 11 ons whicn these forces produce internally can be effectively managed to prevent them turning into crises in which the students and the Univers11y Author11y flex muscles. This will happen only when there is that kind of understanding and atmosphere which allows the University Authority and tne students to come together to discuss issues of common concern. The effective control of students unrest in Ahmadu Be 1 _LO University is therefore fundamentally a leadership problem where the management style is important. The conditions have to be created whereby the students and the Management come together to look at problems, understand them together and work cut methods of handling them with a view to P r o v i d i n g s o 1 u 11 o n s .

Students unrest will con11nue in this Univers11y and even worsen as co nd111ons de teriorate. So 1ong as both the Management

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■-J ISLC each oth«r -; - _ • . « « ■ » ««««. IS. r i " " t i o n ' « * —x.

"■ c6m« "* « « » « » » . "" * anu brxug peace to this University bv -< the essential elements of —- ~ * ′7 applyin* ui management of this or --- essentially democratic culture * Jf0Uth *with* an u" LUUU1= and outlook.

ThS UlUmate sol«ioa to the problem of stud_____ 1.1_ *an* i_ ^5 anr e S t- c ■*■ q x. _ *"■* *ths* leade rship Of the University ■ in the instituti-- - a fi «1 n rr it-- -. From Mrfc ___ A ■ be asked about what to do ar* h, * ^.xons will towards a viable • ′ x r • rSu action manpower in the office of th. v- ~ 47 of • -1-• illia io an uff i ~- u«mands auali^a* iv* ___ UUil<e manpower, adequately «nliah*a-- . . and inculcated *u_ a .rained consideration *or • -• • ′ a„u val ues of deal*ina* wi^'i v.-;~ U« individualstudent and his ----- ----luys when whc ***1* directly vitb — • — -*arus the officers complaints and ari-v Problems and *. 4. i<u ~v tneir ytxw/auv-es matte' ~3 Vsrv ____ -^ since this *-asf attitude of7 th* —---i- . , u_L3i;lliiJ«s ■ ■— ai-Uuts^t5 body towards th- Au^r —- - Cumulative aria- ..... * rtULUUti^ itself. y ■*• - ^ aii>_ ijs from —I-- ~ A-um vaxxOUS Cffir<a« -iansferred to the leadership. u is in — ^'"aLKX'/ departments that the probl ..... o Sr"1Ce o *ffIC*S and . . . vtublem ,,arts and the effect of thi- j«cision process of the Isarf-r^s- • L Ul° ^ s h i p is positive or *Z5se way* be.^ystiveas the I campus peace is not necessar-'- -i-w-wsaai xx y1 (i a2 h- - a//S<*ni.e of conflict or /

removed. Any leader who emphasises the positive side of conflict tends to see it ss a means to move his organisation forward m the direction of achieving organisational objectives. So rather than fear it, the University Management can always use conflict to

therefore attract more attention and be used to bring students closer to the University Authority, so that they confront common problems together as opposed to confronting each other about the problems. The University is oattling with tne problem of under—

destroy even the little they have m place lor their use, then are forced out of the campus. Eventually they end up lengthening their stay m the University, or doing poorly m tneir certificate examinations. A rational analysis *o~* the problem m terms of s c u r c e s a n de 5 f e c t s w o u 1 d b r i n g s t u d e n t s t o g e t h e r w 11 Ii t Ii e authority to look at the problem from the point of view cl its inevitability. They would then concentrate on its management to reduce or cornp 1 ste 1 y e 11minate its costs .

T he Univ ers11y’s M a na g e mant ma y e r r b y using students' we ap o ns to fight against them. The use of force to get students out of the campus or suppress demonstrations planned by them is using the militant side of management to deal with the militant side of

it drives down the spirit of revenge which eventually explodes and

causes more damage. Univsrsity Management in Nigeria tsnds to 0V«r⁻6iTiphaSiZS the militant Spirit O f its studsnts vv'hich HiUSt be suppressed. Tins encourages militancy in tbe students.

The picture about students unrest in Ahmadu Bello University is not as gloomy as it appears to be. The problem is underlain by deep-rooted, complex, factors. But the solution is found inside the problem itself, and needs the right persons who know its complexities to identify the proper solution. The responsibility

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shoulders of the Vice-Chancellor and members of the University Community. This is why this functionary needs to be appointed by the University Community which knows what kind of person is needed to occupy this position which makes certain demands which only the University knows, and has a better idea about who possesses the

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v / as xu '.ms s'.uu/ v/ LUG , is utu<_x.si

for tne controx. of the students unrest in tmsUniversity. It is the V i c s - C h a n c 211 o r who provides the answers tothe guest ion of how

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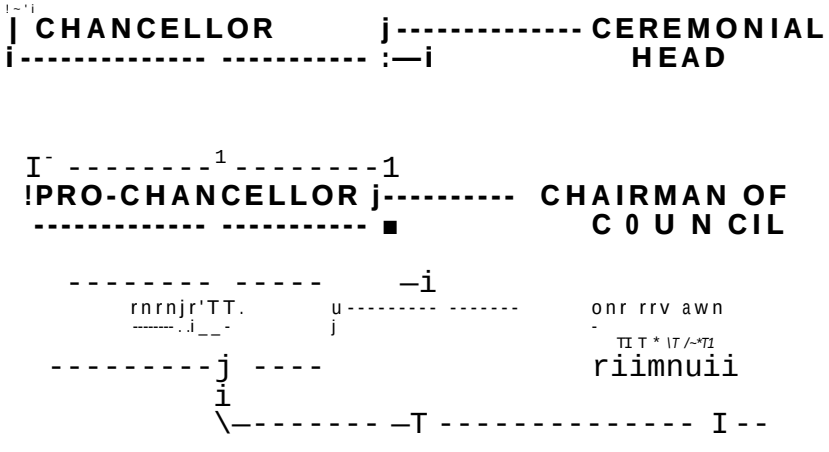
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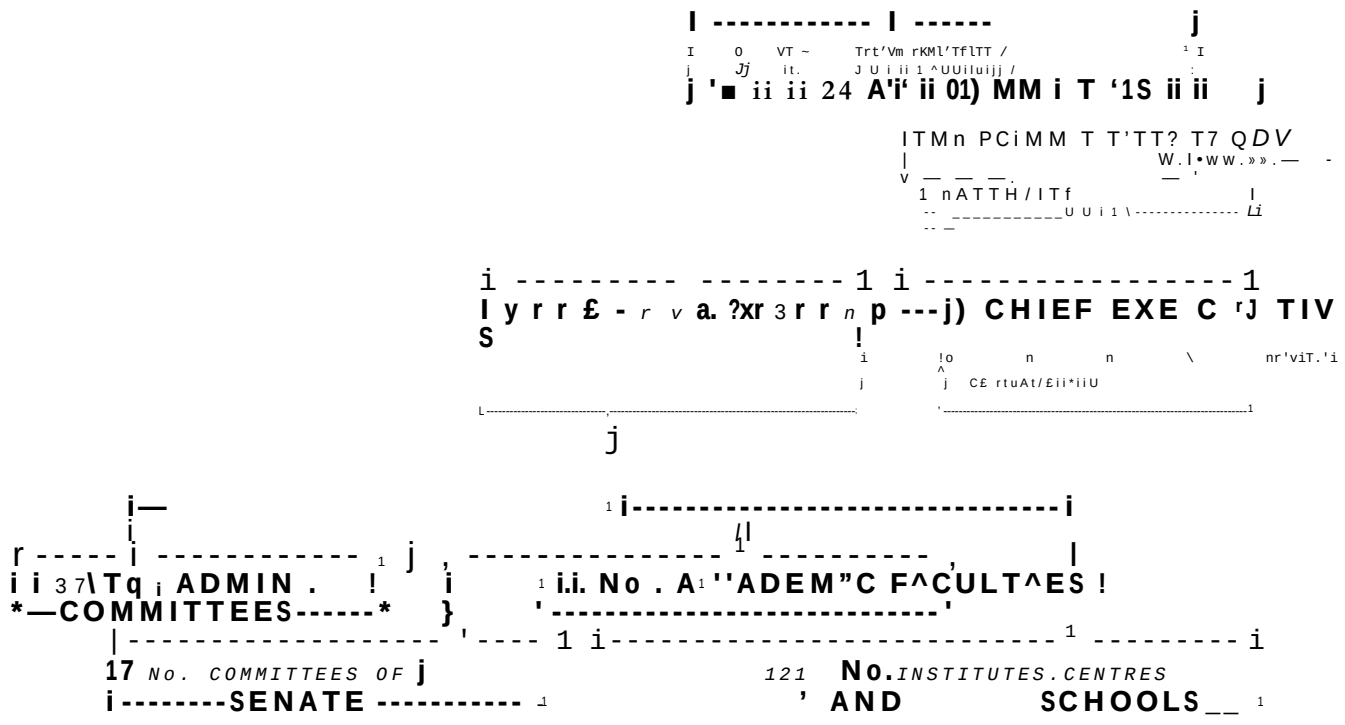
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APPENDIX I

AHMAHH HKT.T.O iiKTVRRSTTV 7.1RTA

ORGANIBATIONAL STRUCTURE, 1993




CHIEF EXECUTIVES
ADMIN.
COMMITTEES
17 No. COMMITTEES OF SENATE
121 No. INSTITUTES.CENTRES AND SCHOOLS
ACADEMIC FACULTIES

APPENDIX 11(a)

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I 3;“ collecting data to enable ms write a dissertation in Partial fulfilliTisnt of til3 requirements for tne award ox a Certificate by ihis Univ>3r s 11y . Th3 1 nf orrr:a 11On 1s 1*xc 1 u31 ve1 y 10r acadOrn 1 c use, and I assure you tnat your identity will no1 bs disclosed anywhere. You should *t* therefore, not *g*ive your name anywhsrs in this QuOs 11onnairs.

I will therefore, very much appreciate it if you would kindly take a few minutes 01 your time to cornpists the Questionnaire. May I e x p r e s s rn y s 1 n c s r 0 a p c r s c 1 a t i o n t o y o u 1 n a u v a n c e f o r y 0 u r k 1 n d w 1111 ii j ness a n d p a 11 e n c e t o a n s w 0 *z* a j. t h e <3 u s s 11 o n s .

Thank you.

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i) Primary School or equivalent----------

ii) Secondary or equivalent. ----------

ni; Advanced level or equivalent.----------

iv) University or equivalent ----------

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i) Farmer----------

II j Ul'/illDCj. V Ctn L

ii) Businesswoman----------

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Plsase tick thus i, } or (x } aqainst the appropriate answers

Now kindly answer ALL tne questions that follow;

1. A.B.U, is adequately funded by the F cue L a J. uovei.ii:iie..-

   a) Yes----------

   b) No ----------

   c) Undecided ----------

2. Tick ( ) for adequate and mark (x) foo. luaue^Uc. _r . ■,;;^

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   u) reeuluy ----------

   u *j* JNUmDei Ox iBaCiiela ----------

   d) Learning facilities ----------

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   f 5 Transportation----------

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responsible for the in adequacies in Question ^

   a) Inadequate provisions of funds

   b) Wrong prioritysetting by the Universit-y

   c) Mismanagement of funds by the Univeisiuy *^9

   d) Official corruption m theUn i v e r s i uy

   Gy Other factors ---------- '

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b) Many studsnts skip soms msals

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not compromise easily on issues over which they disagree. *3.)* Yes

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The University Authority generally treats the students' representatives

as equal partners m the search for

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disagree

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b) False_____

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12. Tick the appropriate answer to the Statement below;

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its students real participation in the decision process

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a / nyi ec--------- -------- -

b) Disagree ----------

c) Don't know ----------

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violent in response to Police intervention duriny demonstrations.

(Please tick)

a) Ayr ee---------- --

i*J*) i/xaciyx'-'t:— ----- --

14- From tlie given organisationalgroups tick the one rnost appropriate one that will be the most effective committee in xxaTxuxxxxy atuUBiiLb y *1* xc vdxxuea xxx a.d.u,

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UJ U *Cl'~i* CillX L OuCtXX axxu &!.UU5I^S--- ----------

u ; uiu vex rtULXi'j; axxu oiuus:^a ----------

3) university authority / Academic Staff, Non-academic Stafi, students and Government representative as observer

j. ; u.ixvsioxi.' rtuiixux iLy ^ oiuuciius • AuaQcrnxu u'.axx axxu XNUXX—

3 ^ 3 £ f * _____ _____

15. Imagine the University directs that students should not carry

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UXUBX UUyuu LXXXXX*.DIUU«X1L3 wxxx xcexuxjxxyeu LU uuey ;

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a/ UXXJ. v at to x L v «.u LXXU X. -------- X L y

И) Oiuuei:.s uxixuxx ---------- _
U) *U'-'ЛL* AiiUW----------

16. Tick the appropriate answer to thefollowing statement;

The University Authority m Ahmadu Bello University always shows interest in and interferes m Students Union elections;

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; iJun Miuw -------

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campaign and voting patterns of A.B.U. Students during

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c) Candidate's ethnic group ----------

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13. Fromthe £ollowing items please identity byticking, tne single one you believe causes disaifectiDn and division of op mion among the s tuden t s : a) ■ --Academic discipline

X/ / CtWA- ---------- ----------

c) S t nnic i t y

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19. Agree or Disagree with theallegation that religious

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b} U n i v © r s 11 y C o mm unity—-- -

c) Government and University ------ ------

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the most erficient and appropriate role that 3heuId be played by Government m respect of the University.

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c) Fund and then supervise theprogrammes andprojects of

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APPENDIX I I (h I

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A.B.U, Students have alwav- – , .
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' Pro«« of t^eir University?

6. If it is true that the University always sh ;>ws interest in and interferes in students campus politics, what would be your reaction and why?.

7. Who, in your e_t inion, should appoint the Vice~ Chancellor: Government or the University Community? Give reasons for your preference.

3. Speak freely about secret cults in the University: What is responsible for their *presence*, and how can they be controlled.

9. What can be done to eradicate the problem of secret cults in the University?.

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