EFFECTS OF STUDENTS' UNREST ON THE MANAGEMENT OF HIGHER INSTITUTIONS IN KADUNA STATE.

BY

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DECLARATION

sh to declare that the work in the thesis titled "Effects of Students' Unrest on Management of Higher Institutions in Kaduna State" has been performed by in the department of education (Educational Administration and Planning tion) under the supervision of Dr. B.A. Maina and Prof. U.T. Muhammad.

The information derived from the literature has been duly acknowledged in text and a list of references provided. No part of this thesis was previously sented for another degree or diploma at any university.

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CERTIFICATION

This thesis "Effects of Students' Unrest on the Management of Higher Institutions in Kaduna State", by Muhammad, Jumare Abubakar meets the regulations governing the award of degree of Master of Education, (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this work to my parents Alh. Muhammad Jumare and Haj. Maryam Isa, my beloved wife Zainab D. Goje and my two daughters UmmKulthum and Aisha.

Muhammad Jumare Abubakar

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ABSTRACT

This study was designed to assess the Effects of Students' Unrest on the Management of Higher Institutions in Kaduna State. The study was set to achieve some of the following objectives: examine causes and problems associated with students ' unrest, examine the effects of underfunding of education on students welfare services, ascertain the role of guidance and counseling services in averting students ' unrest, ascertain techniques of the management of students' unrest. Students' unrest results to loss of lives; if students' unrest results to: loss of lives, underrated status of qualification, breeds bad school-community relationships and causes general decay and low in academic standards. Inadequate funds pushing students in to anti social behaviour and negative conditions such as truancy, cultism, armed robbery and examination malpractices, elongation of academic program etc. Descriptive research method was employed through which data was collected by the use of questionnaire. The respondents comprises of 71 staff and 260 students. The data was analyzed and interpreted though the use of t- test method of analysis. The research discovered that there were shortages in: funding of education, staff and facilities in guidance and counseling units and sporting facilities for students. A lot of property is destroyed, lives lost as a result of students' unrest, and general students' relationships was poor. In view of the above it is recommended that government should improve the funding of education, school community relations be enhanced, school management should improve ways of internal revenue generation, involve students in decisions that affect them, and modernize communication channels between school management and students through FM radio stations on campuses.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The geographical entity called Kaduna state has been a centre of learning in the northern region of Nigeria. A centre of learning that has been in existence even before the advent of western education. People from different walks of life from around the West and Central Africa came in search of Islamic knowledge in Zaria, being the nerve centre of the state. The large number of tertiary institutions in the state, notablely, the defunct Nigerian College of Arts, Science and Technology, Zaria; Samaru Agricultural Research Station; Institute of Administration, Kongo; and Shika Stock Farm, all metamorphosized to what is known today as "Ahmadu Bello University, Zaria" in 1962, Aminu (1994) and Ityokyaa (2000). Also, it was A.B.U. that nurtured the two other University Colleges: Abdullahi Bayero College (now Bayero University Kano) and Abubakar Tafawa Balewa University, Bauchi.

Other institutions in Kaduna state include Kaduna Polytechnic, Kaduna; Nigerian Defence Academy, Kaduna; Federal College of Education, Zaria; Nigerian College of Aviation Technology, Zaria; Nigerian Military School, Zaria and Kaduna State College of Education, Kafanchan.

Kaduna is also the former regional seat of government. It is from the single northern region that all the nineteen northern states emerged. Kaduna state shares boarders in the north with Katsina State; Kano and Plateau States in the East; and Federal Capital Territory, Niger and Nassarawa States in the South.

Students' unrest could be said to be as old as the creation of institutions of higher learning in Nigeria. Usually, students' unrest becomes a serious social issue of disagreement especially as it revolves around ethnicity, religion or geographical region. Tamuno (1989) asserted that, when violence erupted in the academia, its uproarious impacts are extended to the wider society itself. This is because the school responds to societal reactions and likewise, the society responds to the school situated in it (society). This is as a result of the organic link between the two. Therefore, any problem especially in respect of the above mentioned factors tends to turn the school upside down.

From the scholarly tables on the subject matter, Yusuf (2002), stated that between 1980 and 2001, of the thirty four (34) well-known incidents of communal conflicts in the country, six (6) were in Kaduna state. In lure with this, Bashir (1991), observed that, the crises that engulfed Kaduna, Zaria, Funtua, and Katsina (in the then old Kaduna state) which claimed several lives and properties worth millions of naira started between Muslim and Christian Students of the College of Education, Kafanchan, in 1989. Ajaye in Ojo (1995) lamented that, we have had

long record of various manifestations of students armed with stones and broken bottles confronting anti-riot police armed with guns and life ammunitions. Such confrontations ended with several students killed, and few police personnel wounded.

Students' unrest could occur as a result of some factors such as individual differences in values, norms, perceptions; inadequate communication or miscommunication; reactions to national or international events, insufficient social amenities in schools and so on. Most of the time when students are agitating for their rights, the matter easily degenerates in to violence. Citing an instance, Baikie (2002), asserted that, the popular "Ali Must Go" students' uprising in Ahmadu Bello University Zaria in 1978, ended up with several students being killed and properties worth thousands of naira destroyed. As government, parents, school managers and students we ought to be worried and make concertos efforts to resolve the problem as it is affecting the nation at large.

Any assessment on the effects of students' unrest to the management of higher institutions must take into cognizance some interrelated factors which serve to either fuel curb such unrest in the first place. It is from such a platform in or within such context that discussion on the effect either positive or negative of such unrest on management of higher institutions can begin to form and make intellectual sense.

First and foremost, it must be stated that the funding of education is the backbone of any advancement in societies or nations. The world today is moving faster than the imagination of the previous generation in terms of development in science and technology. However, the key propellant of this rapid advancement is degree to which a society or nation invests in its educational system. Proper funding in the educational sector becomes the lubricant in advancing the process of progress and providing solutions to whatever educational problems. Most of the advanced nations of the world dedicate a good percentage of their budget to education. As a result, development is ever in their favour.

Showing the relevance of funds to education, Ali (2001) observed that there are universities in the United States which have more computers than the computers available in an African country with a population of twenty million people. This is evident as a result of the availability and adequacy of funds as well as the key priority given to education.

Another interrelated factor to issues of students unrest from which a study of the effects can be adequately made is the role school management plays in managing students' affairs. One of the major functions of a manager or school head and his team is to make sure that both human and material resources are controlled, maintained and used judiciously for optimum achievement of organizational goals. The efficient management of facilities serves as a motivating

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factor for the effective discharge of duties by either staff or students. The proper and adequate management of facilities as a matter of fact reduces wastages of funds because it leads to the extended life span of these facilities. In addition, this creates and simplifies work for staff. Moreover, on the part of the students not only will it reduce cost but also it will enhance maximum utilization of materials especially with the current situation of a global economic down turn.

Tied to the above factor are the twin important factors of "Belongingness" and "Acceptance" that form the social relationships in an organization. Formal or informal relationships facilitate accomplishment or otherwise of work in any organization. These formal or informal relationships characterized the nature of the atmosphere in an organization. In other words, such is regarded as the organizational climate. Conducive, peaceful atmosphere is regarded as the backbone for achieving any success in the organizational objectives. In fact, this type of environment allows high percentage of input from workers and students alike which also yields high percentage of output. Maina (2006) observed that poor organizational climate lowers the academic performance of students.

Another issue of importance when making an assessment of the effect of students' unrest is the role played by the existing relations between the school and its host community. Schools are cited where communities exist. The Schools are

also meant for the communities. There is a standing law that says preference in employment especially in junior staff be given to indigenes of the host community where the school is cited. Relationship between schools and the host communities ought to be symbiotic in nature i.e, assisting one another. Normally, the school provides employment and business opportunities to the community, while the community provides goods and services to the school.

Last but not the least is the issue of "Decision making" and the part it plays in either curbing or escalating issues of students' unrest. Every action is the aftermath of a decision, continuously or otherwise. The day to day activities of a manager or administrator most of the time is decision making. Therefore, decision making is very important for the success or otherwise of any organization. It is believed that the most challenging aspect facing any leader is the selection of an alternative option among many alternatives, which is a process of decision making. While in the event of wrong decision, it does not only end in wastage of resources but also costs the organization its prestigious image and reputation in the public.

This habitual activity of decision making is no exception in the line of duties of the school head. In the school system or any other organization, good decisions are characterized as those decisions that are collectively taken as well as carefully taken and also, are taken after deep reasoning and consultations. Decision must be

taken always and therefore, must be properly taken so as to avoid wastages or negative outcomes.

1.2 Statement of the Problem

The proper management of students' unrest in higher institutions is highly needed in our contemporary times, so as to discover solutions and put paid to issues that can bring about disharmony and mistrust among youth, in our various institutions of higher learning. Penalties on students such as dismissal from school or levy are issues that become factors, among other things, that constitute impediment to the smooth running of higher institutions in Nigeria.

Looking at scholarly views on issues, Allen (1969) in Raymond (2006) argued that, students' protest is disquieting. It shows the rejection of the big organization by those who are being trained to run it. It throws out of the window such laboriously acquired virtues, restraints, obedience to the law, hard work and tolerance.

Raymond (2006) observed that, students' unrest as a problem has been setting the educational system of Nigeria backward as a result of problems such as closure of schools; disruption of academic calendar; prolonged period of graduation, plummeting standard; lost of lives and properties; and brain drain. In the same vein, the Parents' Teachers Association of Nigeria was worried and

seriously concerned about the incessant disruption of tertiary education caused by students protest, institutional closures and university lecturers' face – off with the Federal Government. The association believed that the consequence of such disruption of academic activities also resulted to the low quality and value of the present day degree. Unlike in the past, when the Nigerian degree were highly rated worldwide, nowadays degree holders from Nigeria abroad have to go on a year pre post graduate programme before embarking on any post graduate programme.

More so at the tertiary level, the general decay and low morale have become a serious political issue. Apart from the usual militancy of students, there is the phenomenon of persistent strikes and closures. As unions exchange strike balloons among themselves no single university could boast of successful and uninterrupted academic session. Teaching and research was replaced by political agitations and pursuit of commercialized externally funded researches. Ayu (1993) in Ukeje (1998) observed as follows:

> '..... as the crisis deepened, the internal and external credibility of our degrees and diplomas were questioned. Also in place of scientific inquires and healthy intellectual debate, mysticism and nihilism took over our campuses giving birth to the detestable cultures of secret cult. Nigerian parents become confused and disillusioned. They paid for bread and were offered stones. In spite of the numerous levies they were charged and the high cost of books and other materials, their children stayed more at home than in school...'p.25

In addition, Baikie (2002), observed that, inadequate or absence of students – Administration relationship, especially in higher institutions of learning has been characterized by suspicion, confrontation, disagreement, and disrespect for the constituted authorities. This resulted in students' violence, destructions of properties to vent their feelings about events. He added that, due to disagreement in the Nigerian Universities, between 1957 and 1986, Universities were closed fifteen times. Therefore, higher institutions in Nigeria experienced hardship and students' academic programmes were disrupted. In another development, Ajayi (1989) observed that, the closure of Universities is, however, a double edged sword. It is an unjust measure of retribution that punishes the innocent more than the guilty. In fact, this injures the whole nation. The students revolt in the University of Ibadan in 1983 led to damages estimated at 6.5 Million naira, Ovwigho (1983).

In Nigeria, being a developing nation, with the present government's vision 2020 programme, students' unrest and other contending problems, certainly can be a major setback in achieving the goals within the stated period of time. The closure of institutions of higher learning invariably means stopping production of human resources for the labour market. Closure of schools greatly harms the career development of both teachers and students, Laksiri (1989). Students' unrest as a factor plays a significant role in elongating the normal years of Students' graduation. Students' unrest within the Students' circle (on ethnic or religious

planes) poses a threat to the national unity of Nigeria. This implants in the minds of the youth who are leaders of tomorrow mistrust, tribalism, and sectionalism, not taking themselves as members of one family or nation.

Inadequacies in funding education in Nigeria is manifesting in almost all sectors of life. In the university set up Emmanuel (2003) observed that inadequacy of funding Nigerian university is enormous in spite of the physical and population expansion of the universities, the budgetary allocation have been on the diminishing trend as table 1.1 highlighted

Table 1.1: Annual Budgetary Allocation to Education in Nigeria 1999-2003

Year	Budgetary Allocation
1999	11.20%
2000	08.36%
2001	07.00%
2002	05.90%
2003	01.83%

Source: Emmanuel E.N. (2003)

In the year 1999 education budget was 11.20%. The trend continued to decline year by year of to 0.83% in 2003. All these negative changes took place when Nigeria returned to democratic rule.

Kwanashie (2002) in Emmanuel (2003) asserted that, the negative effect of underfunding institutions of higher learning has affected the primary function of establishing university or institution of higher learning for research and development, which manifested in ill-equipped laboratories, outdated journals and periodicals, as well as inability of students to apply the knowledge acquired in a real life situation.

These inadequacies most of the time move students no rampage for the demand of those things that are in inadequate supply or in shortage because of ill-funding, while, the result of these shortages are manifested in anti-social behaviours such as truancy, cultism, armed robbery, examination malpractices, riot by students (in which the few remaining facilities are destroyed). Musa (2003) in line with the above argument related that issues created by financial crises in tertiary institutions resulted in the institutions becoming fertile ground for students' unrest and indiscipline. This situation resulted to the closure of institutions, consequently disrupting academic programmes and the quality of education provided. Nwabuze (1995) in Musa (2003) identified other results of underfunding

as the inadequate supply of water, electricity; inadequate transport and accommodation facilities; poor sanitation and other services.

Africa in general and Nigeria in particular are characterized by low maintenance culture, especially in respect of government owned properties. Halimatu (2003) observed that school infrastructure is fast deteriorating, while maintenance culture is declining amidst declining resources. Many at times facilities are mismanaged or over utilized which results to damage or collapse of such facilities. Shortages of facilities bring about stretching the inadequate facilities available and consequently result to struggle and to disagreement, especially among the students on campus.

Inadequate maintenance of facilities leads to waste and thereby making plans ineffective. Many at times, important information are lost in fire outbreak or even lead to diseases within the environment. Aminu (1988) in Musa (2003) opined that lack of facilities management results in its depression in the academic program and waste of resources. It creates loopholes which lead to inefficiency, indecision and abuse. Also absence of facilities management result to fire hazards and low students performance as learning becomes difficult.

An organization or environment full of suspicion, threat or ill relationships is certain to bring about productivity and efficiency that will be very

low. In schools where there is absence of a good organizational climate, students' and teachers' performance drops. In fact, students found in this type of environment end up in clashes among themselves or with management. The end result becomes the loss of lives and properties.

In addition, ill- relationships result to truancy, absenteeism, and ineffective leadership. All these are observed by outsiders. These tend to give an organization a bad publicity and therefore prevent people from relating with such organization (school). By implication it means, there is no co-operation in the organization and it shows lack of team work. Deborah (1999) submitted that, if the organizational climate is unhealthy, the psychological and social atmosphere is charged: either there are constant outbursts or people prefer to suffer in silence.

Situations whereby school community relationship becomes sour, as a result misunderstanding yields problems such as refusal to provide economic services i.e. sales of utilities of basic needs and the security of lives and properties in situations of tribal or religious crisis in other parts of the country is denied. The school may benefit from concern and advices from the community. Also conducive and peaceful atmosphere will be lost in the school, which may eventually make non indigene in the communities not to accept offer of appointment in the school.

Decisions taken unilaterally i.e. without involving those concerns have the tendency of rejection. Many at times students reject management decision because they are not involved. Also decisions taken by an individual are mostly found ineffective since it is a one man business. The adage says two reasonable heads are better than one. More so, decisions taken without proper consultation usually suffer from reluctance in terms of its implementation by staff, but students reject it violently. In fact, such cost the school the damage of its properties and sometimes loss of lives. An organization with defective decision making style is prone to rumour, backbiting, antagonistic camps and disagreements that result to conflict and inefficiency.

1.3 Objectives of the Study

This study sets out to achieve the following objectives:

- To determine causes of students' unrest in higher institutions in Kaduna State;
- To examine the problems associated with students' unrest in higher institutions in Kaduna State;
- To ascertain the roles of guidance and counseling services to avert students' unrest in higher institutions in Kaduna State;

- To examine the effect of underfunding of education and students' services on the management of students' unrest in institutions of higher learning in Kaduna state;
- To ascertain the role of organizational climate and school community relationships as it affects students' unrest in higher institutions in Kaduna State
- To examine the role of decision making in school system as it is related to students' unrest in higher institutions in Kaduna State; and
- To ascertain the effectiveness of techniques used by school management to curtail students' unrest in higher institutions in Kaduna State.

1.4 Research Questions

I. What are the causes of students' unrest in higher institutions in Kaduna State?

II. What are the problems associated with students' unrest in higher institutions in Kaduna State?

III. Are guidance and counseling services provided for the management of students' unrest in higher institutions in Kaduna State?

IV. To what extent does underfunding of education and students welfare services affect the management of students' unrest in institutions of higher learning in Kaduna state?

V. To what degree does an organizational climate and school community relation influence/affect students' unrest in higher institutions in Kaduna State?

VI. What is the role of decision making in the school system as it is related to students' unrest in higher institutions in Kaduna State?

VII. Are school authorities using variety of techniques in the management of students' unrest in higher institutions in Kaduna State?

1.5 Hypotheses

I. There is no significant difference in the opinions of management and students on the causes of students' unrest in higher institutions in Kaduna State;

II. There is no significant difference in the opinions of management and students on the problems associated with students' unrest in higher institutions in Kaduna State;

III. There is no significant difference in the opinions of management and students on whether lack of or inadequate utilization of guidance and counseling services is one of the causes of students' unrest in higher institutions in Kaduna State;

IV. There is no significant difference between lack of or inadequate provision of funds for education and students' welfare services causes of students' unrest in higher institutions in Kaduna State;

V. There is no significant difference between the opinions of management and students that lack of good organizational climate and school community relationship result to disagreement and students' unrest in higher institutions in Kaduna State;

VI. There is no significant difference in the opinions of management and students on the view that involvement of students in making decision that affect them make students to accept school decisions in higher institutions in Kaduna State; and

VII. There is no significant difference between the opinions of management and students on inadequate use of variety of techniques in the management of students' grievances and causes of students' unrest in higher institutions in Kaduna State.

1.6 Basic Assumptions

The following are assumptions based on the topic under research:

I. That students' unrest is caused by lack of or inadequate provision of students' welfare services, government's change of policies, quest for power among students, etc

II. That students' unrest result in problems such as destruction of properties, loss of lives, elongation of academic programme, dismissal of students, etc

III. That guidance and counseling services in institutions of higher learning are ineffective to meet students' needs;

IV. That underfunding of education result to several social problems in institutions of higher learning such as corruption, cultism, examination malpractices, under productivity, brain drain etc;

V. That facilities management can improve output at work and its absence reduce productivity;

VI. That absence of school community relation can be a setback to some school activities;

VII. That person to person interrelationships is a factor that affect productivity in an organization;

VIII. That consultation in decision making is an important factor for collective team work in any organization;

IX. That lack of or inadequate use of variety of techniques in the management of students affairs makes students' unrest to escalate; and

X. That lack or inadequate students' welfare services is a factor that can cause students' unrest.

1.7 Significance of the Study (Justification)

The following are identified as areas of significance of the research to humanity.

- Contribute to knowledge as a reference material for scholars in the course of research;
- Assist in drawing government's attention on the need to properly fund education, especially with reference to students' welfare services;
- Assist administrators on different approaches to manage students' unrest;
- Avail school heads on the good manners to relates with staff, students and host community of the school;

- It is expected to be useful for proper facilities management for maximum utilization of equipment in schools;
- Benefit students to see to the importance of peaceful protest and the danger of violent protest to their studies, lives, campuses, and government, and
- It is expected also to be of help to students to be able to be analytic, rational, and unbiased to issues especially on religion and culture, as they affect the larger society.

1.8 Scope and Delimitation of the Study

The study is only on the Effects of Students' Unrest on the Management of Higher Institutions in Kaduna State. The research is limited to only the institutions of higher learning in Kaduna state. It is also limited to the identification of various causes of students' unrest and efforts made by authorities to control it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of relevant literature to the topic under research. Consultations of books, journals, newspapers and reports were made. The chapter includes, theoretical framework; the concept of management and approaches to management theories. Other issues analyzed include the concept of students' unrest; students' unionism; objectives of students' unionism; causes of students' unrest and problems associated with students' unrest. Similarly funding of education; facilities management; organizational climate (formal and informal relationships); school community relationship; decision making; techniques in the management of students' unrest; students' services were also assessed. Summary was given at the end of the chapter.

2.2 Conceptual Framework of the Study

The conceptual and theoretical framework of the study shall relate and clarify various management theories to the subject matter under study. Such theories include the theory 'X' and 'Y' propounded by Douglas McGregor, and Abraham Maslow's theory of human needs.

2.3 The Concept of Management

The concept of management has been defined by several authorities based on the needs and situations in which they found themselves. Also, the definitions are made in order to clarify, solve or make work easy in organizations. For instance, Beach (1980) in Folayan (1998) opined that management is the process of utilizing material and human resources to accomplish designated objectives. This means that the process can also include the use of both human and material resources to make a given organization either conflict free or reduce it to the minimal level.

In more specific term, Henri Fayol (1841-1925) in Ngu (1994) defined management as:

> A universal phenomenon in all human endeavors in the public, private or domestic affairs. Management itself has been identified with five basic elements or functions; planning, organizing, directing (commanding), coordinating and controlling.

In another view, management was seen as an intelligent utilization of the scarce resources to achieve the goals of an organization and trying as much as possible to avoid wastage, Dare (2004) in Dare (2006). A manager should be intelligent enough so as to carefully use the limited resources to achieve his organizational goals. In schools, he should be able to understand and predict

students' psychology in relation to what will be their reactions in a given situation or condition and also allocate resources where necessary so as to avoid wastage (in both human and material forms).

Richman and Farmer (1977) in Maina (2006), viewed Management as:

> a strategy, innovation imitating and bring about change, creative problem-solving activity, seeking out alternatives and opportunities, reformulating goals and priorities, redeploying or active leadership, diplomacy, statesmanship and a high degree of risk taking and entrepreneurship.

Management ultimately seeks to be a frontier and a strong committed body which is for the purpose of problem solving. In schools, the management must be diplomatic and be strategic especially in handling issues that involve disagreement with students.

Nwachukwu (2007) defined Management as getting things done through and with the others. He added that it is the co-ordination of all the resources of an organization through the process of planning, organizing, directing, and controlling in order to attain organizational aims and objectives. This means an organizational leader can never do all the work alone, he must involve his subordinate, he must allocate and monitor the distribution, and usage of resources judiciously. In the same vein Robbins and Coutler in Nwachukwu (2007), sees Management as the process of co-coordinating work activities so that they are completed efficiently

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and effectively with and through other people. The two scholars have argued that efficiency is getting the most out-put from the least amount of input or doing things right.

In schools, especially in respect of the management of students, issues like planning, coordinating and controlling are very relevant. School administrators should be up to date in planning students' activities, having proper coordination through which information is gathered for necessary action at the right time and controlling behaviours that can serve as threats to peace and unity of students and the school at large.

2.4 Approaches to Management Theories

As scholars differ in the meaning of management, so is it with the case of management theories. For instance, under the Neo-Classical Theory, this research looked at theories propounded by Douglas McGregor and Abraham Maslow.

Douglas McGregor (1860 –1966) proposed a theory on the nature of man. He categorized people in two, but called the category theory X and Y. Under theory X, he argued that the average human being has an inherent dislike for work and will run away from it as much as he can. As a result, he argued that people must be coerced, controlled, threatened and directed before they work.

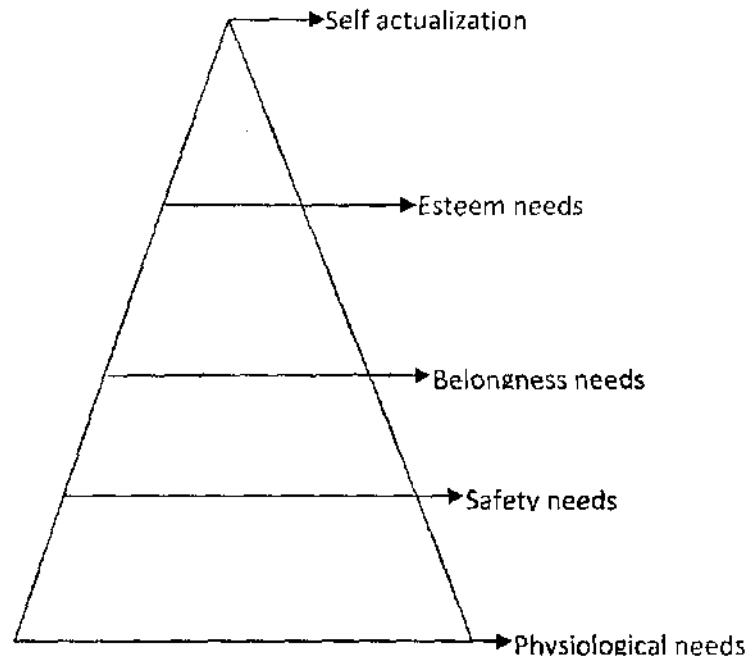
In the event of school activity, the school manager can use threat and control on students but with caution, because many at times, majority of students do not have a unified opinion and fear of the consequences of their action. Wande (1990) called them the so-called silent majority.

While theory Y advocates that an atmosphere conducive be made to a worker, the worker will be able to show or use his physical and mental abilities at work. Creativity, ingenuity and imagination are widespread among people and do not occur only in a selected few, Dare (2006). Therefore, this approach will amount to allowing people to contribute rationally using their mental ability in action and also in decision making. A school head with democratic leadership style will benefit immensely from this theory, since he will involve his staff in decision making.

The case is the same in the management of students. School managers should involve students in taking decisions that concern them as this may make students not to disobey rules and regulations jointly made with them. In fact, they will serve as the communication channel to other students. But the use of coercion is discouraged among school managers especially on students. History has shown most of the time that in the control of students, if force is used, the students reject it, and it becomes a bigger problem. A good example was the case of 'Ali Must Go' in Ahmadu Bello University, Zaria in 1978 as reported by Ojo (1995).

Abraham Maslow (1954) came up with the theory of "Human Motivation". He argued that human needs are categorized in five levels and are in hierarchical order, see figure 2.4.1.

Fig. 2.4.1: Abraham Maslow's Hierarchy of Needs



Source: Ngu, S.M, (1994 p.68)

1. **Physiological needs** are at the base of the pyramid. These are the basic and most important needs of a human being, and they include food, water, air, shelter and health. In schools, the manager is expected to make good planning for the procurement of these needs to students, because many a times, students show anger along these line i.e., the authorities failing to fulfill the basic needs of the students such as water and shelter. For example,

in 1957, students' crisis erupted at the University of Ibadan as a result of authorities using burglary proof devices to fence halls of residences, banning the students to use electrical appliances in their rooms, and poor quality of food served in the halls of residence, Ojo (1995). Also, National Television Authority News at 9.00pm reported on 6 March, 2009 that a student lost his life as a result of violent clash between students of Benue State College of Education and the host community while fetching water in a Borehole.

Therefore, school managers should pay extra attention to issues that affect the basic needs of students as this does not only affect relationship between the management and students but also provides an uncomfortable atmosphere for learning.

2. **Safety needs** is concerned with the safety, stability and security of a person and the environment in which he lives. The school manager is expected to secure safety, stability and security of the school to both students and parents because this has a lot of influences on the performance, perception and the feelings of students and parents. Issues like cultism, raping and stealing pose threats to this basic and fundamental need among students.

Orgi in Ojo (1995) has this to say:

> "Students keep dying, they keep getting maimed and disfigured, they keep being sexually harassed and the orgy goes on. If only government can stop this madness, If only the school authorities can confront the devil, if only the lives of students can be protected from the blood thirsty occult confraternities if only, if only..."

If these vices could be eliminated or reduced to the lowest level, it will instill confidence in the leadership of schools by students and parents.

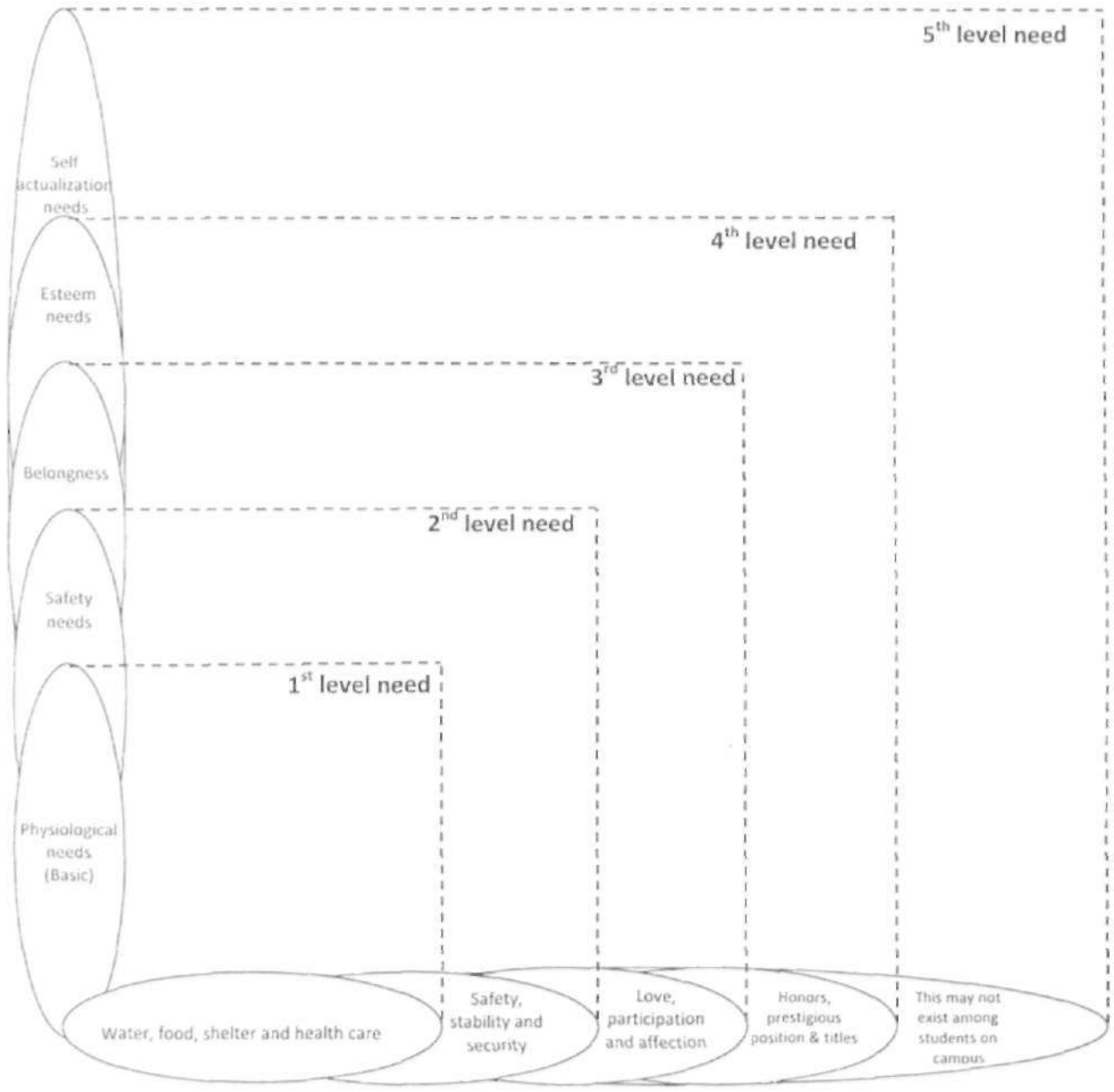
3. **Belongingness needs.** These include love, giving opportunity to participate in the organization and showing of affection to subordinates. In a school setting, especially in an institution of higher learning where the students are adults, the manager could device means through which these students are involved in the decision making on their affairs, respond to their needs without waste of time, take time out to listen to their needs and take their needs as important as the existence of the school. In addendum to the above, Wande (1990), asserts that people managing higher institutions often speak of the need to have constant dialogue with their students. But what really happens is that people often pay lip service to the dialogues. They do not really take this subject matter serious. He added that dialogue between students and university authorities should be like that of Obafemi Awolowo University, Ile-Ife. Such meetings held regularly four or five times in a

semester even without crisis. This without doubt will bring cemented relationship and create way for effective communication network.

4. **Esteem needs.** At this level the individual has met the above mentioned needs but still has the desire for additional prestigious positions or situations, honors, respectable positions and titles. In the school setting, the manager can create ways through which students are identified and honored during or before graduation in areas such as academic performance, discipline, obedience to rule of law on campus, etc. These titles, honors, and respectable positions of the institution conferred on some students from time to time can serve as a motivational force to other students to work hard and avoid vices such as alcoholism, cultism, smoking, etc, on campuses. They can also be employed after graduation.

5. **Self-Actualization:** At this level the individual will aspire to be the head of his organization or the environment physically or socially. However, scholars argued that this level is unattainable, including Maslow himself. Therefore, at the studentship level there may be no place to fix it, simply because after graduation the student is aspiring to attain another level in life, and even if he does, naturally he cannot fulfill his desires in totality. Figure 2.4.2 shows the Abraham Maslow's hierarchy of human needs in 'Y' axis as against the hierarchy of students needs on campus in 'X' axis

Fig. 2.4.2: Relationship between Abraham Maslow's Hierarchy of needs and Students needs on campus



Source: Developed by the researcher A. M. Jumare

Figure 2.4.2 above shows 1-5 levels of students needs on campus as against the Maslow's hierarchy of human needs. Level one is on the physiological needs, under which students need to have water, food, shelter and health care. The

second level is safety needs. This requires safety, stability and security of lives and properties on campus. The third level is belongingness. At this level, the students need love, allowed to participate in issues that affect them, and affection from the authorities. The fourth level is esteem needs which calls for honors, prestigious positions and titles to hardworking and deserving students on campus. The fifth level is self actualization needs. This level may not exist among the students on campus. As human needs are never certiable.

2.5 Concept of Students' Unrest

Students' unrest has been viewed by different scholars from several perspectives, i.e, as in rejection of policies made by school authorities, reaction to the absence of or inadequate provision of facilities in schools, physical damaging of school properties as a show of dissatisfaction, to mention but a few. For example, Ojo (1995), argued that students' unrest is a situation whereby students are dissatisfied and are fighting against certain social ills or irregularities at local, national or international levels. He added, during such period, students show their displeasure through 'agitation', 'protest' and as a last resort, 'demonstration'.

While, Ovwigbo (1985), opined that students' unrest is a students' activism alleged to be associated with violence that obstructs the activities of the affected university and often lead to destruction of lives and properties.

Oladipupo (1983), noted students' unrest as being characterized by the adoption of the principles of force which turns it against the establishment with numerous acts of civil disobedience; the seizure of buildings, random destruction of university properties, bomb scares, fires in libraries and confrontations with police and national guards. Therefore, students' unrest is a willful destruction of school properties by students, barring entrances to buildings, holding administrators captives, violation of injunctions as a result of authorities not meeting their demands.

Students' unrest can be viewed also as the disturbances in schools by students ranging from peaceful demonstration to destructive and violent revolts, unruly behaviour by students as a result of frustration, Hadiza (1984). Frustration sets in as a result of inadequate provisions of food, water, power; excessive to unjustifiable punishment; lack of or inadequate good relationship between the students and management; inadequate communication network between students, staff and management; lack of team work and group decision making process among staff which may result to instigation of students by some staff; inadequate accommodation; inadequate materials in classes; libraries and so forth.

There is the need to draw the distinction between students' unrest, students' activism and students' movement. Brax (1980) in Ajani (2008), observed that students' activism is a work done by students to effect political, environmental,

and economic or social change. These activities influence curriculum and improve educational funding. For instance, the National Association of Nigerian Students (NANS) organized a national seminar on "Education and Democracy" in 1978, in University of Illorin. This helped in highlighting the positive role which education plays for national development, Ya'u (2005). Also Abdulrahman (2005), noted that the alliance between NANS and Academic Staff Union of University (ASUU) had brought a significant improvement in better funding of universities and fight against inadequate academic facilities. He added that Students' Union of ABU in the 80's lunched an appeal fund to build hostel for students under the chairmanship of Chief Solomon Lar, who was then the governor of Plateau State.

Students' movement is a combination of students inspired by aims which they try to explicate in a political ideology and moved by an emotional rebellion in which there is always the presence of disillusionment with rejection of the older generation. They have the feeling that they have a special mission to fulfill which older generation, elites, and other classes have failed to accomplish, Oladipupo (1983). However, this opinion is a description of students' activities in the late 90's and early 80's but in the 30's, 40's and 50's the case was different. At that time students' activities assumed the form of struggle for independence. The situation of the activities of students' unionism has declined. This may not be unconnected with the trend in the larger society where the political space is narrowed and

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constrained by elites who control power, and this has led to lack of accountability and legitimacy, Fafunwa (2001) in Danladi (2009). Perhaps, this is the reason that leads to non- directional and self centered students' activism of nowadays. Students' union leader's conniving with the institutions' heads to get benefit at the expense of students' rights and privileges.

Adegoke (1981) in Ovwigbo (1985) maintained that the phenomena of students' unrest and aggression first began in the advanced countries of Europe, America and South Asia, and later to other countries including Nigeria.

2.6 Development of Students' Unionism

Phase One: Colonial Era

The creation of students' union body dates back to colonial era in the 1920s. The activities of Nationalist African Students started in Europe and America with people like Kwame Nkrumah, Nnamdi Azikiwe, Herbert Macaulay, Bankole-Bright, Eyo Ita, and others who established Pan-African Students Union on their return to Africa after graduation. In West Africa, the students established the West African Students Union (WASU) in 1925. Such bodies became nationalist struggle bodies like the Nigerian Youth Movement (NYM) and Zikis Movement in 1938, Abubakar (2005).

The major activity of these bodies were to pursue things like decolonization of African States, Apartheid in South Africa, anti-imperialism and other things so as to free Africa from the shackles of underdevelopment, Ovwigbo (1985).

Phase Two: 1960 – 1980

The first university in Nigeria was the University College Ibadan, as an affiliate of the University of London in 1940s, Aminu (1994). Many more Universities were established after the independence in 1960. Ya'u (2005), reported that, the National Union of Nigerian Students (NUNS) was established in 1945. Many of the activities of NUNS during the period above were the continuation of struggles during the colonial era, and added with claims over the rights of students on government in campuses, national issues, and also the foreign policy of Nigeria. Some good examples were the rejection of 'Anglo – Nigeria Defence Pact', Politics among African state like Congo, the 'Ali Must Go' in the 1970s, Ovwgbo (1985). Other issues include students' reaction against corruption, for instance, the fires at the Nigerian telecommunication (NET) headquarters; the account departments of federal ministry of education; and in the account section of federal ministry of defense were associated with corruption, Abubakar (2005).

Phase Three: 1980 – Date

As a result of uncountable clashes with government policies and decisions, the military government decided to ban the activities of the NANS in 1978. A new organization was formed and named National Association of Nigerian Students (NANS), Salisu (2005). The 0rganazation continued with its struggle but faced internal crises of leadership, for instance, the election of Dennis Inyag in 1994 created disagreement between the left wingers and the liberals, and also his nomination as a member to the National Constitutional Conference by the Abacha regime. NANS also faced a lot of challenges especially from religious bodies like Muslim Students Society of Nigeria (MSSN), Cult members, and other tribal or state organizations.

In fact, the students' body divided into two in 1996, where there were the Comfort Idika and Baba Kachalla factions. Perhaps, the factions came as a result of political interference of government in power, so as to make the body ineffective and or as a result of leadership performing below expectation. In other words, corruption and mismanagement has invaded the activities of the students' body. Many at times issues are raised about missing funds in the union. Abubakar (2005) reported that, critics have observed that NANS is becoming more of administrative apparatus, less of a movement or union. He added, that students union leaders these days parade themselves as government agents rather than a union, this can be

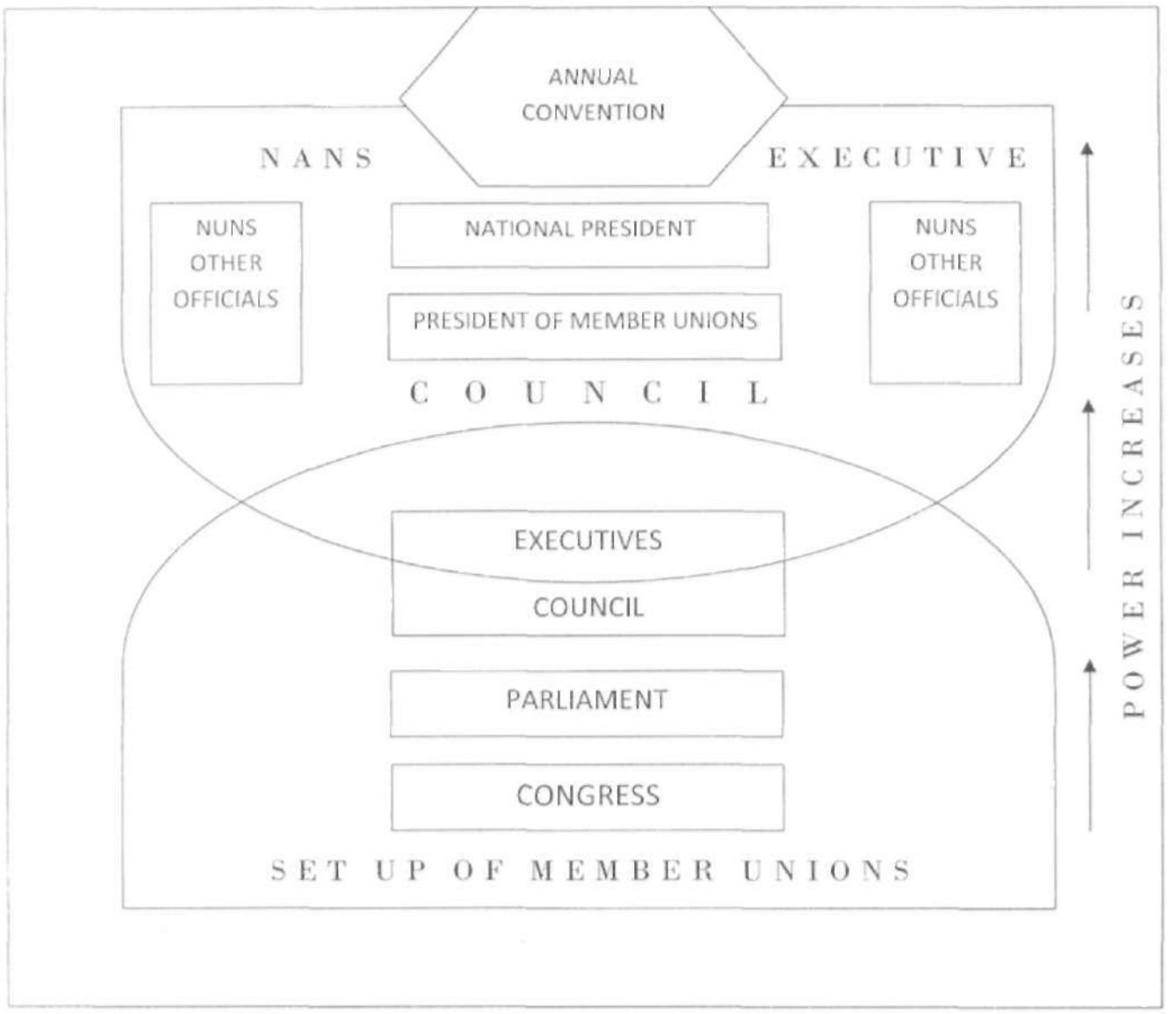
seen in the way they use union vehicles for example LASUG 1 meaning Lagos State University Students' Union Government No. 1. The terminology of 'Aluta Continua' is used to mean struggle continues which is always written on the vehicle, but the vehicles are for the personal use of the comrades.

To sum it up, students' unionism these days become a matter of cash, as it is seen in the posters of contestants and sometimes the use of vehicles during campaigns, some state governments go to the extent of sponsoring their state students to contest offices in NANS. All these are indicators that students unionism has totally changed from the real struggle, to struggle for self aggrandizement. Many things have happened for which NANS ought to have reacted, but the situation is as if the organization does not exist. A good example was the ASUU strike which took over three months in 2008.

A cursory glance at the body "National Association of Nigerian Students (NANS), its organizational structure and objectives might help in appreciating its role in issues of students' activism, movement or unrest as the case might be.

The National Association of Nigerian Students (NANS) has the following organizational structure in fig. 2.6.1.

FIG.2.6.1: ORGANISATIONAL STRUTURE OF NATIONAL ASSOCIATION OF NIGERIAN STUDENSTS (NANS)



Source: Salisu, A. (2005)

a) **The Executive Council:** the Executive Council is made up of the elected leadership comprising the Presidents, the three vice Presidents (National, External Affairs and Special Duties), the Secretary General, the Director

of Travels and Exchange, the Director of Sports, the Financial Secretary, the Treasurer and two Ex-officio members. The Executive Council has one year tenure and is elected at the national convention.

b) **The Senate:** The Senate is headed by a Senate President and Clerk, and comprises the Presidents of the unions of all the campuses affiliated to NANS. The Senate President is a member of the executive council and is elected together with other members of the executive at the National convention. The National Convention takes place every year and comprises delegates from all the campus unions based on dues paid.

c) **The Zonal Coordinators:** NANS is divided into four zones namely A, B, C, and D for easy mobilization. Each zone has a coordinator, who will be elected by the unions in the zone.

d) **Local Chapter**: The local chapters of the NANS are structured with Executives and the Parliament with one year tenure. The executives have almost similar executive members with that of national, except in the vice presidents (external affairs) which is absent. The parliament is made up of representative from Halls (Hostels) also with a speaker and clerk. There are also other committees on some special duties to be made from

time to time by the leadership of NANS. For example, election orientation, etc.

e) **Students:** These are the congress members, the most powerful body in NANS activities. All campus students are members.

2.6.1 Objectives of Students' Unionism

The activism of Nigerian students has been explained thus:

> ...the politics of Nigerian students is a result of what they perceive as their role in society. Since the 1960s, students are not concerned with bread and butter issues of their immediate interests; their wider perspectives are indicators of political orientation and maturity of the student movement, Shettima in Abubakar (2005, P. 231).

We will uphold part of the view above, while others may not hold water. Issues on students' immediate interest may not be true since many cases have been recorded where students rioted for issues of their interest. For example, reported Ojo (1995) that in 1977 students rioted demanding for buses to take them to town for food as a result of what they called poor quality food, inexperienced kitchen staff and unhygienic kitchen conditions. Also, students rioted on the demand of more milk, chicken, and the removal of catering officer in Ahmadu Bello University, Zaria, in 1981, Ovwigbo (1983).

The objectives of students' unionism are target set by the students themselves. Ahmad (2005), observed the motivations that inform the struggles of Nigerian Students as academic freedom, autonomy of higher educational institutions and democratization of the campuses and the society at large 1978 and 1993.

Other major objectives of NANS include:

- Struggle for the right of all persons to education without any hindrances on the basis of sex, beliefs, ethnic, racial, economic or political differences;
- Promote and defend the freedom of thought, expression, religion, association, movement and activities, and right to life;
- Struggle against police (and state) brutality and support multipartism and express freedom;
- Support popular forces (the working class and all oppressed people) in their struggle for political right, economic emancipation and social justice; and
- Defend the struggles of Africans and other oppressed people of the world against imperialism, neo-colonialism, exploitation and any form of discrimination.

In academic freedom NANS in 1982 demanded the following among other things: right to education; freedom to undertake research and participate in intellectual activities; freedom to publicize any view locally, nationally, and internationally without harassment; right of students to form association, clubs, and organization; other things include adequate funding of education; better condition of service for both academic and non

academic staff; all students union leaders victimized or expelled be reabsorbed; and NANS be accorded consultative status in all decisions that concerned higher education

Despite these laudable aims and objectives, it is worthy of note that in the process of getting what is lawful, the consideration of keeping away the unlawful must be done and also students must be conscious enough not to be used as Justice Usman Muhammed Commission Report on the 1978 Nationwide 'Ali-Must-Go' riot. Abubakar (2005), submits:

> Students... are a burden on the society. And when they start making noise, which are out of time with the feeling of the people, they lose sympathy. In future, they must not allow themselves to be misguided by the handful of the so-called activist some of whom were usually teleguided by non-student forces within and outside the campus. Students should not deceive themselves into thinking that they are guardians of the conscience of the society. They are nothing of that kind. Recent evidence shows that when it comes to their interest such as food, accommodation and allowances they are as greedy and selfish as lawyers.

2.7 Causes of Students' Unrest

Students' unrest has been attributed to so many reasons by so many researchers, depending on the situation. Some of these reasons are lack of or

inadequate supply of social amenities such as water, food, power, good accommodation; inadequate human resources; administrative problems within the school; ineffective communication network; introduction of new policies either within the school or outside by government; international events; differences in beliefs between students themselves; quest for power and fear of domination and so forth.

Issues within the nation have also caused students' unrest, such issues were the 'Anglo – Nigeria Defence Pact' in the1970s...; the controversial Census of 1963; the 1965 Western regional election; the killing of Kunle Adepeju by police during students' riot in 1971. Other clashes among the students include efforts to control power among the students within NANS and Cult groups. In 1971, Imo State University Okugwe (as it then was) came under siege as a result of two cult societies clashes. In the process several students were wounded, Ojo (1995)

Ezeomah (1995) attributed the causes of students' unrest to bigness and impersonality of today's schools, which causes frustration when students were not allowed a say in the function of the institution. Students' unrest is also attributed to lack of proper communication between staff and students; poor or insufficient food; and foreign cultures imported into the country through obscure magazines and pictures, Egba (1976). While, Ubani (1978) noted that, students' unrest cannot

be treated in isolation from other societal problems, this is because society reflects school and school is part of the society.

Other matters that cause students' unrest include national or international events. Students especially in the 1970s and 1980s respond to policies within or outside school environment. Abubakar (2005) reported that, NANS demonstrated in condemnation of the killing of President Patrick Lumumba; condemned the civil war and genocide in eastern Nigeria in 1976; students of University of Jos rioted in 1988 against apartheid in South Africa; the bombing of Libya by America; the introduction of Structural Adjustment Programme (SAP) in Nigeria and others. It is clear that, in the last three decades students were in the forefront in the responding to international events, Samuel (2005). Table 2.7.1 shows institution and causes of demonstration.

Tables 2.7.1: Students' Agitation in Nigerian Institutions in 1972/73 Session.

INSTITUTION	CAUSES OF DEMONSTRATION
AHMADU BELLO UNIVERSITY, Zaria	Alleged N60 (per month) NYSC allowance
UNIFE	" " " " " " "
UNIVERSITY OF IBADAN, IBADAN,	" " " " " " "
UNIVERSITY OF LAGOS	" " " " " " "
Auchi Polytechnic, Auchi	Shortage of lecturers, bad condition of food and accommodation
University of Ibadan	Interruption by the Police when celebrating Adepeju day
University of Ife	" " " " " " "
University of Benin	" " " " " " "
ABU Zaria	" " " " " " "
ATC Kano	" " " " " " "
ATC Zaria	" " " " " " "
ATC Sokoto	" " " " " " "
Polytechnic Kaduna	" " " " " " "
NECAS Maiduguri	" " " " " " "
ABU Zaria	• Rejected Udoji salary awards at the same time wanted an increase in NYSC allowance. • Wanted to know the alleged inflated Armed Forces salary scales. • Free education at all levels and the general improvement of social services. • Wanted a return to civilian rule. • Abrogation of emergency decree • Abolition of cattle and community taxes
Unibadan, Ibadan.	• Release if detainees and press freedom • Free education at all levels • Investigation of corruption at high level • Abrogation of emergency decree • Creation of more states • Sitting the federal capital in a more centralized place
Unibadan Jos Campus.	• Bad condition of food and accommodation
University of Benin	• Request for the immediate release of Mr.Aire Iyare, who was arrested because of a lecture he delivered on: - "corruption in Nigeria"
University of Ife	• Repeal of the emergency decree and return to civilian rule • Rejected Udoji salary awards at the same time wanted s 60%increase of NYSC allowance • Wanted free education at all levels as well as full employment • Publication of the alleged inflated armed forces salary scales • Decree against corruption
University of Lagos	• Release of detainees • Return to civilian rule • Free education at all levels and improvement of welfare services • Abrogation of emergency decree • Decree against corruption

Source: Umaru, A.S. (1979)

The table 2.7.1 above has shown that students' demonstrate on issues like their welfare, national events and wellbeing of Nigerians.

It is also worth mentioning that inadequate communication network is a cause of students' unrest. Ovwigbo (1983) observed that, the cause of the 1978 'Ali Must Go' riot was as a result of inadequate communication. The riot was as a result of increase in school fees, accommodation, and feeding, he noted that the channel of communication between students and management was only based through the use of notice boards and releases as a means of communication to students. Therefore, this made the students feel isolated. This could also trigger forces associated to students' unrest.

Hong in Ndagi (1980), blamed the causes of students' unrest on students who had no hope of passing their examination and those who had their hopes being appointed as prefects lost. Also, Ademuwaju in Ndagi (1980), noted that, students' unrest widely mirrors a breakdown of communication between students and administration. He added that, in a research conducted, students complained particularly about the way their problems are treated regarding their general welfare.

In addition Ndagi (1980) argued that the following could be causes of students' unrest:

1. Inadequate material resources with the reference to: insufficient supply of water and food, poor housing accommodation, inadequate health facilities, in sufficient supply of textbooks and sporting equipment;
2. Inadequate human resources with the reference to: inadequate manpower such as teachers, dispersions, securities, labourer; and
3. Administrative problems within the school: such as rigid rules, ineffective communication method between students and authorities, lack or inadequate good human relationship between students and management, presence of bad gang in the school.

Also Oladepupo (1983) put forward a result of an institutional research by the A. B. U. authorities as:

1. Areas of conflict among the students. Religious differences 28%, national issues 22%, differences in ideology 21%, ethnic differences 19%, and female / male relationship 9%;
2. Areas of conflict between students and government. A reaction to change a policy 32%, the way students interpret government policies 215, reaction government foreign policy 165.
3. Areas of conflict between students and university authorities. No respond to students demands 25%, poor catering services 23%, authorities not meeting students demands 21%, deplorable welfare services 17%, lack of academic work 7% too much academic work and students wishing to rest 7%.
4. Sources of external influence. Religion organization 25%, media 18%, politician 22%, socialistic public lectures 17%, trade unions 9%, and business men 9 %.

Nigerian Standard in Ndagi (1980) remarked that, most demonstrations and riots arose from grievances over allowances and other facilities, adding that such grievances needed not to grow into riots, if students were adequately informed by the authorities about measures being taken to address their problems. He noted that the students were not blameless because they expected too much soon without

bothering to understand the financial constraints in which all arms of government are operating. In fact, due to non considerations on issues by students, once a student's leader had to say this concerning school fees increase:

> "The NANS and students' union are terribly, bitterly opposed to increase of fees at all levels. It is anti-social, it is retrogressive, it is to dwarf the nation's educational progress.....Monday is the D Day..... Confrontation is certain. We must win."

Ozigi in Hadiza (1984), argued that a breakdown in communication in an organization could lead to misunderstanding, confusion and frustration. The school administrator must communicate with staff, students, parents, members of school board and Ministry of Education. To students especially, if left in a vacuum, rumour would be taken as fact and acted upon.

Ukeje (1998) observed that one of the causes of students' unrest is psychological, which has to do with the age of students in institutions of higher learning. He added that before independence the average students in higher institutions had passed the age of adolescence, while in the case of today, the reverse is the case. Most students spend their greater adolescence age in institutions of higher learning. The adolescence period is characterized by emotions and problems related to emotional development, such as erratic and

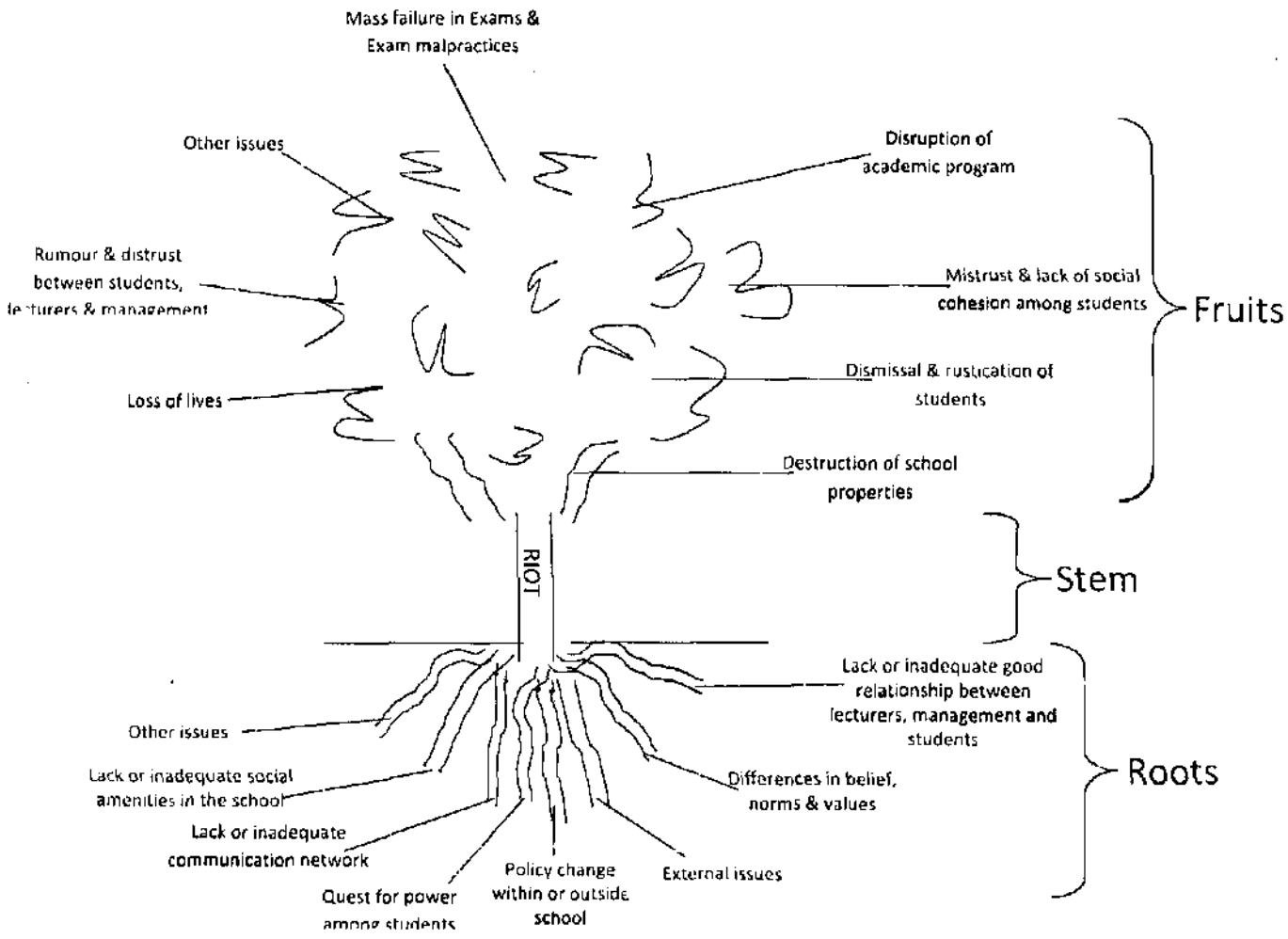
vivacious, often defiant of authority, show disrespect for old age, and show much inconsistency.

The adolescence period of stresses and storms the youth at this level shows inability to control temper, inability to face responsibility, feeling of insecurity, and a number of complex emotions which increase during adolescence, include reverence, scorn, contempt, hatred, joy, grief, pity and shame. He concluded that students' body help through a bridge between the students body and institutional management, that students be involved in decision making and guided through its activities such as formation of the union, vet its constitution , stipulates eligibility conditions for its members, monitor selection of members, and so on. Lawal (2005) noted and identify poor feeding, strict discipline and insufficient teachers as some reasons for students' unrest.

Often, disagreement occurs between the students themselves which causes unrest. Hussaini (2005), reported that, differences in belief and ethnicity brought about violent clashes between Muslim Students Society (MSS), Gamji Club and NANS members in A. B. U. and Bayero University, Kano (BUK). He added that religion remained a major cause of students' clashes among themselves especially in BUK and Usman Danfodiyo University, Sokoto (UDUS), especially in the quest for power or leadership in Students' Union Government (SUG). In the same vein Adagbo (2005) reported a violent clash between MSS and NANS in 1998 where

the two bodies had disagreement on how NANS convention should be conducted in BUK. Figure 2.7.2 below signifies the causes and result of students' unrest in institutions.

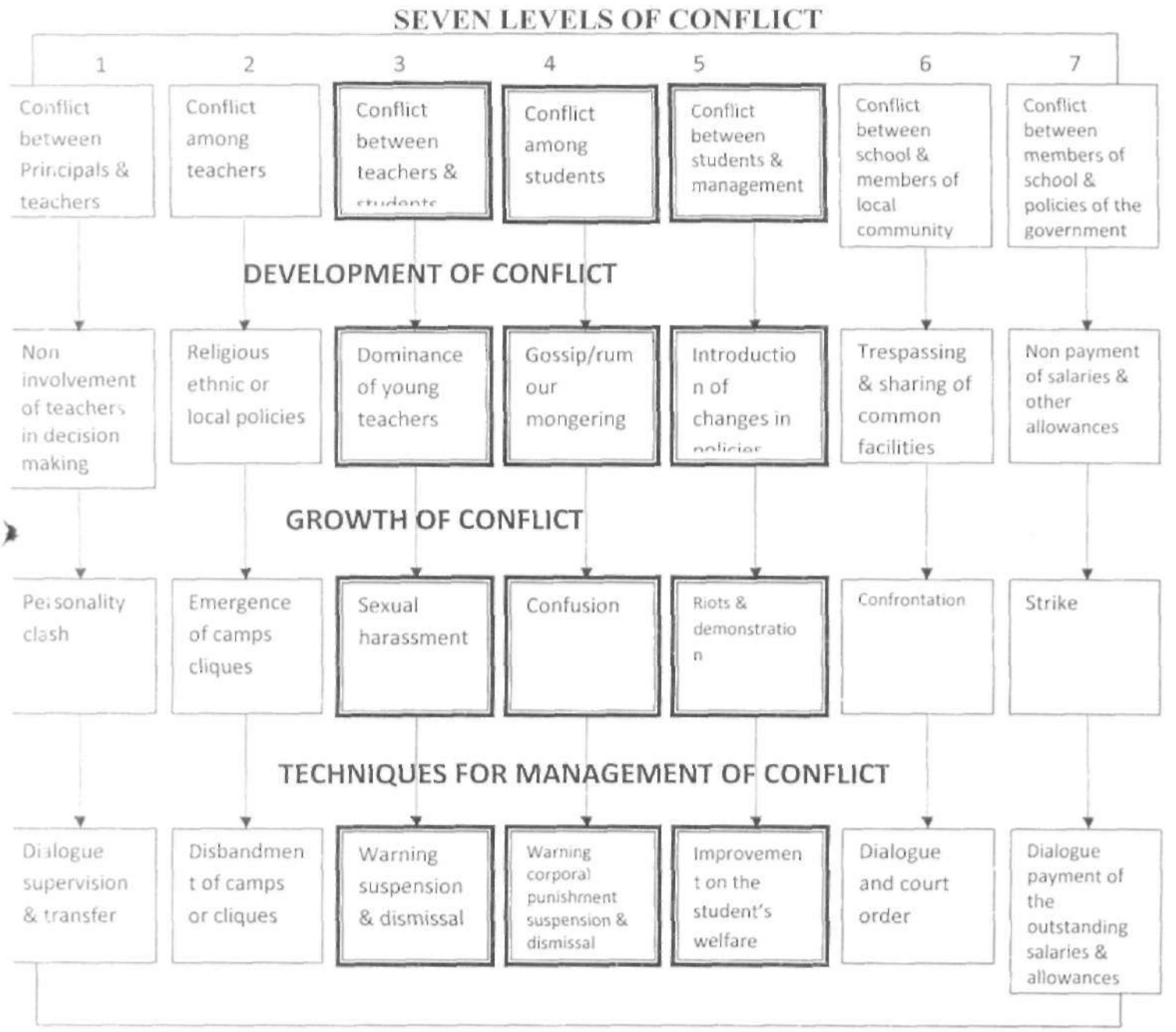
FIG. 2.7.2: MODEL OF CAUSES AND RESULT OF STUDENTS' UNREST IN INSTITUTIONS



Source: Developed by the researcher, A.M. Jumare.

Figure 2.7.2 is a model tree on students' unrest. The root indicates the cause agent of students' unrest, such as policy change, quest for power, lack of or inadequate social amenities in schools, inadequate communication network between students and management, etc. the stem is the passage which is time and to the fruit. The fruit is the outcome or result. These are disruption of academic program, dismissal & rustication of students, loss of lives, mass failure in examination and examination malpractices, etc. Maina (2006), explained in the table below 2.7.2 model of conflict management in secondary schools. But our concern will be on the areas that concern students, that is Level 3, 4, and 5.

TABLE 2.7.3: MODEL OF CONFLICT MANAGEMENT IN SECONDARY SCHOOLS



Source: Maina B.A. (2006).

Maina (2006) simplified level three, four, and five above as follows:

Level three: The conflict is between teachers and students. This is developed as a result of dominance of young teachers in secondary schools, perhaps, the student sees the teachers as age mates. This leads to the growth of conflict though sexual harassment. But this may have no age barrier in higher institutions of leaning.

Level four: Conflict among the students. This could be developed through gossips and rumour mongering. This also could be at all levels of education, not only in the secondary schools.

Level five: Conflict between students and management as a result of changes in policies. This usually generates tension at all levels of studentship

Therefore, causes of students' unrest could be as a result of several reasons ranging from:

(a) Domestic Type: That is the one that does not involve more than one institution. Such issues could be based on absence or inadequate supply of some basics of life such as water, electricity, hostel accommodation, local policies and so forth;

(b) Country Wide Type: In which the protest involves many, if not all, the higher institutions of a nation. This could be as a result of national issues

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that affect education or life of the nation. This could be seen in the 'Ali Must Go' riot, increase in fuel prices, 'Anglo-Nigeria Defence Pact; protest on World Bank Loan, Riot against SAP and so forth; and

(c) International Type: This is very rare in the Nigerian setting. This is when something has happened, for example, in Europe or America or among parts of the world which all students have decided to protest alongside their colleagues in other parts of the world.

2.8 Problems Associated with Students' Unrest

Students' unrest, especially in Africa and Nigeria in particular, is associated with problems. Many at times protests would start peacefully but ended with a lot of destructions especially that of the lives of students. For instance as a result riot some students were charged to court in University of Ibadan in 1983 for conspiracy, attempted murder and arson. The President of NANS University of Maiduguri was also charged to Maiduguri Magistrate Court after alleged riot and mischief. In fact, problems of students' unrest do not stop on campuses alone. In 1991, 12 students of university of Jos were charged with arson and arraigned before the Jos Miscellaneous Offence Tribunal established under decree 47, Abubakar (2005). During the riot in University of Ibadan, students set ablaze the

university laboratory complex built at over two million naira, research papers for over thirty years were destroyed, Ovwigbo (1983)

Ajayi (1989) observed that, the closure of universities is, however a double edged sword especially as a result of students' unrest. It is an unjust measure of retribution that punishes the innocent more than the real guilty. In fact, this injures the whole nation. This could affect the economy of the nation, the manpower and consumes unplanned resources allocated to education. While in respect of loss of lives for example, in June 1989, it was reported by police that, as many as 200 students were detained, over 180 were expelled or rusticated as a result of fall out of the anti- SAP demonstration of May 1989, Abubaker (2005).

In another narration, Sa'idu (2005) reported that, campuses were engulfed in deep crises as a result of cult activities among students. Students used guns and machetes against one another in their brigandage, cult members' rape, kill, and destroy properties. Between 1986 and 1996 more than thirty three students were killed in cult wars and more than fourteen either suspended or expelled from schools for being members of cult groups. He added that, between 1997 and 1998, thirteen students loss their lives in University of Uyo, two students killed in University of Lagos, while in Lagos State University (LASU) not less than twenty students died, all as a result of cult clashes between 1994 and 2000.

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As a result of these clashes among students themselves. Michael in Ojo (1995) addressed cultism in a harsh term by saying:

> 'Cult eats up varsities' students keep dying, they keep getting maimed and disfigure, they keep being sexually harassed and orgy goes on. If only government can stop this madness, if only the school authority can confront the devil, if only lives of student can be protected from blood thirsty occult confront terrifies, if only, if only.....

In the same vein Nwabuaze (1995), lamented as:

> Our universities have become perhaps the most fertile ground for social unrest and indiscipline, resulting in their becoming closedown for long period of time each year, with consequent disruption of academic program and a fall in the quality of education provided, this is as a result of students rioting or demonstrating over one thing or the other.

Students' unrest most of the times ends with destruction of the school properties, war between students and anti- riot police (with loss of lives and wounds). Consequently, students have been dismissed, expelled and most painfully create mistrust among the youth who are leaders of tomorrow.

In recent time, a student loss his life and some cars were burnt as a result of violent clash between students of Benue State College of Education and host community, NTA news at 9:00 pm on 6/03/09. Also students of Shehu Shagari College of Education Sokoto demonstrated on 3/02/09, in which vehicles were

burnt including the Provost's Jeep and many properties destroyed, Daily Trust Newspaper 4/02/2009, p. 2. Students protest is associated with a lot of problems such as destruction of properties, lives, elongation of academic programme, levy on students, mistrust among the students, mistrust between school and host community and so forth.

Nagarta Radio reported on the 25/07/2009, in the news at 1:00pm that, some students were dismissed by the authorities of Shehu Idris School of Health, Science and Technology, Makarfi. The students demonstrated as a result of withholding their results and moving the school campuses from Kaduna to Makarfi. The above could be attributed to change of policy, and perhaps, there was no adequate sensitization about the change of policy.

2.9 **Funding of Higher Education in Nigeria**

Higher education is the education received by students after secondary school, this could be in Universities, Polytechnics, and Colleges of education or any post secondary school certificate awarding institution. The funding of higher education in Nigeria is solely shouldered by the federal government except where the state governments establish state institutions or even the private ones.

However, the higher institutions of learning have other sources of revenue generation apart federal allocation, such as registration fees, consultancy services,

philanthropic assistance (within and outside the country) and through part-time courses. Raymond (2005) reported the federal government budgetary allocation to education from 1994-2003. This is reflected in table 2.9.1

Table 2.9.1: Federal Government Budgetary Allocation to Education 1994-2003

Year	Allocation
1994	7.82%
1995	12.96%
1996	12.32%
1997	11.09%
1998	10.27%
1999	11.12%
2000	8.36%
2001	7.0%
2002	5.9%
2003	1.83%

Source: Raymond, B (2005)

Table 2.9.1: indicated the reduction of budgetary allocation to education year by year. Except in 1994 which was 7.82% and 1995 with 12.96%. The table also shows that the commitment of the military is higher than that of the civilian administration. It is worth nothing that as the population of students increases, the funding was on the decrease. Certainly, there must be crises in education.

While, the United Nation Education, Social and Cultural Organization (UNESCO) recommended 26% of each member nation's budget be dedicated to education, Usman (2003). But the above has shown for over ten years this recommendation has never been met.

In addition, due to acute shortage of funds, university staff and students went on strike several times, as a result of which federal government sign an agreement with the Academic Staff Union of Universities in an effort for proper funding as reported Bako (2005) in table 2.9.2.

Table 2.9.2: ASUU, Federal Government Agreed Table of Funding Federal Universities

Recurrent Expenditure for Federal University

Year	Agreement	FGN release	Shortfall	Shortage%
2001	60bn	28.743bn	31.25bn	52.1%
2002	66bn	30.645bn	35.355bn	53.57%
2003	138bn	?	?	?

Capital expenditure for federal universities

Year	Agreement	FGN release	Shortfall	Shortage%
2001	20bn	5.880bn	14.12bn	70.6%
2002	22bn	2.050bn	19.95bn	90.68%
2003	24bn	?	?	?

Restoration fund for federal universities

Year	Agreement	FGN release	Shortfall	Shortage%
2001	18.6bn	-	18.6bn	100%
2002	22.17bn	-	22.17bn	100%
2003	24.4bn	-	24.4bn	100%

Stabilization fund for federal universities

Year	Agreement	FGN release	Shortfall	Shortage%
2001	6bn	-	6bn	100%
2002	6bn	-	6bn	100%
2003	6bn	-	6bn	100%

Source: Raymond, B. (2006)

As a result of federal government refusal to fulfill its pledge in funding federal universities table 2.9.2 indicates that there is no section where the government gave the agreed funds. In 2002 the government promised to spend

66bn on recurrent expenditure. But only 30.645 bn was released. In 2003, 138bn was agreed but no kobo was released.

On the capital expenditure, in 2002 the government agreed to release 22bn, but only 2.05bn was released to the institutions. While in the area of restoration and stabilization funds over 70bn was agreed to be released, no penny was given out to the universities. This shows the deteriorating situation of education in Nigeria is as a result of underfunding. This means the government in power lack political will to move education forward.

As a result of underfunding most of the universities were indebted. The following are the universities and what they owned.

Table 2.9.3: Federal Universities and what they owned

University	Amount of Debt
University of Ibadan	1.84bn
University of illorin	1.46bn
University of Oyo	1.49bn
A.B.U Zaria	1.404bn
University of Jos	843.81bn
Obafemi Awolowo University	804.56bn
University of Lagos	732.14bn
Bayero University Kano	918.05m
University of Calabar	571.2m
University of Port-Harcourt	560.74m
University of Abuja	418.17m
Akure	396.76m
Futa	396.61m
University of Maiduguri	289.61m
Futo	259.23m
UDUS Sokoto	245.26m
UNAAB	228.17m
Nnamdi Azikwe	198.46m
Machiel Okpara	140.80m

Source: Punch, Tuesday September 16, 2003.

Table 2.9.3 indicates that on university has less than 150m debt. It is therefore, an indication of underfunding.

Causes of underfunding higher education in Nigeria

Underfunding of education could be associated with so many factors in Nigerian set up. Some of these factors are as follows:

a- **Inadequate planning:** This relates to plans for future requirement for the population. An example is the universal primary education and the current universal basic education.

b- **Lack of or inadequate political will**: Political leadership determines allocation of fund for all sectors, in a situation whereby the political leadership does not see good in a sector, that sector suffers under funding. Education in the 1960-1978 is ranked second in the budgetary allocation but thereafter, education begins to decline, Ndagi (1982) in Nwagwu (2000). Osuneye (2005) observed that politicians while in power increase number of school and enrolment, but without corresponding increase of funds. He added that most of the time the politicians made declaration of free tuition fees, free food and books, whereas no provision is made for such. Other associated factors could be: inadequate budgetary allocation, diversion/misallocation of funds, mismanagement/corruption, lack or inadequate sacrifice on the part of the citizenry, inadequate proper auditing mechanism, etc, Usman (2003).

Over dependence of government on one primary source of national revenue could also be attributed to the underfunding of education. Over 80% of Nigerian revenue comes from oil, while other sectors like agriculture, solid minerals and other sources are neglected. In the event of fall in crude oil prices in the world market, the government will have no choice than to cut its spending as it happened recently in the late 2009. Nwagwu (2000) argues that over dependency on international bodies such as World Bank, UNESCO, UNICEF, UNDP and UNFPA and bilateral agreement between Nigeria and other countries like United Kingdom, United State of America, Canada and others on funding education in Nigeria has made Nigerian government to be reluctant in funding education. He added that this assistance came in materials or equipment for teaching and research, but the maintenance of the equipment used to be difficult or may even be destroyed by students during riots.

Consequences of Inadequate Funding of Higher Education in Nigeria.

Higher education is the last ladder through which manpower training and development of the nation is produced. The main essence of higher education (university) is teaching and research, but the crux of all the above is funds. But in a situation whereby funds are inadequate, not only the mandate not fulfilled but negative consequences are attached there with. Nwagwu (2000) postulates as poor sustainability of higher education result to:

> Teachers are often owned many month salaries, while the school infrastructures, facilities and equipment are with nonexistent, dilapidated, or grossly inadequate. This make the effective management of the education system a herculean task, and when the situation becomes intolerable, either the teachers or the students or both revolt, leading to demonstrations, strike action, frequent and often prolonged closure of the institutions and damage educational quality.

By extension, students, being adolescents do not fully understand reasons for the inadequate provision of their basic needs and other infrastructural equipment in the school, as such the absence of the basic needs results into the destruction of the existing ones, all as a result of underfunding.

Emmanuel (2003) also viewed the consequences of underfunding as it draws the institution from teaching and research to anti-social behaviours such as truancy, cultism, armed robbery, and examination malpractices on the part of students. On the part of academic staff, it creates absenteeism, corruption and bribery, disruption of academic calendar, destroying of facilities during riots. Ultimately, all these in the long run affect the national economy, as the nation will continue to be defendant on the developed nations for the provision of goods and services.

2.10 The Concept of Facilities Management

The role of facilities management could not be over emphasized as it relates to the achievement of educational objectives. Tayo (2000) submitted that an academic achievement is a measure of school output, one way of making this possible is to advance means of proper maintenance of a measure of schools input which can be classified as school facilities in form of infrastructure.

Therefore, any material or equipment must depreciate in value with time and is expected to function if the management and maintenance is well observed. It is believed that there is a clear relationship between school infrastructure "cause" and academic performance 'effect', Adeshina (1980) in Taiyo (2000). These facilities include physical structures etc. to manage these facilities there should be an up and doing manager, who will from time to time go round to see the state of facilities from around the school. Also personnel like plumbers, electricians, bricklayers, painters, cleaners and carpenters be employed in schools to monitor the structures and equipment with a check list from time to time.

Taiyo (2000) added that, the maintenance officer of a school is expected to attend to the following: repairing of furniture, hardware equipment, plumbing, replacing windows, doors and cabinet glass, applying seals and

varnished to floors, resurfacing blackboards, replacing light bulbs, switches and fuses and caving for school ground through the removal of fallen trees and clearing of bush. In another view, Oyedeji (1988) classified maintenance of facilities into two. The first is building maintenance carried out by the school head where he must see the maintenance of facilities such school building like the broken windows, inadequate light fixture, defective wiring, leakage and dilapidated buildings. The second is district wide maintenance.

All the above if properly done shall facilitates teaching and learning which results into the improvement of students' performance. However, even if these facilities management is effectively performed, it might reduce students agitation on absence or inadequacies of facilities in schools, but in a situation whereby the maintenance culture of any institution is poor it bring about absence of inadequacies of most of the above mentioned and students' unrest. Students' unrest, if violent, ends up destroying the remaining facilities. Taiyo (1998) in Taiyo (2000) discovered that one major reason why students embark on unrest is because of inadequate school infrastructure. A well maintained school facility provide avenue to students to emotionally and psychologically settle for academic challenges. The significance of this is quite remarkable.

2.11 Concept of Organizational Climate

Organization sets achievable objectives. In the process, relationships exist between human members of the organization. These relationships are described as the atmosphere that prevails. Pritchard and Karasick (1973) in Uche (2000) sees organizational climate as:

> A relatively enduring quality of an organization's internal environment distinguish it from other organization; (a) which result from behaviour and policies of members of the organization, especially top management; (b) which is perceived by members of the organization; (c) which serve as a basic for interpreting the situation and (d) acts as a source pressure for directing activity.

Kelly (1980) in Maina (2006) viewed organizational climate as that prevailing atmosphere perceived and organized into a gestalt which tend to depict the characteristics of organization. Deborah (1999) sees organizational climate as the prevailing person- to- person atmosphere in the organization and it is sensed by people outside and inside the organization. He added that this could be seen with regards to the relationship among members of the organization in the following:

1- The degree of friendship among members of staff;
2- The degree of co-operation between the school head and teachers;
3- The relationship between teachers and pupils; and
4- The way rules and regulation are applied and obeyed.

However, the above by implication means the rate at which the school head use resources wisely, involve members in decision making, relates with members openly, delegate responsibility to members and attend to staff ceremonies in order to bring about good and conducive organizational climate. While to studentship, students should be made to be involved in clubs and society within campuses. This will increase interaction among students and do away with dichotomy of language, section or religion. The school authority should encourage sporting activities. Taiyo (2000) observed that school may organize school debate and quiz among houses or hostels which shall serve as the uniting factor among the students. He added that school gymnasium shall also not only promote needed physical and health activities but also unity and belongingness among students.

The Role of Favourable Organizational Climate in Schools

Baikie (2002)* opined that a good organizational climate is characterized by the following:

a- Ideas and feelings are openly expressed; goals are clarified, objectives are specified and plans are made in order to minimize role ambiguity and staff friction;
b- Conflict are prevented, and when they arise they are nipped in the bud i.e. immediately confronted;
c- Respect for individual personality is expected in the professional behaviour of the school; and

d- School and classroom atmosphere must be challenging, motivating, interesting, friendly and human in which students are enthusiastic about coming to school.

While, Deborah (1999) submitted that a good organizational climate gives:

a- An environment where ideas and feelings are openly expressed;
b- Ideas are assessed on the basis of merit not on the basis of who offers it; and
c- Shall work collectively rather than individually.

These have indicated that either among the staff or students good organizational climate warrant peace and harmony which invariably increase productivity in organizations.

Consequences of Absence of Good Organizational Climate

Atmospheric nature of organization can easily be detected especially in the interrelationship or relationship within or outside the organization. Some of those features could be:

a- The organizational climate is characterized with secrecy and clique or camp formation;
b- Students being happy to leave school immediately after closing hours;
c- Students are bored, bullied, and publically disgraced by school heads or teachers arrive; and
d- Suspicious and mistrust becomes the order of the day in the environment, Baikie (2002).

The organizational success is seen as nobody's business but that of the head of the organization. Also, where decisions are but only from the head and his boys

untouchable or above the law, problems are bound to crop up. In schools, if this kind of climate exists, the teachers tend to instigate the students to revolt against the authorities. As an addendum to the above, Helpin and Croft (1963) in Uche (2000) observed that:

> In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other. This pleasure is transmitted to students. In a second school, the body discontent of the teachers is palpable, the principal tried to hide his lack of sense of direction behind a cloak of authority and the psychological sickness of such a faculty spills over on the students who in their own frustration feed back to the teachers a mood despair. The third school is marked by neither joy nor despair but by hollow ritual.

He in conclusion divided school climates into open school climate, the autonomous school climate, the controlled school climate, the familiar school climate, the paternal school climate and closed school climate. The best of which is the open school climate because situations are allowed to determine what prevails. That is to say, either the school head's action (leadership style) be good to carry people along or otherwise to create locomotion of events which result to under-achievement of organizational goals.

2.12 The Concept of School Community Relationship

Almu (2003), opined that school and community are inseparable entities. The relationship between the school and the community is a symbiotic one, since their relationships, interaction, roles and functions complement one another in the process of educating the children. While, Rosemond (2004) viewed school community relationship as an important interrelation which involves careful understanding of the influence of one upon the other. By implication, the school operates in respect of the needs and aspiration of the society. The school provides the manpower necessary to run the affairs of the society.

Enhancing School Community Relationship

Effort is being made in order to improve relationships between schools and the host communities. Rosemond (2004) viewed the use of involving host community in school concerts, sports competitions, exhibitions and so on. She added that the school can employ the use of agricultural practicals in community's farms and also the staff and students can help the community in programmes such as teaching adults to read and write, importance of good sanitation and participation in community self-help projects.

The school management should also take it as duty to attend cultural ceremonies, weddings and naming ceremonies in the host communities. Also, the school should share some of its facilities with the host community, such as school halls, sports field and most importantly seek the advice of traditional rulers on some pressing issues that is related to the community. The school should invite the community to attend school activities such as convocation and matriculation ceremonies, etc. In line with this view Halimatu (2003) assert that the school administrator should always consider the community's interest, activate and sustain it in running the school. Also, he should make the community to share needs, interests and anxieties with the school.

Derivable Benefit in School Community Relationship.

Akpa (1999) warns that "community involvement in the school should not be restricted to the distressed calls only, rather their involvement in a participatory management of the school gives them a sense of belonging and encouragement to continuously support the school. Other benefits are:

a- Advice on issues that affect the school;

b- Help the school in a situation of crises between students and host community;

c- Help the school in curbing entrudence of drug pushers in to the school;

d- The community benefit economically from the school;

e- The community helps in peace making in a situation of religious or cultural crisis; and

f- The school helps the community in educating the community members.

2.13 The Concept of Decision Making

Decision making is a continuous process in the activities of an administrator. The concept of decision making has been viewed by several authorities such as Olubadewo (1992) in Dare (2006) who sees decision as a process of making the best choice out of many other conflicting pressing alternatives. He added that decision making process is the process of thought and deliberation that leads to a decision. In the same vain Edem (2007) opined that decision making is a process which leads to the selection of the best way to reach an anticipated goal.

In an effort to X - ray the two terms, decision and decision making, Maina (2006) explained that decision simply means solution to a problem. That decision can only be taken where problem exist, and wherever more than two people live naturally differences exists. This shows that at home and in organizations such as schools decisions are being taken from time-time in an effort to solve problems or existing differences among members. In agreement

with the above Enoh (1992) in Maina (2006) observed that "decision making is simply the process through which a solution is sought for a problem through selective elimination of alternative solution".

Decision Making Process

As mentioned above, decisions are daily activities, but the fact remains the same that decisions are not taken half-hazardily. Decisions are made orderly and with all carefulness. Edem (2007) suggests that the following stages be rationally respected in the process of decision making: (i) identifications and analysis of the problem (ii) search for a solutions; (iii) anticipation of the consequences of alternative solution; (iv) the actual decision in the light of (i)-(iii) above.

While, Dare (2006) in another different view point, viewed the process of decision making as:

(i) Scouting for a wide range of alternative course of action;
(ii) Surveying the full range of objectives to be fulfilled and have values implied in the choice;
(iii) Carefully assess and weigh the cost and risks as well as the positive and the negative consequences of each alternative;
(iv) Intensify efforts to gather new information relevant to further evaluation of the alternatives; and
(v) Re-examine the positive and negative consequences of all unacceptable before making a final choice.

In addition to the above, Deborah (1999) added that the issue be examined carefully in order to determine whether action is to be taken or not i.e. what will happen if action is not taken? And also is the issue worth pursuing? These have clearly shown that, decisions are taken in stages, information is vital in decision making, answers in some stages determine the next stage of action and ultimately, rationality is required at every stage for effectiveness and success.

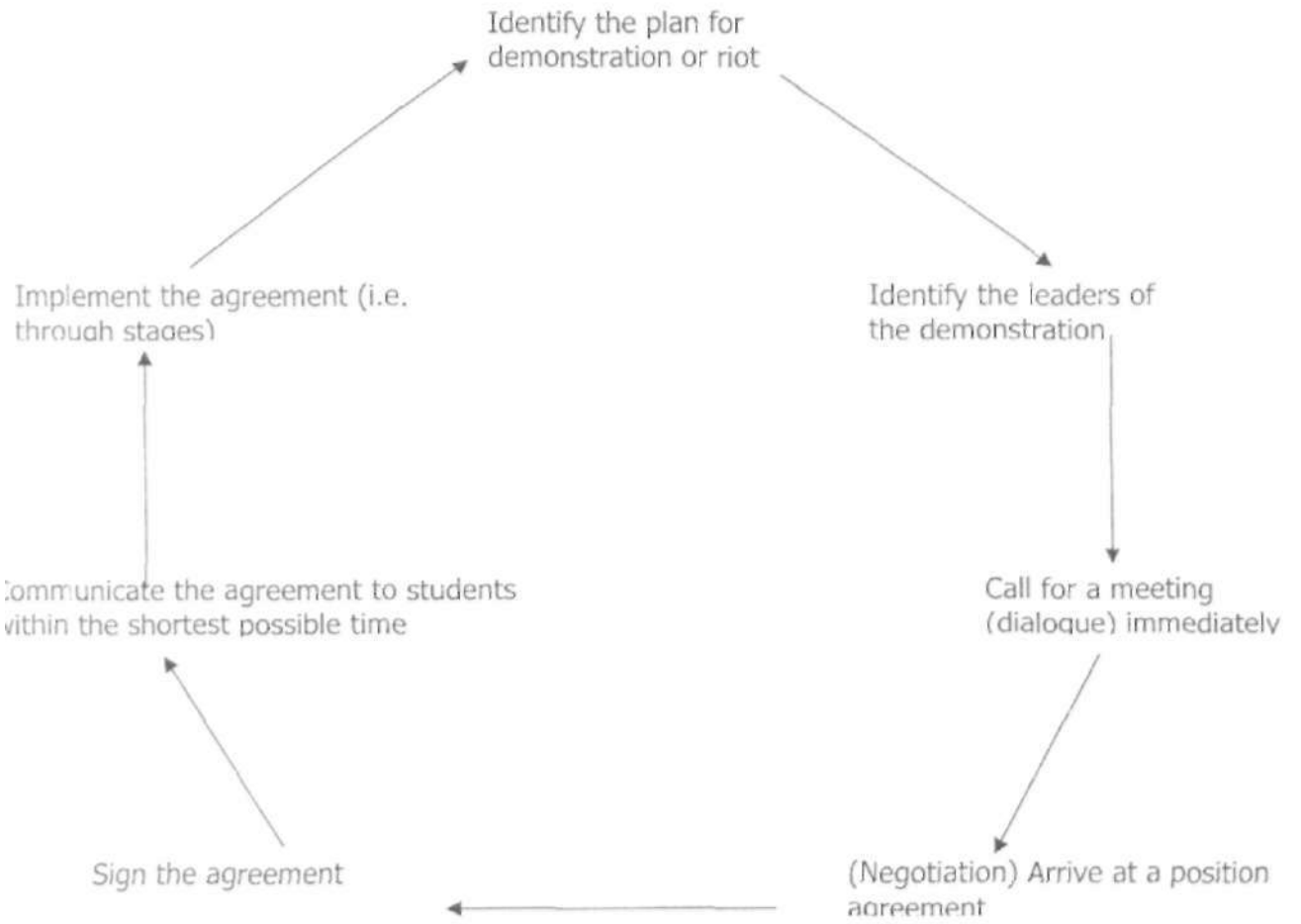
Decisions taken with wide consultations are found with less error. In the school system especially on issues that affect students, the school head is advised to involve students in deciding on matters affecting them. Ozigi (1977) and Mbiti (1974) in Halimatu (2003) observed that decision taken collectively with students would go a long way in building self-confidence and self-discipline among them. It will also avail the school head with good understanding of the students' problems and needs with the view to provide them with necessary assistance. Also decisions taken collectively will earn effectiveness and efficiency in goal achievement in the organization. More so, staff of such organizations become open minded to the leadership and take the organizational achievement and success as theirs.

2.14 Techniques in the Management of Students' Unrest

There are several approaches to the management of students' unrest ranging from pre-occurrence, during and after its occurrence. One cannot claim to have a conflict-free organization but the techniques or methods used are for its reduction or prevention. Kigali (2006) viewed conflict management as the ability to anticipate problems ahead of their happening, and the capacity to prevent them from escalating so that they will not lead to mutual distrust, chaos or even wars. This could also be applicable in the context of students' unrest.

Figure 2.14.1 is a heptagon (7 angles) stages through which students' unrest is managed before riot.

Fig 2.14.1: **Model of Technique Stages on the Management of Students' *Unrest before Riot.***



Heptagon technique model on the management of the students' unrest before any riot. Developed by the researcher A. M. Jumare.

The above stages can be explained as follows:

(i) **Identify the plan for demonstration or riot.** It is the responsibility of the school manager to use the appropriate channels to obtain information about the state of his institution either for good or otherwise. Wande (1990), opined that it is important for every higher

institution to have self (internal) security system in which some people are injected who will be able to mix freely with students and will be able to give relevant information as to what students are up to. He added that school authorities should not rely on the State Security Services. At this stage it is an information gathering stage;

(ii) **Identify the ring leaders of the demonstration:** After the confirmation that a riot is being organized, it could be the students union or not? Identify the leaders which will give room for meetings if the time will permit such;

(iii) **Call for meeting (dialogue):** Having identified the ring leaders, the school authorities should immediately call for a meeting so as to allow the students to say their feelings and reasons for the riot;

(iv) **Arrive at a position (agreement):** The meeting should have a position negotiated with the students, perhaps agree to do some of the demands made by the students or have an agreed position. Dialogue between students and authorities should be constant not only in the event of crisis, Wande (1990);

(v) **Sign the agreement:** Any position reached during the agreement should be written and signed by the students and the authority. This is

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important as it could be used for or against any of the parties and also serves as a reference point in the future;

(vi) **Communicate the agreement to students:** The signed agreement should be communicated to the entire students within the shortest possible time. This will assist to douse tension among them.

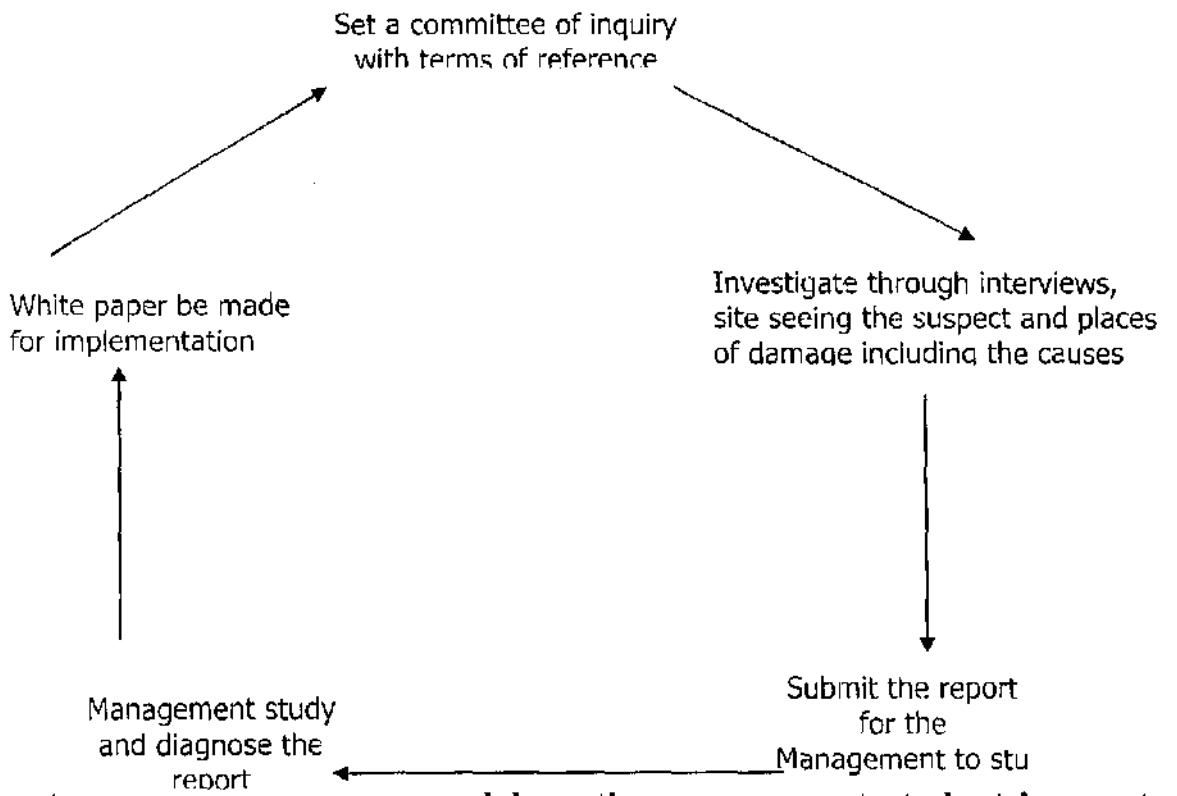
Bernard in Francis (1978), argued that communication network is more important than participation network. Increased students participation is important, but it is less important than explaining much more publicly how decisions are made.

Also, as an important aspect to manage crisis Ozigi in Hadiza (1984) argued that a breakdown of communication in an organization could lead to misunderstanding, confusion and frustration. Therefore, the school administrator must communicate when and wherever it is needed; and

(vii) **Implementation of the agreement:** This could be in stages, but something ought to start immediately to show the seriousness of the management to the students.

Figure 2.13.2 is a model of technique for the management of student unrest after the riot.

Fig. 2.14.2: Model Technique for the Management of Students' Unrest after the Riot.



A pentagon technique model on the management students' unrest after the riot developed by the researcher, A. M. Jumare.

The process could be explained as follows:

I. **Set committee of inquiry with terms of reference:** After any disagreement that brings about discontentment between staff themselves or staff and the management likewise after students' unrest, a committee of inquiry is immediately set to find out causes and also recommend way forward to the authorities. This is important because it cools down or reduces tension between the worrying parties. It also gives a sense of belonging to the cheated

as the guilty ones shall be brought to book. Failure to set the committee without waste of time may trigger off further disagreement. In the school situation, whenever a riot takes place the school manager is expected to close the school and a committee is set to investigate. This committee should be given terms of reference as a guide;

II. **The committee investigates through interviews, site seeing the suspect and places of damage:** This should be done under the terms of reference given to the committee;

III. **Submit report to the management or appropriate authorities;**

IV. **Management study and diagnose the report:** The management is expected to study the report, in the process take recommendations that may not compound the earlier problems and reject the non relevant; and

V. **White paper is made for implementation:** The adopted recommendations are made in to a white paper for implementation. However, a word of caution be made clear here, that failure to discipline culprits tend to make organizations lawless. Many at times reports are made but swept under the

carpet. This serves as a motivation to others to go against the organizational rules and regulations, especially students. Therefore, anybody found wanting by law should be punished. This will serve as a lesson to others. All of the above are proposals, the school administrator may use any, but depending on the circumstances on the ground.

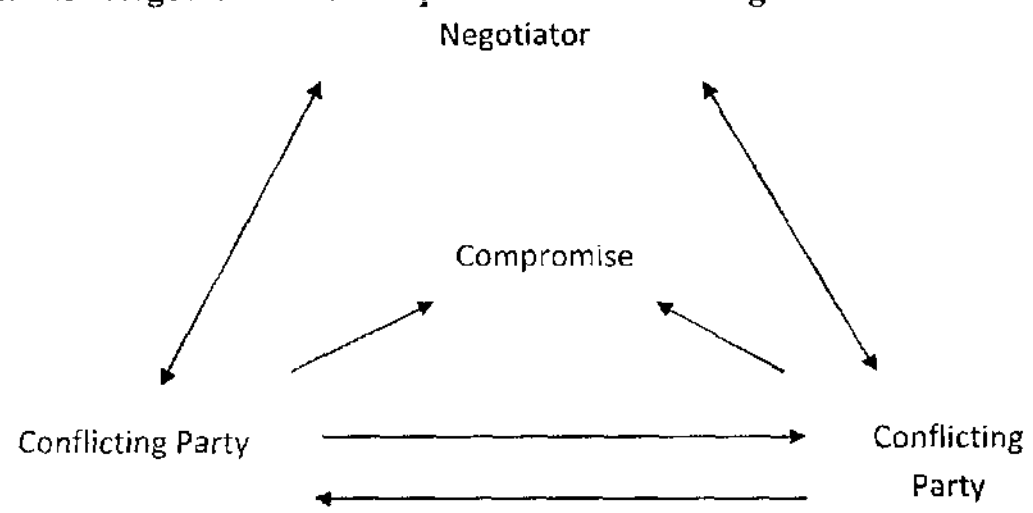
The Management of Students' Unrest during Riot or Demonstration.

This may be the most difficult area of management during students' unrest. This is because majority of students' unrest end with destructions of properties, loss of lives, hostages, blockages of roads and so forth, Ovwigho (1983), Ojo (1993) and Wande (1991). Therefore, a school administrator is expected to be careful in the management of such situations. A tentative proposal of any strategy may be difficult to be given which may serve all situations. But situation and environment shall determine what the administrator is to do with the consultation of his management members. The use of force as a technique in the management of students' unrest is highly discouraged. Cases in the past have shown that, it is never relevant. The riot of 'Ali Must Go' in ABU and University of Ibadan are good examples, Abubakar (2005) and Ovwigho (1983).

Management of Students' Disagreement Between Themselves.

The case of disagreement between the students themselves the school authority becomes the judge. Kigali (2006) observed that as a technique to manage disagreement between two parties. The figure 2.14.3 is important.

Fig 2.14.3: Negotiation Technique of Conflict Management



Source: Kigali (2006)

However, the above stages are subject to change by the school managers depending on the situation in which they found themselves. School managers should respect and bring the conflicting parties to understand one another through avoiding their differences and strengthening their similarities to have compromise. This technique, if properly explored, will bring peace especially among students who vary in norms, values and beliefs.

In another opinion, Francis (1978) suggested that as a technique to manage students' unrest, students be involved in decision and management of

issues that affect them. For instance, students should be allowed membership in committees for students' welfare such as:

(a) Welfare committee;

(b) University health services consultative committee;

(c) Students campus hall consultative committee;

(d) Advisory committee on students discipline;

(e) Area tender board; and

(f) Food committee

Involvement of students in these committees will serve as a technique of clearing rumour among students and making the students have sense of belonging and importance in the management of their affairs. In fact, most of the areas of disagreement between students and authorities are the above mentioned areas. In conclusion, Wande (1990), argued that in the management of students' unrest, the most important aspect school managers should consider is the provision of adequate social amenities to the students, otherwise, disagreement is certain in such a multiple fold.

Baikie (2002), suggested the following ways in handling conflict or conflict resolution:

a. **Inaction:** In this situation the school head behaves as having no knowledge in the conflict that exists between his staff. This is because it has no relation to the school existence. But where the conflict will affect the school activity, the school head is expected to take action. While, in studentship situation, if the school head is to use this method, there is the need to be cautious, because anything students do certainly affects other students positively or otherwise.

b. **Procrastination:** This technique is a situation whereby the school head delay taking action on certain conflict situation, assuming that the conflict will naturally die. I observe that, in the students situation this method may not be relevant at all. A school head and his management team are expected to be vigilant and without leaving any sign uncheck especially as it affects students' unrest.

c. **Conflict Management:** This method of conflict resolution was divided in conflict prevention, conflict intervention, and conflict resolution.

    1. ***Conflict prevention:*** this strategy suggests that, as soon as school head perceives the likeness of the existence of any

crisis, prompt action should be taken to prevent its occurrence or escalation. A good example could be if a school head observes decline in food quality, inadequate water or power supply as it affects students directly. The school is advised to take action immediately to prevent what will lead to students' unrest.

2. ***Conflict Intervention:*** At this level symptoms of conflict have become evident, in other words, conflict is already in existence. The school head is expected to embark on strategies such as negotiation and prompt action taken to begin to address such problems that brought about the existence of the conflict (students' unrest).

3. ***Conflict resolution:*** This is a strategy used to solve conflict already grown. Therefore, it could be through investigation on the causes of a particular unrest, after which the findings could be used as manual to solve such type of problem in the future. For instance, in the case of absence of water, power, teaching materials, teacher harassing students and so on.

2.15 Students' Services

Students' services are the main function of schools. Schools are established primarily for training individuals in knowledge and character. But before that is done, the environment has to be made conducive for learning. The conduciveness of the environment can only be made through the provision of goods and services for the learner to learn. The National Open University of Nigeria reading manual (2008), put forward the following as areas of students' services the school should provide to students.

a- **Discipline and Control of Students:** That school must make sure that the behaviour of students is in line with the rules and regulations governing the school. This discipline is made to promote unity and orderliness, responsibilities, equality, honesty and belongingness among the students.

b- **Students' Health Services:** The school has the responsibility to provide health care services to promote mental and emotional well being of the students. This could be done by having a medical officer, students be enlighten on the importance of good health, on how to be healthy, provision of recreational facilities, provision of healthy and good food or guiding the private caterers on how to provide healthy food to the

students and also anything the school deems fit to improve the students' health.

c- **Guidance and Counseling Services:** Guidance and counseling is provided especially in the school environment to assist the learner by the counselor to develop his resources as asserted by America Psychological Association in Dahl (1971), that:

> The counseling psychologist wants to help individuals towards overcoming obstacles to their personal growth, wherever these may encountered and towards achieving optimum development of their personal resources.

In the context of the school, the school is expected to provide services of guidance and counseling so as to help students to solve their problems and develop their resourcefulness.

Taylor also in Dahl (1971) observed that, "it is a counselor's task to help an individual understand himself, his needs, potentials, and values so that he can better integrate his efforts towards self development and self fulfillment".

The practice of guidance and counseling in school could be effective through the provision of trained personals, provision of a confidential area for students to lay their complains, publicizing the existence of the guidance and counseling service unit and also provision of all that is needed by the

counseling officers. The school manager should be committed to providing these services to students. Edem (2007), noted that the importance of guidance and counseling cannot be over emphasized in our schools especially in Africa, which assists in guiding students to get occupational and also personal social activities of their lives. In the institutions of higher learning today students need guidance. However, as a result of its absence or inadequacy students are found to engage in smoking, taking hard drugs, robbery, illicit sexual relationships and many more vices. Other aspects of students' services include provision of adequate libraries (with relevant materials), hostel accommodation, security and so forth.

2.16 Summary

This chapter covered the review of some theories of management in an attempt to relate them to the topic under study. These are the theory X and Y by McGregor and theory of human needs by Abraham Maslow. Students unionism historically was reviewed from its beginning in Europe by African students to Pan Africanism to nationalism which was pioneered by people like Kwame Nkrumah, Nnamdi Azikwe, and so forth. Objectives of students' union such as protection of student's right, having free education, protection of the right of the poor in the nation, etc, were also examined. Causes of students' unrest were identified through the literatures such as lack of or inadequate social services in

the school, acceptance or rejection of national policies or international events, differences in understanding or beliefs among the students and so forth. Consequences of students' unrest such as elongation of academic programmes, rustication and dismissal of students, loss of lives, and creation of mistrust and lack of cohesion among the students were all identified in the reviewed works.

Other issues reviewed include funding of education which serves as mitochondria in the education system. Facilities management involves monitoring, replacement and services of materials and equipment in schools. Organizational clime is the measurement determinant of the degree of atmospheric interrelationship that exists among members of an organization or school, if these relationships are cordial it permits progress and development or if it is in the opposite it fuels rumour, backbiting, individualism, etc. School community relationship was seen as the interrelation that exist between the school community and the school host community, this kind of relationship brings about peace and understanding but its absence brings the opposite; and decision making was described as the selection of an option among many opposing options, this process is very significant in the life and existence of any organization. Collective decision making is seen as the best as it yields hard work and success were respectively discussed.

Also, techniques in the management of students' unrest and students' services were examined and reviewed. The use of dialogue, management through heptagon, pentagon techniques; management during riots, provision of social amenities to students on campus, involvement of students into committees on students' services and the use of guidance and counseling services unit.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter provides a description of the research methodology under the following headings: research design, population of the study, sample and sampling procedure, reliability and validity of the instrument, research instrument, administration of instrument, and methods of data analysis.

3.2 Research Design

This study is a descriptive research, because the research seeks for the respondent's opinion on the topic under investigation: Effects of Students' Unrest on the Management of Higher Institutions in Kaduna State. The respondents involved in the study were students, staff of Students Affairs Division and Guidance and Counseling officers (staff) in higher institutions of learning in Kaduna state. Questionnaire was used for the collection of data for the study.

Nworgu (1991) described the objectives of a descriptive survey research as:

i. To collect detailed factual information that describes existing phenomena;
ii. To identify problems or justify current conditions and practices; and
iii. To make comparism and evaluation.

The responses were presented in tabular form and analyzed by means of percentages and chi-square.

3.3 Population

The population of the study was made up of students; staff in the students' affairs divisions and staff of guidance and counseling divisions in all the higher institutions of learning in Kaduna State. The list of all the higher institution of learning in Kaduna State has been attached in appendix 1. While table 3.3.1 shows the population of study.

The table 3.3.1: Student's and Staff's Population.

S/N	Zone	Institution	Level	Number
1	Southern Kaduna	Kaduna State Coll. Of Educ.	N.C.E. III	350
2	Central Kaduna	Kaduna Polytechnic Kaduna	ND II	550
3	Northern Kaduna	Ahmadu Bello University, Zar.	400L	451
			Total	**1, 351**

S/N	Zone	Institution	Number
1	Southern Kaduna	Kaduna State College Of Education	25
2	Central Kaduna	Kaduna Polytechnic, Kaduna	46
3	Northern Kaduna	Ahmadu Bello University, Zaria	60
		Total	**131**

Source: Respective Guidance & Counseling Units and Students' Affairs Divisions of Kaduna State College of Education, Kaduna Polytechnic, Kaduna and Ahmadu Bello University, Zaria

3.4 Sample and Sampling Procedure

The sampling procedure considered suitable for this study was random sampling method. This is to ensure equal chances of representation. The

investigator wrote the number of each school within the zone and strategically used ½ of its picking by heart ball. The State higher institutions were zoned into three; Southern Kaduna, Central Kaduna and Northern Kaduna. One (1) institution was selected from each zone, making three (3) institutions out of the 25. The research also considered the 10% of the population above 500 as Krejci and Morgan (1976) suggested. It also respected the assertion that the sample size be adequate in order to ensure an acceptable representation of the population Adeloro (1986) in Afolabi (1993). Also Owolabi (2005) stated that the sample size should be adequate in order to ensure an acceptable representation of the population. The selection of the respondent was done through the stratified random sampling procedure. Table 3.4.1 shows the sampled population of the study.

Table 3.4.1: Students and Staff Sample

S/N	Zone	Institution	Sampled Population	Returned Questionnaire.
1	Southern Kaduna	Kad. St.Coll. Of Educ	75	75
2	Central Kaduna	Kaduna Polytechnic	110	97
3	Northern Kaduna	A. B. U. Zaria	90	88
		Total	**275**	**260**
S/N	**Zone**	**Institution**	**Sampled Population**	**Returned Questionnaire**
1	Southern Kaduna	Kad. St. Coll. Of Educ	25	25
2	Central Kaduna	Kaduna Polytechnic	30	25
3	Northern Kaduna	A. B. U. Zaria	35	29
		Total	**90**	**71**

3.5 Research Instrumentation

A questionnaire was used to administer questions related to the study under investigation. The questionnaire consists of Likert five (5) point levels of options: Strongly Agreed, Agreed, Undecided, Strongly Disagreed, and Disagreed. The questionnaire was also closed ended, the respondents responded to the same type of questions so as to enable the researcher to have homogeneity of test of the respondents' opinion.

The questionnaire was divided into A-J sections. Section 'A' comprises the introduction letter, section 'B' personal data of the respondents while section 'C - J' contains items use in testing the hypothesis formulated for the study. Thus the scores for Strongly Agreed was five (5), Agreed was four (4) , Undecided three (3), Strongly Disagreed was two (2),and Disagreed was one (1). See appendix I.

3.6 Pilot Test

A pilot test was conducted in Federal College of Education, Zaria. Twenty and ten questionnaires were administered to students and staff respectively. The pilot test was conducted with the view to verify and ascertain the quality the instrument before use. The responses have shown that the instrument would be able to measure what it was designed to measure in the collection of data across

the state on the topic under research. The pilot tested institution (FCE, Zaria) was exempted from the mother population.

3.7 Reliability and Validity of the Instrument

The reliability of the instrument was measured though test-retest method so as to ascertain whether the instrument was to be able to measure what it is meant to measure consistently and the Pearson Product Moment Coefficient correlation was used to calculate the reliability of the instrument mathematically, the reliability of the index was 0.82 using test retest procedure. To validate the instrument, it was given to linguist, professionals in educational administration and planning and supervised by the supervisors of the research work, in which they checked the language usage and the relevance of the questions to the research topic.

3.8 Administration of Instrument

The items in the questionnaire were arranged to agree with the research questions and hypothesis formulated for the study. The instrument was administered by the researcher with the help of the school authorities involved and consequently it was collected for analysis. For the students 275 questionnaires were distributed, while 260 were collected back representing

about 85%. In the staff category 90 questionnaires were distributed, 71 were collected back representing about 81%.

3.9 Method of Data Analysis

The data collected was subjected to statistical analysis and was presented in tabular form of mean of the frequency. Section 'B' of the questionnaire was the (personal data) of the respondents, while Section 'C – J' t-test was used to test the hypothesis of the study.

The data was summed up and converted to percentages. The procedure for converting the figures into percentages was adopted in order to know the percentage of respondents who Strongly Agreed (5), Agreed (4), Undecided (3), Strongly Disagreed (2), and Disagreed (1), to the various statements that were made in relation to the study.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

4.1 Introduction

The chapter presents and analyzes the data collected for this study. The presentation and analysis was based on the responses of the subject of this study. 90 questionnaires were distributed to staff, but 71 were returned, meanwhile 275 questionnaires were distributed to students but 260 were returned. In total, about 365 questionnaires were distributed but only 331 were returned, therefore the analysis was based on this number of respondent. Also contained in this chapter are tables 4.2.1- 4.2.7, each table contains hypothesis statement of opinion, serial number, item statement, category, the responses which agreed, disagreed and those undecided were all included with frequencies (F) and percentages (%). An interpretation follows the table. There is also the hypotheses testing from table 4.3.1 – 4.3.7, explanation of retention or rejection is made based on the t- test analyses.

4.2 Presentation of Data and Analysis

4.2.1 The Opinion of staff and students on the causes of students' unrest in higher institutions in Kaduna state

This section covers the opinion of staff and students in respect of the causes of students' unrest. Items in the question that covers this area are items 1, 2, 3, 4,

5, 6 and 7. Items 1 and 2 are attempts to find out lack of or inadequacy of hostel accommodation and its effects on students' unrest and inadequate supply of power and its effects on students' unrest, respectively. Item 3, 4 and 5 are attempts to find out whether inadequate two way communication between students and management causes students' unrest, inadequate or lack of water supply causes students' unrest, and differences among students in belief, norms and perception causes students' unrest, respectively.

While item 6 was an attempt to find out whether the students' political activity can cause students' unrest, item 7 on the other hand was on whether change in school policy can cause students' unrest.

Details of the responses of staff and students are contained in table 4.2.1

Table 4.2.1: The opinion of respondents on the causes of students' unrest.

S/N	ITEM STATEMENT	CATEGORIES	RESPONSES					
			AGREED		DISAGREED		UNDECIDED	
			F	%	F	%	F	%
1	Lack of or inadequacy of hostel accommodation causes students' unrest	Staff	58	81.7	11	15.5	02	2.8
		Students	247	95.0	06	2.3	07	2.7
2	Inadequate supply of power causes students' unrest	Staff	60	84.5	06	8.4	05	7.0
		Students	222	85.4	15	5.8	23	8.8
3	Inadequate two way communication between students and management causes students' unrest	Staff	63	88.7	05	7.0	03	4.2
		Students	193	74.3	40	15.1	27	10.1
4	Inadequate or lack of water supply causes students	Staff	58	81.7	11	15.5	02	2.8
		Students	247	95.0	06	2.3	07	2.7
5	Differences among students in belief, norms and perceptions causes students unrest	Staff	44	61.9	15	21.1	12	16.9
		Students	144	55.4	65	25.0	51	19.6
6	Students' partisan political activities can cause students' unrest	Staff	48	67.7	12	16.9	11	15.5
		Students	16.3	62.7	50	19.3	47	18.1
7	Change in school, policy can cause students unrest	Staff	52	73.2	12	16.9	07	9.9
		Students	190	73.1	42	16.2	28	10.8

There is a consensus of opinion between staff and students in response to item 1 in table 4.2.1, which solicits the opinion of the respondents on whether lack of or inadequacy of hostel accommodation causes students' unrest. A total of 81.7% of staff and 95% of students are of the belief that students' unrest is as a result of lack of or inadequacy of hostel accommodation.

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If lack of hostel accommodation can be a cause of students' unrest, then it becomes necessary that these facilities are provided by the management of higher institution in Kaduna state. This is a challenge to the managers of this level of education in the state.

There is also a consensus of opinion between staff and students in response to item 2 in table 4.2.1 which seeks the opinion of the respondents on whether inadequate supply of power can cause students' unrest. 84.5% of staff and 85.4% of students are of the view that inadequate supply of power can cause students' unrest.

Item 3 in table 4.2.1 shows agreement of opinion between staff and students which seeks their views on whether inadequate two - way communication between students and management causes students' unrest. A total of 88.7% of staff and 74.3% of students indicate that the absence of two way communications between management and staff causes students' unrest. This means that there is the need for improvement in the communication process between management and students in institutions of higher learning in Kaduna state.

Item 4 in table 4.2.1 seeks the opinion of staff and students on inadequate or lack of water supply causes students' unrest. There was a consensus as

81.9% of staff and 95.0% of students belief that students' unrest can be caused by inadequate or lack of water supply. This has shown that school managers should as a matter of fact make sure supply and distribution of water is adequate on campuses in Kaduna state institutions of higher learning.

Item 5 and 6 in table 4.2.1 seeks the opinion of the respondents on whether differences among students in beliefs norms and perception cause students' unrest and students' partisan political activity can cause students' unrest respectively. 61.9% staff and 55.4% of students and 62.7% of staff and 62.7% of students respectively agreed that differences among students in beliefs, norms and perception can cause students unrest and students' partisan political activities can cause students' unrest, respectively. This indicates that managers of school must device a means through which students' interraction could be improved through games, clubs and societies and departmental associations. They should also map out strategies to control violent political activities especially such that are on tribal or religious bases in Kaduna state higher institutions.

Item 7 in table 4.2.1 seeks the opinion of staff and students on change in school policy can cause students' unrest. 73.2% of staff and 73.1% of students agreed with the view that change in policy can cause students unrest. It is evident, therefore, that managers of institutions of higher learning in Kaduna

state should make wide consultation while changing any school policy, especially the one that affect students directly.

4.2.2: The opinion of staff and students on the problems associated with students' unrest in higher institutions in Kaduna state

This section covers the opinion of staff and students in respect of the problems associated with students' unrest, statements that cover these items 1, 2, 3, 4, 5, 6 and 7. Items 1, 2 and 3 attempted to find out whether students' unrest result to elongation of academic programme, students' unrest brings about lack of trust and cohesion among students especially on religious bases and many students get dismissed as a result of riot.

Item 4, 5, 6 and 7 are attempts to find out whether many properties get destroyed during students' unrest, students' unrest forces innocent students to pay levy to school authorities and students' unrest causes under-utilization of school properties as the schools would be closed for a long period of time.

Table 4.2.2: The opinion of respondents on the problems associated with students' unrest.

S/N	ITEM STATEMENT	CATEGORIES	RESPONSES					
			AGREED		DISAGREED		UNDECIDED	
			F	%	F	%	F	%
1	Students' unrest usually result in elongation of academic programmes	Staff	55	77.5	06	8.4	10	14.1
		Students	211	81.2	27	10.5	22	8.5
2	Students' unrest brings lack of trust and cohesion among students especially on religious bases	Staff	52	73.2	10	14.1	09	12.7
		Students	176	67.7	49	18.9	35	13.5
3	Many students get dismissed as a result of riot	Staff	60	84.5	09	12.6	02	2.8
		Students	208	80.0	43	16.5	09	3.5
4	Many properties get destroyed during students' unrest	Staff	53	74.6	13	18.3	05	7.0
		Students	198	76.2	43	16.5	19	7.3
5	Students' unrest result to loss of lives of many students	Staff	58	81.7	09	12.6	04	5.6
		Students	167	64.2	57	22.0	36	113.8
6	Students' unrest forces innocent students to pay levy to school authorities	Staff	51	71.8	14	19.7	06	8.5
		Students	194	74.6	41	15.8	25	9.6
7	Students' unrest result to under utilization of school properties as the school would be closed for a long period of time	Staff	54	76.0	10	14.1	07	9.9
		Students	180	69.3	42	16.2	38	14.6

There is high degree of consensus of opinion between staff and students in response to item 8, 9 and 10 in table 4.3.2 which requested the opinion of respondents on whether students' unrest results to elongation of academic programme, students' unrest brings lack of trust and cohesion among students

especially on religious bases, made many students get dismissed as a result of riots. A total of 77.5% of staff and 81.2% of students, 73.2% of staff and 67.7% of students; and 84.5% of staff and 80.0% of students are of the view that students unrest usually results into the elongation of academic programme; brings about lack of trust and cohesion among students especially on religious bases and many students get dismissed as a result of riots.

This has indicated that students' unrest is responsible for the elongation of academic programme, mistrust and lack of cohesion among students and many students get dismissed from school. It is therefore necessary for school managers to do away with factors resulting to students' unrest, so as to also do away with the identified problems associated with students' unrest.

While item 11, 12, 13 and 14 in table 4.2.2 measured the opinion of staff and students in response to whether many properties get destroyed during students' unrest. Students' unrest causes loss of lives of many students; students' unrest forces innocent students to pay levy to school authorities and students' unrest results into under utilization of school properties as the school would be closed for a long period of time, the percentage were 74.6% staff and 74.6% staff and 76.2% of students; 81.7% staff and 64.2% students; 71.8% staff and 74.6% students; 76% staff and 69.3% students respectively are of the belief that many properties get destroyed during students' unrest. Students' unrest

results into loss of lives of students. Innocent students are forced to pay levy; and students' unrest results into under utilization of school facilities since the school would be closed for a long period of time.

However, this has become a challenge to school managers and educational planners to manage and plan school system with all that is needed the absence of which causes students' unrest. This will help to prevent the occurrence of riot and also avoid lost of properties, lives, under utilization of facilities and charging innocent students levy.

4.2.3: The opinion of respondents on the functions of guidance and counseling unit on students' unrest

This section covers the opinions of staff and students in respect of the functions of guidance and counseling unit on students' unrest. Items in the question that covers this area are items 15, 16, 17, 18 and 19.

Item 15, 16 and 17 attempt to find out whether guidance and counseling officers lack adequate working facilities. Guidance and counseling unit do organize programmes for students every semester and many students do not know where guidance and counseling unit is located. Item 18 and 19 attempt to check whether many students say they need not to see any guidance and counseling officers for any guide. Many students say they have been to

guidance and counseling units but there was no fruitful result. Statements of the responses of staff and students are contained in table 4.2.3

Table 4.2.3: The opinions of respondents on functions of guidance and counseling unit on students' unrest.

S/N	ITEM STATEMENT	CATEGORIES	RESPONSES					
			AGREED		DISAGREED		UNDECIDED	
			F	%	F	%	F	%
1	Guidance and counseling officers lack adequate working facilities	Staff	60	84.5	08	11.2	03	4.2
		Students	189	72.7	40	15.4	31	11.9
2	Guidance and counseling unit do organize programme to students every semester	Staff	60	84.5	05	7.0	06	8.5
		Students	129	49.6	96	36.9	35	13.5
3	Many students do not know where the guidance and counseling unit is situated	Staff	33	46.5	28	39.4	10	14.1
		Students	116	44.6	101	38.8	43	16.5
4	Many students says they need not to see any guidance and counseling officer for any guide	Staff	25	35.2	34	47.9	12	16.9
		Students	79	30.4	144	55.4	37	14.2
5	Many students says they have been to guidance and counseling unit but their problems are not solved	Staff	06	8.4	60	84.5	05	7.0
		Students	110	42.3	109	41.9	41	15.8

There is a consensus of opinion between staff and students in response to item 15, 16 and 17 which asked the respondents whether guidance and counseling officers lack adequate working facilities. Guidance and counseling units do organize programme for students every semester and many students do not

know where the guidance and counseling unit is located. The total of 84.5% of staff and 72.7% students; 84.5% of staff and 49.6% students; and 46.5% staff and 44.6% students are of the belief that guidance and counseling units lack adequate working facilities; guidance and counseling units do organize programmes for students every semester and that many students do not know where the guidance and counseling units are located.

This has indicated that there is a high need of working facilities for guidance and counseling units of higher institutions of learning in Kaduna state. While on the organization of programmes it has shown that guidance and counseling units do organize activities for students, but perhaps due to inadequacy of facilities it was ineffective. On item 17, the agreed, percentage was not far if compared with the disagreed. This means that many students do not know the location of guidance and counseling unit. This therefore calls for additional enlightenment and publicity by school authorities for this level of education in Kaduna state.

There was consensus of opinion between staff and students in response to item 18 in table 4.2.3 which asked for the opinion of the respondents on whether many students say they need not to see any guidance and counseling officer for any guide. A total of 35.2% of staff and 30.4% of students agreed, while 47.9% of staff and 55.4% of students disagreed. This has shown that

students need guidance and counseling services during their stay on campus. Therefore, there is the need to improve on the activities of guidance and counseling especially to avert students' unrest and other matters.

However, there was no consensus of opinion between staff and students on item 19 in table 4.2.3 which asked the respondent on whether many students say they have been to guidance and counseling but no fruitful result. 8.4% of staff and 43.3% of students are of belief that students do not get fruitful result from guidance and counseling units. By implication this means that there is the need for improvement in the activities of counseling, this could also be taken as a challenge by managers of higher institution.

4.2.4: The opinion of staff and students on the use of different techniques by school management to control students' unrest in higher institutions in Kaduna state

This section covers the opinion of staff and students in respect of the use of different techniques by school management to control students' unrest, the following items were included in this section item 20, 21, 22, 23, 24, 25 and 26.

Items 20, 21, 22 and 23 are attempt to find out whether school management do not immediately respond to any basic need of students for dialogue in the event of any disagreement between students and management, school management does not meet the students' leaders even where there is

disagreement, and students have no access to school management committee members respectively. Items 24, 25 and 26 are attempts to measure whether school authorities fulfill promises to avert riots (provision of social service), on the eve of riot day, school management only invites security like police and army and many at times recommendations of riot investigation committees are not implemented. Details of the responses of staff and students are contained in table 4.2.4

Table 4.2.4: The opinion of respondents on the use of different techniques by school management to control students' unrest.

S/N	ITEM STATEMENT	CATEGORIES	RESPONSES					
			AGREED		DISAGREED		UNDECIDED	
			F	%	F	%	F	%
1	School management do not immediately respond to any basic needs of students in it absence such as water and electricity	Staff	46	64.8	17	23.9	08	11.3
		Students	149	57.3	77	29.6	34	13.1
2	School management invites students for discussion in the event of any disagreement between students and management	Staff	56	78.9	11	15.5	04	5.6
		Students	129	49.6	89	34.3	42	16.2
3	School management does not meet with students leaders even when there is any disagreement	Staff	44	61.9	19	26.8	08	11.3
		Students	95	36.6	108	41.6	57	21.9
4	Students have no access to school management committee members	Staff	29	40.8	33	46.4	09	12.7
		Students	123	47.3	86	33.1	51	19.6
5	If school authorities promise to provide some services to avert riot, they do fulfill the promise	Staff	61	85.9	06	8.4	04	5.6
		Students	136	52.3	68	26.2	56	2.5
6	On the eve of riot day school management only invites security forces like Police and Army	Staff	56	78.8	08	11.2	07	9.9
		Students	170	65.4	50	19.2	40	15.4
7	Many at times recommendation of riot investigatory committee are not implemented	Staff	41	57.7	20	28.2	10	14.1
		Students	148	57.0	62	23.8	50	19.2

There was consensus of opinion between staff and students in response to items 20 and 21 in table 4.2.4 which seeks the opinion of the respondents on

whether school managements do not immediately respond to any basic need of students in its absence of such amenities as water and school management invites students for dialogue in the event of any disagreement. A total of 64.8% of staff and 57.3% of students and 78.9% of staff and 49.6% of students are of the belief that students' unrest is as a result of management failing to respond to the basic needs of students in its absence and school management invites students for dialogue in any disagreement situation.

This indicates that managers should respond by providing any basic need which is absent such as water to students in schools. It is also confirmed that managements do invite students for discussion. This is a good effort which should continue and be improved upon.

Meanwhile, in item 22 in table 4.2.4 there was no consensus of opinion between staff and students which solicits the opinion of the respondents on whether school management does not meet with students' leaders even when there is no any disagreement. 61.9% of staff agreed while 36.6% of students only agreed. This means that to the staff, the management of schools meets with students most often even without disagreement. But, on the other hand, the students indicated no. However, as an administration, the school head is ought to meet with all members of his institution from time to time including students and whether this is a problem or not. This will enable the students in particular

to feel they belong to the system and they contribute for the progress of the school system (in general).

These was consensus of opinion between students and staff in response to items 23, 24, 25 and 26 which seek as the opinion of the respondents on whether students have no access to school management committees. If school authorities promise to provide some services to avert riot, they do fulfill it. On the eve of riots day school managements only invite security forces like police and army; and many at times recommendation of riot investigations committees are not implemented. A total of 40.8% of staff and 47.3% of students; 85.9% of staff and 52.3% of students; 78.8% of staff and 65.4% of students; and 57.7% of staff and 57% of students are of the view that students have no access to school management committee. If school authorities promise to provide some services to avert riot, they do fulfill it. Also on the eve of riots day school management only invite security forces like police and army. But many at times recommendation of riot investigation committees are not implemented.

From foregoing, it has become necessary for the school managers to consider the following in respect of the responses above: school management committees create a means through which students leaders will have access to them. Even if it is through phones, this will help solve or do away with problems that become big. School managements do fulfill promises when

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contacted. Let there be provision of basic need to students constantly and not until students threaten to do riot. The technique of inviting security forces like police is only compounding issues on campuses. Therefore, school heads should change this method to a more democratic one, such as dialogue and implementation of recommendations of riot committees help avert future occurrences and failure gives way for others to come. This is a challenge to school managements in Kaduna state.

4.2.5: The opinion of staff and students on funding of education and students welfare services in schools in Kaduna state

This section covers the opinion of staff and students in respect of the funding of education and students' welfare services in school. Items in this section covers item 27, 28, 29, 30, 31 and 32. Items 27, 28, and 29 are attempts to find out whether schools provide sporting materials to students not only when the school is hosting external games competition. The school health unit is not equipped with drugs and personnel and hostel accommodation is never clean and students are congested, respectively. Also item 30, 31 and 32 were attempt to solicit the opinion of respondents on whether school authorities are never constant in checking the quality and quantity of food sold to students by private caterers on campus, there is no adequate security services to lives and properties within the campuses, and there is no adequacy of street lighting

system on campuses, respectively. Details of the responses of staff and students are contained in table 4.2.5

Table 4.2.5: The opinions of respondents on funding of education and students welfare services in the schools.

S/N	ITEM STATEMENT	CATEGORIES	RESPONSES					
			AGREED		DISAGREED		UNDECIDED	
			F	%	F	%	F	%
1	Schools provides sporting materials to students not only when the school is hosting external games competition	Staff	51	71.8	13	18.3	07	9.9
		Students	136	52.3	99	38.0	25	9.6
2	The school health unit is not equipped with drugs and personnel	Staff	49	69.0	13	18.3	09	12.7
		Students	158	60.7	60	23.1	42	16.2
3	Hostel accommodation is never clean and students are congested	Staff	46	64.8	14	19.8	11	15.5
		Students	172	66.1	65	25.0	23	8.8
4	School authorities are never constant in checking the quality and quantity of food sold to students by private caterers on campuses	Staff	48	67.6	15	21.2	08	11.3
		Students	177	68.1	49	18.8	34	13.1
5	There is no adequate security services of lives and properties within the campuses	Staff	58	81.7	09	12.7	04	5.6
		Students	135	52.0	103	39.7	22	8.5
6	There is no adequacy of street light system on campus	Staff	43	60.6	17	24.0	11	15.5
		Students	129	49.7	91	35.0	40	15.4

There was a consensus of opinion between staff and students in responses to items 27, 28 and 29 in table 4.2.5 which solicit the opinion of the respondents

on whether schools provide sporting materials to students not only when the school is hosting external game competition, school health unit is not equipped with drugs and personnel; and hostel accommodation has never been clean and students are congested. The percentages of the above were 71.8% of staff and 52.3% of students; 69% of staffs and 60.7% of students; and 64.8% of staff and 66.1% of students are of the view that school authorities do not provide sporting materials to students until, it is hosting an external games competitions. Similarly, the school health unit is not equipped with drugs and personals; and hostel accommodation is never clean and students are congested. If all these are consensus between staff and students, then, this has shown that there is the need for government and school authorities to sit up to their responsibilities of providing funds and as well as welfare services to students on campuses. Sporting materials without doubt attract students to the field, its keeps them away from idle imagination. It also keeps them healthy and also breaks the bounds of tribalism, sectionalism and brings about unity of purpose. Therefore, managers of higher institution of learning should open way of generating revenue from within the schools and even outside. This will enable them to meet the challenges of health facilities and also that of hostel accommodation.

There was also consensus of opinion between staff and students in response to item 30, 31 and 32 in table 4.6.2 which seeks the opinion of

respondent on whether school authorities are never constant in checking the quality and quantity of food sold to students by private caterers on campuses. There is no adequate security service of lives and properties within campuses. There is also no adequacy of street lighting system on campus. The percentages were 67.6% of staff and 68.1% of students; 81.7% of staff and 52% of students; and 49.7% of students respectively are of the belief that schools authorities do not constantly check the quality and quantity of food sold to students on campus by private caterers. Security of lives and properties is not adequate and lighting on the street is also inadequate. These responses were both high from the respondents.

Therefore, it is pertinent to mention that school heads especially those of higher institutions of learning should take the challenge of making sure food quality and quantity is checked. This will help do away with things like exorbitant charging on students and also do away with poisons of unqualitative food. Security services be improved and their personnel be properly trained and be equipped with working materials. So also light in the environment be provided. This will help the security agent of the organization.

4.2.6: The opinion of staff and students on involvement of students in decisions that affect them in higher institutions in Kaduna state.

This section covers the opinion of staff and students in respect of students' involvement in decisions that affects them. Items in question are 33, 34, 35, 36, 37 and 38.

Items 33, 34 and 35 are attempts to find out whether decisions with students are easily accepted by students. On the increase of school fees students are mostly not involved in decision making. And decisions taken with students are easily communicated among the students. Also item 36, 37 and 38 were attempt to find out whether students have representative in school committees such as sport, hostel, food and health; many decisions are not in favour of students' need and aspirations and many at times students learn about decisions through rumour mongering before final announcement by the management respectively. Details of the responses of staff and students are all contained in table 4.2.6

Table 4.2.6: The opinion of respondents on involving students on decisions that affects them.

S/N	ITEM STATEMENT	CATEGORIES	RESPONSES					
			AGREED		DISAGREED		UNDECIDED	
			F	%	F	%	F	%
1	Decisions with the students are easily accepted by students	Staff	55	77.5	10	14.0	06	8.5
		Students	172	66.2	51	19.6	37	14.2
2	On the increase of school fees, students are mostly not involve in decision making	Staff	49	69.0	15	19.6	37	14.2
		Students	126	48.4	100	38.5	34	13.1
3	Decisions taking with students are easily communicated among the students	Staff	46	64.8	16	22.6	09	12.7
		Students	184	70.8	42	16.2	34	13.1
4	Students have representative in school committees such as sports, hostel, food and health etc.	Staff	47	83.1	18	25.4	06	8.5
		Students	176	67.7	56	21.5	28	10.8
5	Many decision are not in favour of students' needs and aspiration	Staff	08	11.3	59	83.1	04	5.6
		Students	193	74.2	41	15.7	26	10.0
6	Many at times students learn school decisions through rumour mongering before final announcement by the management	Staff	18	25.4	49	69.0	04	5.6
		Students	209	80.4	28	10.8	23	8.8

There is a uniform opinion between staff and students in response to item 33, 34 and 35 in table 4.2.6 which seek the opinion of the respondents on whether decisions with the students are easily accepted by students; on the increase of school fees students are mostly involve in decision making; and decisions taken with students are easily communicated among the students. The

percentages were 77.5% of staff and 66.2% of students; 69% of staff and 48.4% of students and 64.8% of staff and decisions with students are easily accepted by students. Also when schools increases school fees mostly students are not involved in decision making and decision making and decision taken with students are easily communicated among the students, respectively.

By and large, this is the evidence that even if a decision would not be in favour of students, let them participate in it, this will do away with so many misinterpretation and suspension, especially on the increment of school fees. While communication is vital in clearing rumor, if students participate in decisions that affect them, the communication is easy, unlike the one which they did not. School managers should be able to use this means to achieve their goals and also avoid rumour among or between the school authorities and students. FM radio station is necessary in higher institutions of learning in the current era of modern communication system, and also helps to communicate to students easily.

Item 36 in the same table 4.2.6 shows consensus of opinion between staff and students on whether students are represented in school committees such as sport, hostel, food, health, etc. 83.1% of staff and 67.7% of students are of the view that students are involved in school committees. This is good and very important in the management of institutions of higher learning. It also earns

respect for the managers from the students and the students are aware of the way and manner of how things are done and also learn about management skills.

Item 37 and 38 in table 4.2.6 shows differences of opinion between staff and students in their responses which say decisions are not in favour of students' needs and aspiration and many a time students learn about school decisions through rumour mongering before final announcement by management. This is evident from the responses of staff which represented 83.1% and 69% who did not belief that many decisions are not in favour of students' needs and aspirations and many at times students learn about decisions through rumour mongering before receiving the announcement of the management. While 74.2% and 80.4% of students are of the opinion that most decisions are not in favour of students' needs and aspirations, other times students learn about decisions through rumour mongering before the decisions of the management is announced.

From the responses of students it is evident that, the management of most of the tertiary institutions in Kaduna state do not democratize decision making process. If students are allowed to participate in decision making process on issues that affect them, it is expected that they will react against the

management. This may inadvently cause unrest. This could be a challenge to managers of tertiary institutions in Kaduna state.

4.2.7: The opinions of staff and students on the organizational climate as it affect students' relations in higher institutions in Kaduna state.

This section covers the opinion of staff and students in respect of organizational climate as it affects student relationship. Items in question that cover this area are items 39, 40, 41, 42, 43 and 44. Items 39, 40 and 41 are attempts to find out students relationships with other students. This is mostly on the basis of religious or tribal affiliations. Lecturers use to have boys among students and most students belong to other organizations other than that of their state, tribe or religion. While item 42, 43 and 44 are attempts to find out whether students feel free as they are usually given what they get; when students are in school they are not secured. Students express their opinions without being threatened to tell the truth. Details of the responses of staff and students are contained in table 4.2.7

Table 4.2.7: The opinion of respondents on the organizational climates as it affects students' relationship.

S/N	ITEM STATEMENT	CATEGORIES	RESPONSES					
			AGREED		DISAGREED		UNDECIDED	
			F	%	F	%	F	%
1	Students' relationships with other students mostly is on the basis of religion or tribe	Staff	59	83.1	08	11.2	04	5.6
		Students	214	82.3	21	8.1	25	9.6
2	Lectures use to have boys among students	Staff	08	11.2	60	84.5	03	4.2
		Students	185	71.2	44	16.9	31	11.9
3	Most students belong to other organizations other than that of their state; tribe or religion	Staff	53	74.7	13	18.3	05	7.0
		Students	138	53.1	96	36.9	26	10.0
4	Students feel free with result as they are usually given what they get	Staff	52	73.2	10	14.1	09	12.7
		Students	124	47.7	102	39.2	34	13.1
5	When students are in school they feel not secured	Staff	06	8.4	60	84.5	05	7.0
		Students	99	38.1	133	51.1	28	10.8
6	Students, express their opinions without been threatened to say the truth	Staff	51	71.8	14	19 7	06	8.5
		Students	158	60.8	75	28.9	27	10.4

There is consensus of opinion between staff and students in response to items 39 in table 4.2.7 which seeks the opinion of the respondents on whether students' relationship with other students mostly is on the basis of religious or tribal affiliations. A total of 83.1% of staff and 82.3% of students are of the belief that students relationships are on the basis of religion or tribe. This has indicated that students do not interact on the basis of social issues like class

mate, departmental or other meeting points. This by implication means they are not free with themselves. Therefore, the managers in school should improve on the strategies on the ground in order to bring about a conducive climate within the school. This will help to do away with suspensions and individualism which are forces of students' unrest.

There is a difference of opinion between staff and students in their response to item 40 in table 4.2.7 which says lecturers use to have boys among students. This could be seen as 84.5% of staff disagreed, while 71.2% of student agreed with the opinion. This shows that students established that lecturers have boys among them, whatever the case, there is the need for management and lecturers to be just and have equity among students. Failure to do such certainly could be a factor that could trigger students' crisis on campuses.

While item 41 and 42 in the same table 4.2.7 solicits the opinion of respondents on whether students belong to other organizations other than that of their states, tribe or religion and students are free as they are given what they get. 74.7% of staff and 53.1% of students; 73.2% of staff and 47.7% of students respectively are of the view that most student belong to other organizations other than that of their tribe, state or religion and also students feel free that they are given what they get. This is a good development and there is the need for improvement, because if students suspect that there is manipulation of

results, it makes them uncomfortable with the environment and tension increases.

Items 43 of table 4.2.7 solicited for the opinions of the respondents on whether when students are in school they do not feel secured. The responses show a consensus between staff and students disagreed with 51.1%. This means that both students and staff have agreed that students feel secured.

Item 44 of table 4.2.7 shows consensus of opinion between staff and students which seeks the respondents view on whether students express their opinion without being threatened. 71.8% of staff and 60.8% of students agreed with the statement that they express their view freely. This has shown that there is freedom of expression in higher institutions of learning in Kaduna state. This is good as it douses tension which subsequently results into lack of or inadequate good organizational climate and in the end students' unrest.

4.3 Hypotheses Testing

Seven hypotheses were formulated and tested. The hypotheses were based on the data collected from the items which are related to causes of students' unrest, problems associated with students' unrest, functions of guidance and counseling units on students' unrest, use of different techniques by school management to control students' unrest, students' welfare services in

school, involvement of students in decisions that affect them, and organizational climate as it affects students relationship.

T-test method of analysis was used in testing the hypotheses. The level of significance used for the study was 0.05, therefore, hypothesis is rejected when the P. value > 0.05, while hypothesis is retained when P< 0.05 at the level of significance, respectively.

4.3.1: Hypothesis 1

There is no significant difference in the opinion of staff and students on the causes of students' unrest in higher institutions in Kaduna state.

The data collected in respect of items 1-7 in the questionnaire were used to solicit the opinions of respondents on the causes of students' unrest. T-test statistical procedure was used to analyze the respondents' opinion. The results were presented in table 4.3.1 below:

Table 4.3.1: T-test summaries on the opinions of staff and students on the causes of students' unrest.

Variables	N	Mean	STD	SE	t	df	P	T-critical
Students	260	55.7231	7.6056	4717				
					1.462	329	0.145	1.96
Staff	71	54.2394	7.4708	8866				

P> 0.05

From the table 4.3.1 above, it shows that the t-calculated of (1.462) is less than t-critical (1.96) at 0.05 level of significant and degree of freedom (329). This means that there is no significant difference in the opinion of staff and students on the causes of students' unrest, and therefore the null hypothesis is retained. This could be attributed to frequent occurrence of students' unrest and the reasons behind it are almost similar especially in institutions of higher learning in Kaduna state. Therefore, school managers and planners should not only understand these causes but also solve them before allowing them to students' riot.

4.3.2: Hypothesis 2

There is no significant difference in the opinion of staff and students on the problems associated with students' unrest in higher institutions in Kaduna state. The data collected in the questionnaire were in item 8-14, it solicited the opinion of the respondents on the problems associated with students' unrest. A T-test technique of statistical analysis was used to analyze the responses. The results were presented in table 4.3.2.

Table 4.3.2: T-test summaries on the opinions of staff and students on problems associated with students' unrest.

Variables	N	Mean	STD	SE	t	df	P	T-critical
Students	260	19.3385	4.8674	3019				
					3.090	329	0.002	1.96
Staff	71	21.2817	3.9971	4744				

P> 0.05

From table 4.3.2 above, it shows that the t-calculated (3.090) is greater that t-critical (1.96) at 0.05 level of significance and degree of freedom (329). The value of P (0.002) is less than 0.05 level of significance. This means that there is significant difference in the opinion of staff and students on the problems associated with students' unrest in higher institutions in Kaduna. Therefore, the null hypothesis is rejected. Conventionally, there are many problems associated with students' unrest. May be the differences in the opinion of staff and students is as a result of students looking at the problems as victory or process of struggle while the staff sees it as a problem which create setback on many ground. However, whatsoever may be the case prevention is better than cure, occurrence of any disturbances should be discouraged at all times especially in schools

4.3.3: Hypothesis 3

There is no significant difference in the opinions of staff and students on the function of guidance and counseling unit on students' unrest in higher institutions in Kaduna state.

The data were collected in the questionnaire from item 15-19, which seeks for the opinion of the respondents on the functions of guidance and counseling unit on students' unrest. T-test method of analysis was employed on the responses for analysis. The results were presented in table 4.3.3 below.

Table 4.3.3: T-test summaries on the opinions of staff and students on the functions of guidance and counseling unit on students' unrest.

Variables	N	Mean	STD	SE	T	df	P	T-critical
Students	260	19.3385	4.8694	3019				
					3.290	329	0.003	1.96
Staff	71	21.2817	3.9971	4744				

P> 0.05

The result from the table 4.3.3 above revealed that the t-calculated (3.290) is greater than t-critical (1.96) at 0.05 level of significance. This implies that there is significant difference in the opinion of staff and students on the function of guidance and counseling unit on students' unrest in higher institutions in Kaduna state. Therefore, the null hypothesis is hereby rejected. The difference in opinion of the respondents shows that the staff will always depend what they

do in terms of judgment, in other words a judge hardly accuses himself. While the students most likely give a judgment on what they see or pass through. In general terms guidance and counseling services need to be equipped and its activities should be able to meet the ever changing social life of students on campus.

4.3.4: Hypothesis 4

There is no significant difference in the opinion of staff and students on the use of different techniques by school management to control students' unrest in higher institutions in Kaduna state.

The data under this section were collected in the questionnaire from item 20 -26, which solicits the opinion of the respondent on the use of different techniques by school management to control students' unrest.

T-test method of analysis was used in analyzing the responses and the results were presented in table 4.3.4 below.

Table 4.3.4: T-test summaries on the opinions of staff and students on the use of different techniques by school management to control students' unrest.

Variables	N	Mean	STD	SE	t	df	P	Testing
Students	260	16.4115	3.8046	2359				
					2.893	329	0.004	1.96
Staff	71	17.8451	3.2848	3898				

P>0.05

The table 4.3.4 shows the t-calculated (2.893) is greater that t-critical (1.96) at 0.05 level of significance and degree of freedom. The value of (P) 0.004 is less than 0.05 level of significance. This implies that there is a significant difference between the two variables, and therefore, the null hypothesis is rejected. This difference of opinion between the respondents could be attributed to the level of awareness and the participation of both staff and students in the control of riots. Students mostly do not know plans on how to control riot or unrest, but staff knows and in fact they plan it.

4.3.5: Hypothesis 5

There is no significance in the opinions of staff and students on funding education and students welfare services in schools in higher institutions in Kaduna state.

The data under this section were collected in the questionnaire from item 27-32, which seeks the opinions of the respondent on funding of education and students welfare services. T-test method of analysis was used to test the hypothesis in question and the results were presented in table 4.3.5 below

Table 4.3.5: T-test summaries on the opinion of staff and students on funding of education and students welfare services in schools.

Variables	N	Mean	STD	SE	t	df	P	T-critical
Students	260	20.9039	4.2673	2659				
					1.752	329	0.081	1.96
Staff	71	21.8732	3.5048	4159				

P> 0.05

Table 4.3.5 Shows the t-calculated (1.752) is less than the t-critical (1.96) at 0.05 level of significance and degree of freedom. The value of (P) 0.081 is greater than 0.05 level of significance. This implies that there is no significant difference in the opinions of staff and students on the funding of education and students welfare services. Therefore, the null hypothesis is retained. There is no difference in the opinion of staff and students. This might also be attributed to the glaring nature of underfunding of education and poor students' welfare services on campuses in Kaduna state. It is therefore, important that the government at all levels dedicate more funds to education and students welfare services be improved by school managers.

4.3.6: Hypothesis 5

There is no significant difference in the opinions of staff and students on the involvement of students in decisions that affect them in higher institutions in Kaduna state.

The data in this section were collected in the questionnaire from item 33-38 which seeks the opinion of respondent on students' involvement in decisions that affect them. Thus, T-testing method was used to test the hypothesis and the results presented in table 4.3.6 below.

Table 4.3.6: T-test summaries on the opinion of staff and students on the involvement of students in decisions that affect them.

Variables	N	Mean	STD	SE	T	df	P	T-critical
Students	260	9.5577	2.8759	1784				
					5.696	329	0.000	1.96
Staff	71	11.6761	2.3771	2821				

P> 0.05

Table 4.3.6 above indicates the t-calculated of (5.696) is greater than the t-critical (1.96) at 0.05 level of significance and degree of freedom (329). This implies that there is significant difference in the opinion of staff and students on the involvement of students in decisions that affect them. Therefore, the null hypothesis is rejected. The responses shows that there is significant difference in the opinion of respondents, maybe it is as a result of students wanting to have a say in decisions that affect them. While the staff want control over everything, because the staff see the students as youths without much experience. However, the school authorities are advised to give students the chance to participate in decision making, especially those that affect them. This in several ways will

assist in making things simpler in the process of management of crises and it will also train the students on leadership skills

4.3.7: Hypothesis 7

There is no significant difference in the opinion of staff and students on the organizational climates as it affects students' relationships.

The data collected in respect of item 39-44 in the questionnaire were used to solicit the opinion of the respondents on organizational climates as it affects students' relationship. T-test statistical procedure was used to test the hypothesis in question. Therefore, the results were presented in table 4.3.7 below.

Table 4.3.7: T-test summaries on the opinions of staff and students on organizational climate as it affect students' relationships.

Variables	N	Mean	STD	SE	T	df	P	T-critical
Students	260	19.5308	3.4242	2124				
					.646	329	.519	1.96
Staff	71	19.2394	3.1417	3729				

P> 0.05

The table 4.3.7 above shows that t-calculated of (.646) is greater than the t-critical (1.96) at 0.05 level of significance and degree of freedom. The value of (P) .519 is greater than 0.05 level of significance. This implies that there is no significant difference in the opinions of staff and students on organizational

climates as it affects students' relationship. This indicates that the null hypothesis is hereby retained. The opinion shows no difference from the respondents. This can be attributed to the benefit both students and staff derive in the conducive and peaceful atmosphere of schools. If a school is in chaos everyone will be in tension or if the hosting community is at logger head with the school, the feelings will affect everyone. This has shown that the need for a good conducive atmosphere and a good relationship with the host community cannot be overemphasized. School managers should create a means through which relationships could be improved at all times

4.4: Table Summary of Hypotheses Testing

S/N	Hypothesis	Statistical test	Significance level	Result	Restated
1.	There is no significant difference between the opinions of staff and students on the causes of students' unrest in higher institutions in Kaduna State	t-test	0.005	Retained	There is no significant difference between the opinions of staff and students on the causes of students' unrest in higher institutions in Kaduna State
2.	There is no significant	t-test	0.005	rejected	There is significant

	difference between the opinions of staff and students on problems associated with students' unrest in higher institutions in Kaduna State				difference between the opinions of staff and students on problems associated with students' unrest in higher institutions in Kaduna State
3.	There is no significant difference between the opinions of staff and students on the functions of guidance and counseling unit in respect of students' unrest in higher institutions in Kaduna State	t-test	0.005	Rejected	There is significant difference between the opinions of staff and students on the functions of guidance and counseling unit in respect of students' unrest in higher institutions in Kaduna State
4.	There is no significant difference between the opinions of staff and students on the use of	t-test	0.005	rejected	There is significant difference between the opinions of staff and students on

	different techniques by school management to control students' unrest in higher institutions in Kaduna State				the use of different techniques by school management to control students' unrest in higher institutions in Kaduna State
5.	There is no significant difference between the opinions of staff and students on funding of education and students' welfare services in higher institutions in Kaduna State	t-test	0.005	Retained	There is no significant difference between the opinions of staff and students on funding of education and students' welfare services in higher institutions in Kaduna State
6.	There is no significant difference between the opinions of staff and students on involving students on decisions that affect them in higher institutions in Kaduna State	t-test	0.005	rejected	There is significant difference between the opinions of staff and students on involving students on decisions that affect them in

					higher institutions in Kaduna State
7.	There is no significant difference between the opinions of staff and students on organizational climate as it affects students' relationships in higher institutions in Kaduna State	t-test	0.005	Retained	There is no significant difference between the opinions of staff and students on organizational climate as it affect students' relationships in higher institutions in Kaduna State

4.5 Summary of Hypotheses Testing

The tables above indicate that some hypotheses were retained while others rejected and the results could be interpreted to mean the following:

1- There is no significant difference in the opinions of staff and students on the causes of students' unrest in higher institutions in Kaduna state.

2- There is significant difference in the opinion of staff and students on problems associated with students' unrest in higher institutions in Kaduna state.

3- There is significant difference in the opinion of staff and students on the functions of guidance and counseling unit in respect of students' unrest in higher institutions in Kaduna state.

4- There is significant difference in the opinion of staff and students on the use of different techniques by school management to control students' unrest in higher institutions in Kaduna state.

5- There is no significant difference in the opinion of staff and students on funding of education and students welfare services in higher institutions in Kaduna state.

6- There is significant difference in the opinion of staff and students on the involvement of students in decisions that affect them in higher institutions in Kaduna state.

7- There is significant difference in the opinion of staff and students on organizational climates as it affect students' relationships.

4.6 General Discussion of the Findings

- There was a unanimous opinion among the respondents that the blame for the causes of students' unrest spreads across various quarters within the educational set up.

Starting from the government, the failure of government to provide adequate funds cater for the welfare of students or the poor implementation of the policies where such policies are made.

The resultant effect of such underfunding or poor funding includes shortage of facilities such as hostel accommodation, electric or water supply, over population/congestion of classes, inadequate sport facilities etc.

In respect to the issue of poor implementation of policies, the constant change in governments results in lack of continuity of the policies or their implementation. As a result there is hardly any room for evaluation of policies to ascertain its strengths or weaknesses or its impact on the country's development before it is changed. The school management is another quarter which receives its share of blame for students' unrest. The ideal student-management relationship ought to be a cordial one, it remains the responsibility of the school management to manage and control human and material resources which implies that they understand and manage students' behaviours. All efforts ought to be made to avoid confrontations but however a fact remains that some school heads invite trouble for themselves due to their style of leadership. A leadership with

no open door policy, no consultation and disregard for human dignity is bound to create problems for itself.

Another quarter which was found blame worthy for the students' unrest from the responses given were the parents and general public. The failure of parents to monitor the activities of their wards resulting to their engaging in anti-social activities such as secret cults. Members of the general public most especially, politician, use students to perpetuate unrest for their interests.

- There was a difference of opinion among the respondents on the implication of students' demonstrations or unrest.

From the students' viewpoint, their ability to successfully demonstrate or create unrest is recorded as a victory while the management staff will use it as a setback. However, it must be stated on a general note that it is high time that Africans and Nigerians in particular graduate from violence riots which result in destruction of properties. A demonstration is an effort to indicate a disagreement with certain actions or policies. It is therefore a medium to "pass a message" and not to damage properties.

- A difference in opinion was also recorded from the responses in respect of the role or function of Guidance and Counseling for 'averting' students' unrest.

  From the point of view of the staff in defense of their roles as Guidance and Counseling staff (as it may seem), the G & C unit plays an active role in averting students' unrest.

  However, the students disagree. In their own opinion, the Guidance and Counseling unit lacks the facilities and adequate personnel to perform its role or function, a fact which it is stated is quite glaring with little or no arguments.

One fundamental fact remains that it is these days that the need for Guidance and Counseling becomes even more paramount. More so, with cases of sexual abuse; prostitution, drug abuse, cultism, exam malpractice and many other ills becoming the order of the day in our educational institution.

Unfortunately, because they are not being checked, these ills are transferring to the wider society. Saddening is the fact that some parents these days seem involved and even introduce or encourage their children to such ills as examination malpractice or worse still cultism.

There is therefore the serious need to put check to all these ills they consume/envelope our core (inherited) values.

- A difference in opinion was recorded from the respondents on the effectiveness of the techniques used in managing students' unrest.

Such divergence might not be unrelated to the fact that for the solution to any problem or issue, different people will view different approaches or methods as being effective. Such divergence opinion in this case is more as the students may not necessarily know what techniques the management uses in the circumstance to be able to assess it as being effective or otherwise.

However, it is important to note that the approach used in solving a problem can lead to either actually solving that problem or aggravating it.

The school management should from time to time, review strategies and techniques used in averting students' riots/unrest. This is more so as it is believed that the ability of a manager to manage his organization determines his competence resulting in his adjudged success or otherwise.

Such competence is usually attached to his ability to use democratic leadership styles; which brings about an 'open-door' policy in his

relationship with his subordinates and within the context of this study, the students.

- There was no significant difference recorded with regards to the opinion of both staff and students in their understanding of funding education and students' welfare services.

  This may be as all quarters (both staff and students) suffer from the inadequate resources and equipment on campus which cuts across all levels. Right from the poor salary scales, under staffing and inadequate working facilities faced by the staff down to the congestion of classes and hostels as well as inadequate laboratory equipment etc. experienced by the students.

- There is a significant difference in the opinion of staff and students on involving students in decisions that affect them.

  It is natural that every quarter would want to defend its viewpoint. The students feel not involved; while the staff argued that the students are very much committed and are involved.

  Whatever the case, the fact remains that involving students in decision that affect them gives them the psychological feeling of importance.

In addition, such involvement will ease the channel of communication and even where there is a rejection of or disagreement with certain management policy or decision, it may not be violent.

- Both the staff and students have agreed on the opinion that the organizational climate affects students' relationships. Inter personnel relations affect the entire well being of an organization. This is also extended to the relationship between the school and the host community where the school is situated.

  The host community benefits the school in terms of such aspects as work force and other social or economic requirements. Therefore, the school management should make efforts to improve these relationships through for instance inviting key members of the host community to school ceremonies, giving its members access to employment where applicable and should also in return attend the community's ceremonies such as wedding, naming, burial, coronation and other festivals especially when united to such. This will help to create a good atmosphere of peace and harmony by sharing in the joy or otherwise of the host community.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The content of this study was designed in five chapters. Each chapter contained a basic component of the study. Chapter one consists of background of the study, statement of the problem, objectives of the study, research questions, hypotheses. In addition, there is the significance of the study and scope and delimitations of the study.

Chapter two was an attempt to review related literatures which focuses on the concept of management, theoretical frame work; the concept of management, approaches of management theories; concept of students' unrest, development of students unionism, objectives of students unionism; causes of students' unrest; problems associated with students unrest, funding of higher education in Nigeria; the concept of facilities management; concept of organizational climate; the concept of school community relationship; the concept of decision making, technique in the management of students' unrest; students services and the summary of the chapter.

While chapter three contained the methodology used in conducting the research. It consists of research design, population, sample and sampling

procedure research instrument, reliability and validity of the instrument, pilot test, administration of instrument, and methods of data analysis.

Chapter four presented findings and discussion of the data and result. Tables were presented to establish relationships between the variables under study. Techniques and percentages were used to obtain result. T-test statistical method was used in testing the hypothesis of the study. As a result, three hypotheses were retained and four rejected.

A questionnaire was designed and used for the collection of data for this study. The population of the study was 331 out of which 260 were students and 71 staff. The data collected was statistically analyzed using T- test method under the following instruments: percentage, mean, standard deviation, standard error and probability.

Based on the above instrument, items were statistically analyzed to determine the level of significance for the formulated hypotheses. Based on that, the following findings were made.

1- There is no significant difference in the opinion of staff and students on the causes of students' unrest in higher institutions in Kaduna state.

2- There is significant difference in the opinion of staff and students on problems associated with students' unrest in higher institutions in Kaduna state.

3- There is significant difference in the opinion of staff and students on the functions of guidance and counseling unit in respect of students' unrest in higher institutions in Kaduna state.

4- There is significant difference in the opinion of staff and students on the use of different techniques by school management to control students' unrest in higher institution in Kaduna state.

5- There is no significant difference in the opinion of staff and students on funding of education and students welfare services in higher institutions in Kaduna state.

6- There is significant difference in the opinion of staff and students on involving students in decision that affect them in higher institutions in Kaduna state.

7- There is no significant difference in the opinion of staff and students on organizational climate as it affects students' relationships in higher institutions in Kaduna state.

Chapter five comprises the summary, conclusion and recommendation, all under the topic of study.

5.2 Conclusions

The research finding shows that there was asquint shortage of funds to education. Therefore, this has led to several academic and social ills on our campuses. All stakes holders in education especially higher education most re-asses the quality of students' performance with view to improve it.

More so, school managers ought to be more careful this days as societal politics is past coming in to schools, in other words students unrest is changing dimension from agitation for social services to determine the leader of schools. Decision taken with students are easily communicating with other students, that the students mostly reject decisions taken in their absence, students are involved in committee such as sports, hostel, and many a time students learn about school decisions from rumour circulation before announcement by the management.

5.3 Recommendations

From the above findings, it is evident that management of students' unrest is a major aspect in the management of institutions of higher learning. To this end, the following recommendations are made with aim of reducing or eliminating students' unrest in our campuses.

1- Managers of higher institutions should make sure that there is constant provision of social amenities or basic needs of life such water, electricity, security, accommodation, etc. There should also be a stand by alternative in the event of failure of any of the basics of life. This certainly will help to do away with riots, otherwise a hungry man can become an angry person.

2- School authorities should encourage programmes and association which preach unity and progress on campuses. If this is done, it will go a long way in making students united. Also managers of school should introduce programmes by weekends or during vacation, so that school facilities and equipment would not be left unused or under-utilized.

3- Guidance and counseling unit in schools be equipped with personnel and facilities. Here, there should be series of programmes for students in every semester, especially on how to live on campus. In addition, publicity on the activities of the unit should be well publicized to students.

4- School authorities should employ different techniques in controlling students' unrest, such could be through dialogue, meeting with students leaders from time to time, provision of social amenities to students, when promises are made to students they should be fulfilled. Recommendations

of investigation committees should be implemented. Most importantly, management should avert riot to the best of its ability and not to invite security agents like police or army into the campus.

5- If funds are never enough in an organization, the school management should device ways of generating funds from within the institution through consultancy services or business. While on the part of government, the recommended 26% of UNESCO budgetary allocation to education should be observed, respected and implemented. Fund enables school management to provide the students with their basic need, because its absence results into disagreement and subsequently unrest. Things like good accommodation, class and sporting equipment should be provided in a commensurate quality and number with students' population.

6- School authorities should as a matter of fact make consultation in decision making process. This should include students in addressing matters that affect them. In fact, decision taken collectively with students is easily accepted, and communicated among the students. Also communication channel between students and management should go beyond notice boards. With the modern means of communication, each institution of higher learning should establish its own Frequency

Modulation (FM) radio station to facilitate communication and enlightenment of the school community.

7- School managers should employ the techniques of justice and fair play in their administrative dealings. The management should create an atmospheric environment where members feel free and as a result have confidence in leadership. The organization climate can only be conducive when there are good relationship among the members of the organization such as students and lecturers, management and lecturers, and management and student relationships. Students should be treated equally during examination. Students should also be made to join organizations other than that of their religion or tribe, etc. These and others things will help in creating a good organizational climate for learning. It will also do away with forces behind students' unrest.

5.4 Suggestions for Further Studies

Based on the parameters and scope of this study the following suggestions are made for further studies:

- The topic of this research was on a combination of higher institutions; Universities, Colleges of education, and Polytechnics. However, there is the need for further studies on the same topic but

with specification on universities, colleges of education or polytechnics. This can be in two or more states. This will help to unveil whether the findings are the same or otherwise;

- Since the causes of students' unrest changes with time. It is suggested that this type of study should be a continuous one in every decade or there about. This will help to update changes if any in the topic;
- Similar research should be made on some specific items of this research, so that a deep analysis could be made. Such areas can be on Students welfare service, students' unionism, funding of education, etc;
- Also a further research may be on a collection of reports of students' unrest from institutions which should include: causes, precaution, and strategies in addressing the cause agents; and
- There should also be a research on additional strategies for containing students' unrest: before, during, and after the riot.

APPENDIX I

List of Higher Institutions in Kaduna State

S/N	Name of Institution	Location
1.	Kaduna Polytechnic (KADPOLY)	Kaduna
2.	Kaduna State University (KASU)	Kaduna
3.	National Teachers' Institute (NTI)	Kaduna
4.	School of Health Technology (SHT)	Tudun Wada Kaduna
5.	College of Agriculture	Mando
6.	Yahaya Hamza College of Education	Murtala Square
7.	Jama'tu College of Education	Yakubu Gowan Way Kaduna
8.	Jama'tu College of Health Technology	Dutsen Ma Street T/Wada Kaduna
9.	Federal Corporative College	Gonin-Gora Kaduna
10.	Nigerian Defence Academic (NDA)	Kaduna
11.	Command and Staff College	Jaji
12.	Baptist Theological Staff College	Hayin Banki Kaduna
13.	Ahmadu Bello University (ABU)	Zaria
14.	Federal College of Education (FCE)	Zaria
15.	Nuhu Bamalli Polytechnic (NBP)	Zaria
16.	Nigerian College of Aviation Technology	Zaria
17.	National Institute for Transport Technology	Zaria
18.	Chemical and Leader Technology	Zaria
19.	College of Advance Islamic Studies	Zaria
20.	Kaduna State College of Education	Gidan Waya Kafanchan
21.	School of Nursing	Kafanchan
22.	School of Agriculture	Samaru-Kataf
23.	School of Health Technology	Pambegua
24.	School of Health Technology	Makarfi
25.	School of Forestry	Kaduna

Source: Office of the Assistant Director for Higher Education Kaduna State Ministry of Education. (2008)

A QUESTIONNAIRE ON THE EFFECTS OF STUDENTS' UNREST ON THE MANAGEMENT OF HIGHER INSTITUTIONS IN KADUNA STATE

SECTION 'A' INTRODUCTION

Department of Education,

Ahmadu Bello University,

Zaria.

21st February, 2010.

Dear Sir,

REQUEST FOR FILLING OF QUESTIONNAIRE.

I am a Postgraduate student in the above mentioned department. I am currently undertaking a research on the topic " Effects of students' Unrest on the Management of Higher Institutions in Kaduna state.

The purpose of this letter is to seek for your co-operation in filling the attached questionnaire. Your response and co-operation will certainly assist in completing this research and possibly bring a lasting solution to students' unrest on campuses.

Thank you.

Yours faithfully,

Muhammad Jumare Abubakar.

SECTION 'B'

GENERAL INFORMATION: Please tick the appropriate box ( )

1. GENDER:

Male ( ) Female ( )

2. STATUS:

Staff ( ) Student ( )

3. LOCATION OF SCHOOL:

Northern Kaduna ( ), Central Kaduna ( ), Southern Kaduna ( )

4. AGE:

20-25 ( ), 26-30 ( ), 31-35 ( ), 40 and above ( )

SECTION 'C'

Answer the following questions by ticking the appropriate columns provided like this ( ). The options are strongly Agreed (SA); Agreed (AG); Undecided (UD); Strongly Disagreed (SD); and Disagreed (DA).

SECTION 'D': Opinion on the Causes of Students' Unrest						
S/N	STATEMENTS	SA	AG	UD	SD	DA
1.	Inadequate or lack of water supply causes students' unrest					
2.	Lack of or inadequacy of hostel accommodation causes students' unrest					
3.	Inadequate supply of power can cause students' unrest					
4.	Inadequate two-way communication between students and management can cause students' unrest					
5.	Differences among students in belief, norms and perceptions can cause students' unrest					
6.	Students partisan political activities can cause students unrest					
7.	Change in schools policy can cause students' unrest					
SECTION 'E': Opinion on Problems Associated with Students' Unrest						
8.	Students' unrest usually result in elongation of academic programmes					
9.	Students' unrest brings lack of trust and cohesion among students especially on religion bases.					

10.	Many students get dismissed as a result of riot in schools					
11.	Many properties get destroyed during students' unrest					
12.	Students' unrest result in loss of lives of many students					
13.	Students' unrest forces innocent students to pay levy to school authorities					
14.	Students' unrest result to under utilization of school properties as the school would be closed for long period of time.					
	SECTION 'F': Opinion on the Function of Guidance and Counseling Unit on Students' Unrest					
15.	Guidance and counseling officers lack adequate working facilities					
16.	Guidance and counseling unit do organize programme to students every semester					
17.	Many students do not know where the guidance and counseling unit is situated					
18.	many student says they need not to see any guidance and counseling officer for any guide.					
19.	Many student says they have been to guidance and counseling unit but their problems are not solved					
	SECTION 'G': Opinion on the Use of Different Techniques by School Management to Control Students' Unrest					
20.	My school management do not immediately responds to any basic needs of students in its absence such as water and electric power supply					
21.	My school management invites students for discussion in the event of any disagreement between students and management					
22.	The school management does not meet with students leaders even when there is no any disagreement					
23.	Students have no access to school management committee members					
24.	If schools authorities promise to provide some services to avert riot, they do fulfill the promises					
25.	on the eve of riot day school management only invites security force like police and army					
26.	Many at times the recommendations of the riot investigatory committee are not implemented					
	SECTION 'H': Opinion on Funding of Education and Students' Welfare Services in Schools					
27.	Schools provides sporting materials to students not only when the school in hosting external games competitions					
28.	The school health unit is equipped with drugs and personnel					
29.	Hostel accommodation is never clean and students are congested					
30.	School authorities are never constant in checking the quality and quantity of food sold to students by private caterers on campuses					
31.	There is no adequate security services of lives and properties within the campus					
32.	There is adequacy of street lighting system on campuses					
	SECTION 'I': Opinion on Involving Students on Decisions that Affects them					
33.	Decisions taken with students are easily accepted by students					

34.	On the increase of school fees students are involve in decision making					
35.	Decision taken with students are easily communicated among the students					
36.	Students have representative in school committees such as sport, hostel, food, health					
37.	Many decisions are not in favour of students' needs and aspiration					
38.	Many a times students learn about school decisions on rumour mongering before final announcement by the management					
SECTION 'J': Opinion on Organizational Climate as it Affect Students Relationship						
39.	Your relationships with other students is not on the basis of religion or tribe					
40.	Lecturers use to have boys among students					
41.	Most students belong to other organization other than that of state, tribe or religion					
42.	Students feel free with result as they are usually given what they get					
43.	When students are in school, they feel not secured					
44.	Students express their opinions openly without been threaten to say the truth					

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AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 25-04-2010

The Dean,
Students Affairs
A.B.U., Zaria

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please give assistance as much as possible.

TOPIC OF RESEARCH:

EFFECTS OF STUDENTS' UNREST ON THE MANAGEMENT OF HIGHER INSTITUTIONS IN KADUNA STATE.

Thank you for your continuing cooperation.

Yours sincerely,

DEPARTMENT OF EDUCATION A. B. U. ZARIA.

Research Adviser