

Causes, Consequences and Control of Students' Crises in Public and Private Universities in Nigeria

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Introduction

University education in Nigeria dated back to 1948 when the University College Ibadan was established as a college of the University of London (Fafunwa, 1974; Adesina, 1981). Since then, efforts have been made by the federal government to establish more universities in the country. These efforts have resulted in the establishment of 5 more universities between 1960 and 1970 and 7 more universities between 1971 and 1980. As such, by 1980, the number of universities in the country had reached 13. Since then, the number of federal universities in the country had increased considerably that by the year 2006, the number had risen to 24.

Although many of these universities were established on political grounds without regard to national planning, adequate funding and adequate data on manpower requirement (Oladapo, 1987), the policy of the federal government in citing one federal university per state had not been strictly followed to the letter.. Hence state governments felt the desire to establish their own universities in order to satisfy the needs of their people for higher education. This desire was manifested with the transfer of university education from the exclusive list to the concurrent list of the federal legislature in the 1979 Constitution thereby enabling the federal and state governments to own their own universities. As a result, the establishment of state universities started in the 1980s. Thus, between 1980 and 2006, 26 state universities had been established in the country. The problem usually encountered by state governments in the control of these universities was that of inadequate financing which was the result of insufficient allocation of funds to the universities (Adesua, 1981; Onifade, 2003). This might perhaps have led to the lack of necessary infrastructural facilities in the universities. Although private universities were introduced into the country in the 1970s, they were initially discontinued as a result of decree no 19 of 1984.. Decree no 9 of 1993 amended decree no 19 of 1984 while the 1999 Constitution gave approval to the establishment of private universities in Nigeria to cater for the training of the dire needed manpower requirement of the country. Thus, by 2005, the number of private universities in the country had increased to 31 (Akpa, 2005). This shows that by the year 2006, there were 81 universities in the country made up of 50 public universities and 31 state

universities (Federal Republic of Nigeria, 22004, Akpa, 2005, Ebuara, Ozurumba, Essien & Ukpabio, 2006).

It is pertinent to observe however that the increase in the number of universities in the country has its own side consequences. This could be manifested in the series of students' crises being witnessed in the universities. The term 'crisis' has been described as the art of violence resulting from dissatisfaction or a situation of disagreement between two parties (Fajana, 1990). It is the state of disharmony that is brought about by differences of impulses, desire or tendencies (Rayeski & Bryant, 1994). It occurs when there is a tension or when people intend to revolt against certain social ills or regularizes in an organization. Thus, university students tend to show their displeasure through agitations, protest, demonstrations bonfire and so on. Crisis tends to be the result of conflict which researchers described as a natural and inevitable part of people working together (Sessa, 1996, Oyebade, 1999). On this note, Ogunlade (2005) classified crisis into two categories namely the individualized crisis and the generalized crisis. She argued that individualized crisis involves one person only and it could be self-inflicted while generalized crisis involves two or more people having disagreement in all its ramifications on issues of common interest.

Although students' crises in Nigerian universities has started since the advent of university education in the country, some of the most striking ones include the crises at the University of Ibadan in 1971 when students protested on poor standard of feeding at the Nnamdi Azikwe hall. The life of one student was lost in the protest. Others include the 1978 crisis at the University of Lagos which extended to other Nigerian universities, the 1992 crises at the University of Ibadan resulting from a protest over the introduction of cumulative grade point average (CGPA) in place of grade point average (GPA). The university was closed for three months. Others include the 1999 and the year 2000 students' crises at the University of Ado-Ekiti resulting from the lack of adequate students' accommodation and leading to the death of students, the 2001 crises at the Federal University of Technology, Akure (FUTA) which resulted from the an accident involving a luxurious bus and a student's car as well as the various students crises in many other Nigerian universities due to cultist activities (Akinoyemi, 2004).

The incidence of students' crises could first be manifested by boycott of classes, refusal to obey the schools rules and regulations, carrying of placards and singing war songs by the students to make their grievances known to the authority as well as cultist activities involving the seizure of fellow students and disturbing the peace of the universities. The most

common crises within the Nigerian university system were the crises between students and the authorities on the one hand and between students and government on the other over issues ranging from welfare to autonomy and policies (Sanda 1992; Ogonor, 1996).

It seems however that crises management varies from one institution to another. The leadership styles of the top management of universities seem to have an impact on students' crises. The purpose of this study was to investigate the level of students' crises in Nigeria universities, examine the causes, consequences and control measures that were put in place in resolving the crises and proffer useful recommendations to government.

Statement of the Problem

The frequent occurrence of students' crises in Nigerian universities has been a matter of concern to many educationists (Longe Commission, 1991/ Ladipo, 1997). It seems that not much has been done to reduce the incidence of students' crises in the universities. Perhaps, the students' demands are too much. Facilities needed by students might be lacking or inadequate. It might be that the channels of communication between the students and the authorities have not been fully explored. Despite all the strategies used by university authorities in curbing students' crises common observation shows that students' crises seems to be on an increase in the universities. The problem of this study was that of finding a lasting solution to the frequent occurrence of students' crises in Nigerian universities. In addressing this problem, the following research questions were raised:

Research Questions

1. What is the level of occurrence of students' crisis in public and private universities in Nigeria?
2. What are the causes of students' crisis in public and private universities in the country?
3. What are the consequences of students' crisis in public and private universities in the country?
4. What control measures could be used to resolve students' crisis in the universities?

Research Hypotheses

- Ho.1: There is no significant difference in the occurrence of students' crises between public and private universities country.
- Ho.2: There is no significant difference in the consequences of students' crises between public and private universities country.

- Ho.3: There is no significant difference in the control of students' crises between public and private universities country.
- Ho.4: There is no significant relationship between the occurrence of students' crises and the consequences of such crises in Nigerian universities.

Methods

Research Design

This study was a descriptive survey as it involved a planned collection of data over a large area for the purpose of making description (Oppenheim, 1992). In doing so, the study examined the situation of students' crises in Nigerian universities without any attempt to manipulate the dependent variables.

Study Population and Sample

The study population comprised all the 81 public and private universities in Nigeria. These were made up of 24 federal universities, 26 state universities and 31 private universities (Okebukola, 2005; Akpa, 2005). Out of this population, a sample of 6 universities was taken embracing 2 public federal universities, 2 public State universities and 2 private universities. The method of selection was by stratified random sampling. Out of the 8200 members of staff in the sampled universities, 850 respondents were chosen. Likewise, out of the 5400 final year students in the 6 universities, 610 students were selected thereby giving a total sample of 1460 respondents for public universities. In the same vein, out of the 2350 members of staff in the sampled private universities, 420 members of staff were selected while out of the 1200 final year students in the private universities, 215 students were selected thereby making a total sample of 635 respondents for the private universities. The method of selection was also by stratified random sampling technique.

Research Instrument

The instrument used to collect data for the study was a questionnaire titled 'causes, consequences and control of students' crises questionnaire'. It consisted of two sections A and B. Section A was demographic. It sought information on the name of the university, its location, type (whether federal, state or private) and age... Section 2 consisted of 13 items. Item 1 requested for data on the number of students' enrolled in the universities while item 2 sought for data on the number of staff (both academic and non-academic) in the universities by department and faculty. . Item 3 requested for data on the situation of existing facilities in the universities while item 4 elicited information of the situation of funding in the universities. Item 5 sought

information on the number of occurrence of students' crises in the universities while item 6 required information on the causes of students' crises in the universities. Item 7 elicited information on the devices usually used in perpetrating crises in the universities while item 8 requested information on the consequences of students' crises to the students, staff, university community and the society at large. Item 9 required information on the administrative strategies currently being used in resolving students' crises in the universities while item 10 elicited information on how effective the strategies are in resolving students' crises in the universities. Item 11 requested information on the control measures that could be used in resolving students' crisis in the universities.. Item 12 sought information on whether or not students' crises are more prevalent in public universities than private universities in the country while item 13 requested information on whether or not there was any relationship between the occurrence of crises and the consequences of the crises in the universities.

Validity and Reliability

The content validity of the instrument was determined by experts in educational management and test and measurement who matched each item of the questionnaire with the research questions and hypotheses to ascertain whether the instrument actually measured what it was supposed to measure. The reliability of the instrument was determined through the test-retest reliability technique (Gay, 1996). In doing this, the instruments were administered in the first instance to 30 respondents drawn from 10 schools outside the study area. After a period of two weeks, the instruments were re-administered to the same respondents. The data collected on the two tests were collated and analyzed using the Pearson Product Moment reliability. A correlation coefficient 'r' of .82 was obtained indicating that the instrument was reliable for the study.

Administration of the Instrument

Research assistants were utilized in the administration and retrieval of the instruments. Returns were however received from 1402 respondents in the public universities (96% of the sample in public universities). Out of this figure, returns for 20 questionnaires were not duly completed and were discarded leaving a balance of 1382. In the private universities, returns were received from 625 respondents (98% of the sample in private universities). Out of this figure, 15 questionnaires were not duly completed and were discarded leaving a balance of 610 questionnaires for the study. The data collected were analyzed using frequency counts, percentages, t-test and

Pearson Product Moment Correlation analysis while the hypotheses were tested for significance at 0.05 level of significance.

Results

Question 1: What is the level of occurrence of students' crisis in public and private universities in Nigeria?

In answering this question, data on the responses of level of occurrence of students' crises in sampled public and private universities were collected from the responses to items of the questionnaire. In the analysis, cases where two or more crises occurred were regarded as high. Cases where there was only one occurrence of crises in a year was regarded as moderate while cases where there was no crisis at all in a year was regarded as low. It is pertinent to note however that in an ideal situation, the normal thing was for no crises to be recorded at all in a given year. Thus, where one or more cases of crises were recorded in a university, the situation tends to be a deviation from the ideal. On this note, the data collected were analyzed using frequency counts and percentages. The findings are presented in tables 1.1 and 1.2.

Table 1.1: Occurrence of students' crises in public universities from 2002-2006

Items	N	High 1 time in 5 years	%	Moderate 2 times and above in 5 years	%	Low None in 5 years	%
Crises resulting from hike in fees	1382	842	60.9	390	28.2	150	10.9
Crises arising from high handedness	1382	850	61.5	422	30.5	110	8.0
Crises arising from inadequate and poor services	1382	837	60.6	459	33.2	86	6.2
Crises resulting from inadequate facilities and equipment	1382	864	62.5	425	30.8	93	6.7
Crises arising from inadequate accommodation	1382	916	66.3	387	28.0	79	5.7

Crises resulting from inadequate classrooms and lecture theatres and classroom space	1382	824	59.6	471	34.1	87	6.3
Crises over sudden change in school's policies	1382	918	66.4	390	28.2	74	5.4
Crises over disagreement over strict application of rules and regulations.	1382	873	63.2	401	29.0	108	7.8
Crises resulting from activities in the universities	1382	808	58.5	447	32.3	127	9.2
Conflict over poor services in the library	1382	922	66.7	387	28.0	73	5.3
Crises arising from poor transport system	1382	875	63.3	410	29.7	97	7.0
Crises arising from poor mode of dressing	1382	894	64.7	412	29.8	76	5.5
Average Total	1382	868	62.8	417	30.2	97	7.0

As indicated in table 1.1, the level of occurrence of students' crises was high in public universities in the country. The responses given showed that many of the universities witnessed students' crises two or more than two times within five years. A large percentage of the crises had resulted from poor services (66.7%), sudden change in university policies, (66.4%) and inadequate accommodation (66.3%). In the private universities, the opposite is the case. Students' crises were not pronounced. On the whole, 868 of the respondents (62.8%) claimed that the occurrence of students' crises was at high level in public universities in the country. This could be seen in the responses given to the questionnaire items by the sampled respondents as presented in table 1.2.

Table1.2: Number of times students' crises occurred in private universities from 2002 -2006

Items	N	High 2 times and above in 5 years		Moderate		Low	
			%	1 time in 5 years	%	None in 5 years	%
Crises resulting from hike in fees	610	-	-	142	23.3	468	76.7
Crises arising from high handedness	610	-	-	215	35.2	395	64.8
Crises arising from inadequate and poor services	610	-	-	164	26.9	446	73.1
Crises resulting from inadequate facilities and equipment	610	-	-	220	36.1	390	63.9
Crises arising from inadequate accommodation	610	-	-	216	35.4	394	64.6
Crises resulting from inadequate classrooms and lecture theatrea and classroom space	610	-	-	183	30.0	427	70.0
Crises over sudden change in school's policies	610	-	-	188	30.8	422	69.2
Crises over disagreement over strict application of rules and regulations.	610	-	-	202	33.1	408	66.9
Crises resulting from cultism activities in the universities	610	-	-	191	31.3	419	68.7

Conflict over poor services in the library	610	-	-	230	37.7	380	62.3
Crises arising from poor transport system	610	-	-	172	28.2	438	71.8
Crises arising from poor of mode of dressing	610	-	-	156	25.6	454	74.4
Average Total	610	-	-	190	31.1	420	68.9

In table 1.2, the findings show that the level of occurrence of students' crises in private universities was low. Although there is no society where crises do not occur, the findings of this study showed that students' crises are minimal in private universities. Unlike all organizations where crises could not but occur, students' crises are perhaps not allowed to manifest themselves in private universities. Notwithstanding, the bulk of the respondents disagreed on the occurrence of students' crises arising from inadequate services (73.1%), inadequate classroom and lecture theatres (70.0%), cultism (68.7%), inadequate accommodation (64.6%) and poor services (62.3%). This shows that although crises could occur in private universities, the crises are to a limited extent and are perhaps easily curtailed.

Question 2: What are the causes of students' crisis in public and private universities in the country?

In answering this question, data on the responses on the causes of students' crises in the sampled public and private universities were collected through the questionnaire. The data were analysed using frequency counts and percentages. The findings are presented in table 2.1.

Table 2.1: Causes of students' crises in public universities

Items	N	Agree	%	Disagree	%
Lack of accommodation	1382	980	70.9	402	29.1
Poor campus transportation	1382	1052	76.1	330	23.9
Failure to guarantee security to lives and properties	1382	993	71.9	389	28.1
Dissatisfaction over academic programmes	1382	942	68.2	440	31.8
Dissatisfaction over National Issues	1382	902	65.3	480	34.7

Cultism	1382	1152	83.4	230	16.6
Poor leadership	1382	840	60.8	542	39.2
High handedness	1382	922	66.7	460	33.3
Use of handsets	1382	520	37.6	862	62.4
Failure of authority to listen to students' complaints	1382	1084	78.4	298	21.6
Average Total	1382	939	67.9	443	32.1

In table 2.1, it was found that the most common cause of students' crises in public universities was cultism. As many as 1162 respondents (83.4%) gave this response. Other causes include the failure of authority to listen to students' complaints (78.4%), poor campus transportation (76.1%), lack of good accommodation (70.9%), failure to guarantee security of lives and properties (71.9%) and the lack of good accommodation (70.9%). In the private universities, the situation is different as could be seen in table 2.2.

Table 2.2: Causes of students' crises in private universities

Items	N	Agree	%	Disagree	%
Lack of accommodation	610	-	-	610	100
Poor campus transportation	610	118	19.3	492	80.7
Failure to guarantee security to lives and properties	610	220	36.1	390	63.9
Dissatisfaction over academic programmes	610	94	15.4	516	84.6
Dissatisfaction over National Issues	610	-	-	610	100
Cultism	610	-	-	610	100
Poor leadership	610	102	16.7	508	83.3
High handedness	610	454	74.4	156	25.6
Use of handsets	610	138	22.6	472	77.4
Failure of authority to listen to students' complaints	610	167	27.4	443	72.6
Average Total	610	129	21.1	481	78.9

In table 2.2, it could be noticed that most of the causes had negative responses. Cultism was disallowed in private universities. The lack of good

accommodation found to be out of place in private universities. Although the respondents gave some causes as including the use of handsets as a cause of students' crises (74.4%), other causes such as the failure to guarantee security of lives and properties and the Failure of authority to listen to students' complaints had low responses of 36.1% and 27.4% respectively. This shows that students' crises was a at a minimum in private universities and it suggests that the causes of students' crises in the universities are institution-based as many of the crises resulted from inadequacies of facilities and services.

Question 3: What are the consequences of students' crisis in public and private universities in the country?

In answering this question, data on the responses on the consequences of student's crises in the universities were collected through the responses given to the questionnaire. The data were analyzed using frequency counts and percentages. The findings are presented in table 3.1.

Table 3.1: Consequences of students' crises in public universities

Items	N	Agree	%	Disagree	%
Disruption of academic programmes	1382	1071	77.5	311	22.5
Destruction to lives	1382	1063	76.9	319	23.1
Wanton destruction of properties	1382	1042	75.4	340	24.6
Closure of institution	1382	1136	82.2	246	17.8
Suspension of erring students	1382	1180	85.4	202	14.6
Dismissal of students' ring leaders	1382	1162	84.1	220	15.9
Average Total	1382	1109	80.2	273	19.8

As shown in table 3.1, the disruption of academic programmes was a major consequence of students' crises in public universities. As many as 1071 respondents (77.5%) gave the response. Other consequences as a indicated by the respondents include loss of live (76.9%), wanton destruction of properties (75.4%), closure of the institution (82.2%), suspension of erring students (84.1%), and the dismissal of students' ring leaders (84.1%). This shows that the consequence were inimical to the students and the university communities. In the private universities, the consequences are not much felt

as students' crises are at a minimum. This could be seen in the findings indicated in table 3.2.

Table 3.2: Consequences of students' crises in private universities.

Items	N	Agree	%	Disagree	%
Disruption of academic programmes	610	610	100	-	-
Destructions to lives	610	512	83.9	98	16.1
Wanton destruction of properties	610	540	88.5	70	11.5
Closure of institution	610	536	87.9	74	12.1
Suspension of erring students	610	610	100	-	-
Dismissal of students' ring leaders	610	581	95.2	29	4.8
Average Total	610	565	92.6	45	7.4

In table 3.2, it was observed that the since students' crises are curtailed by the proprietors of the universities, the consequences are minimal. Although a category of students might perhaps be suspended or dismissed, crises are not allowed to degenerate to the closure of such universities. Although all the respondents (100%) agreed that students' crises result in the disrupting of academic programmes, all of them agreed that it could lead to the suspension and dismissal of erring students. However, 74 of the respondents (12.1%) disagreed that it could lead to the closure of the universities perhaps because the universities are privately owned. These findings led credence to the fact that students' crises are at a low level of occurrence in private universities as indicated in table 1.2.

Question 4. What control measures could be used to resolve students' crisis in the universities?

Answering this question, data on the responses on the control measures that could be used in resolving students' crises in the universities were collected from the respondents using the questionnaire. The data were collated, coded and analysed using frequency counts and percentages. The findings are shown in table 4.1.

Table 4.1: Control measures for resolving student' crises in public universities

Items	N	Agree	%	Disagree	%
Using emergency strategy such as inviting law enforcement agents	1382	1086	78.6	296	21.4
Imposition of authority	1382	322	23.3	1060	76.7
Inviting the parents teachers association	1382	734	53.1	648	46.9
Signing agreement with parents and students	1382	808	58.5	574	41.5
Involving students in decision making	1382	840	60.8	542	39.2
Provision of necessary facilities and equipment	1382	1080	78.1	302	21.9
Use of dialogue with students	1382	1186	85.8	196	14.2
Using of negligence strategy	1382	-	-	1382	100
Use of effective communication	1382	1071	77.5	311	22.5
Use of good leadership behaviour	1382	1157	83.7	225	16.3
Average Total	1382	918	66.4	464	33.6

As shown in table 4.1, the dialogue strategy had the largest number of respondents. As many as 1186 respondents (85.8%) gave the responses as the best control measure in resolving students' crises in the universities. Using the emergency strategy such as inviting the law enforcement agents was another strategy having a high response rate. As many as 1086 respondents (78.6%) gave his response as a good control measure for resolving students' crises in public universities. However, all the respondents (100%) disagreed to the use of the negligence strategy as a control measure for resolving students' crises in the universities. In the private universities, the respondents gave simila responses. These are indicated in table 4.2.

Table 4.2: Control measures for resolving student' crises in private universities

Items	N	Agree	%	Disagree	%
Using emergency strategy such as inviting law enforcement agents	610	610	100	-	-
Imposition of authority	610	610	100	-	-
Inviting the parents teachers association	610	568	93.1	42	6.9
Signing agreement with parents and students	610	610	100	-	-
Involving students in decision making	610	507	83.1	103	16.9
Provision of necessary facilities and equipment	610	610	100	-	-
Use of dialogue with students	610	610	100	-	-
Using of negligence strategy	610	-	-	610	100
Use of effective communication	610	466	76.4	144	23.6
Use of good leadership behaviour	610	610	100	-	-
Average Total	610	520	85.2	90	14.8

In table 4.2, one control measure given by the respondents for resolving students' crises in private universities was the signing agreement with parents and students on the prohibition of students' crises in private universities. All the respondents (100%) gave this response. The dialogue response was also upheld as one of the best strategy for resolving students' crises in the universities. All the respondents (100%) also gave this response. Other control measure given by the respondents include inviting the parents teachers' association (93.1%), involving students in decision making (83.1%). On the contrary, all the respondents disagreed on the use of the negligence strategy in resolving students' crises in the universities.

Hypothesis 1

Ho 1: There is no significant difference in the occurrence of students' crises between public and private universities in the country.

In testing this hypothesis, data on the responses on the occurrences of students' crises in public and private universities in the country were collected from the sampled respondents. The data were collated and tested using the t-test statistic. The results are presented in table 5.

Table 5: Occurrence of students' crises in public and private universities in Nigeria

Variables	N	Mean	SD	df	t-calculated	t-table
Public Universities	1382	134.3	47.41	1990	9.2	1.96
Private Universities	610	72.1	23.1			

p < 0.05

As indicated in table 5, the t-calculated (9.2) was greater than the t-table (1.96) at 0.05 level of significance. Hence, the non-hypothesis was rejected. This shows that there was a significant difference in the occurrence of student's crises between public universities and private universities in the country. This could be seen in the higher mean score mixed schools as against the lower mean score for single-sex schools.

Hypothesis 2

Ho2: There is no significant difference in the consequence of students' crises in public and private universities.

Testing this hypothesis, data on the responses on the consequence of students' crisis in public and private universities were collected using the questionnaire. The data collated and tested with the use of the t-test statistic. The findings are indicated in table 6.

Table 6: Consequences of students' crises in public and private universities in Nigeria

Variables	N	Mean	SD	df	t-calculated	t-table
Public Universities	1382	142.5	67.4	1990	10.41	1.96
Private Universities	610	71.3	31.2			

p < 0.05

In table 6, the t-calculated (10.41) was greater than the t-table (1.96) at 0.05 level of significance. Hence, the non-hypothesis was rejected. This shows that there was a significant difference in the consequences of student's crisis between the sampled public universities and private universities. The consequence of student's crisis was greater in public universities than in private as could be seen in the higher mean score for public universities as against the lower mean score for private universities.

Hypothesis 3

Ho 3: There is no significant difference in the control of students' crises between public and private universities in the country.

In testing this hypothesis, data on the responses on the control of students' crisis between the sampled public and private universities collected using the questionnaire. The data were coded and tested with the use of the t-test statistic. Table 7 shows the findings.

Table 7: Control of students' crises in public and private universities in Nigeria

Variables	N	Mean	SD	df	t-calculated	t-table
Public Universities	1382	74.5	40.3	1990	12.5	1.96
Private Universities	610	182.4	83.6			

p < 0 .05

In table 7, the t-calculated (12.5) was greater than the t-table (1.96) at 0.05 level of significance. Hence, the non-hypothesis was rejected. This indicated that there was a significant difference in the control of student's crisis in public universities and the control in private universities. The mean scores for large schools was greater for private universities than for public universities. This suggests that private universities than for public universities. This suggests that private universities have a better control of students' crises than public universities.

Hypothesis 4

Ho 4: There is no significant relationship between the occurrence of students' crises and the consequences of such crises in Nigerian universities.

In testing this hypothesis, data on the responses on the occurrence of students' crises in public and private universities were collected using the questionnaire. Data on the consequences of the crises were also collected. The data were collated, coded and tested using the Pearson's Product Moment Correlation Coefficient. The results are presented in table 8.

Table 8: Occurrence of students' crises in public and private universities in Nigeria

Variables	N	df	r-calculated	r-table
Occurrence of students' crises	1992	1990	.721	.195
Consequences of students' crises	1992			

p < 0 .05

As indicated in table 8, the r-calculated (.721) was greater than the t-table (.195) t 0.05 level of significance. As such, the non-hypothesis was rejected. This shows that there was a significant relationship between the occurrences of such crises in sampled universities. It further shows that the more frequent the occurrence of students' crises in the universities, the more devastating the consequences.

Discussion

The foregoing has shown the analysis of data in respect of this study. The finding showed a high level of occurrence of students' crises in public universities in the country. This finding was consistent with those of other researchers (Ojo, 1995; Ladipo, 1997). The finding also agreed with the findings made by Marcia & Rock (1997) who reported that violence has permeate the fabrics of public institutions. This finding suggests that students' crises were at a low ebb in private universities in the country suggest that private universities perhaps have a means of resolving students' crises. The finding was consistent with those of previous researchers (Eisenhardt, Kahwajy, & Bourgeois, 1997; Ebuara, Ozurumba, Esien & Ukpabio, 2006). The findings identifying cultism as one of the major causes of students' crises in public universities agreed with the findings of earlier researchers (Rayeski & Bryant, 1994; Amazon, 1996; Townsley, 1997; Jennsen, van De Vliert, & Veenstra, 1999).

Apart from cultism, other causes of the crises seems to be institution based as the crises could be attributed to the inability of the institutions to provide necessary facilities needed for effective teaching and learning. This findings was consistent with those of other researchers (Amazon, Thompson, Hochwater, & Harrison, 1995). The findings indicating the failure of authorities to listen top students' complaints as one of the major cause of students' crisis in schools agreed with other of other researchers (Bens, 1997; Ibukun, Falua, 2004).

The findings on the consequences of students' crises in the universities tends to agree with the findings in previous studies (Fajana, 1990; Desivilya, 1998; Falua, 2004). The fact that students' crises could lead to the closure of public universities thereby disrupting the academic programmes led credence to the arguments made by Asummo (1999) that students' crises could adversely affect effective teaching and learning in Nigerian universities, the findings also were also in consonance with those of other researchers (Capozzoli, 1995; Bens, 1999; Challenger & Carbide, 2005).

The finding highlighted the dialogue strategy as one of the best strategies for the control of students' crises in the universities agreed with the findings made in other studies (Kezsbom, 1992; Adelegbe, 1995; Fisher, Rayner, & Belgard, 1995; Akinyemi, 2002). The fact that students and their wards are always made to an agreement in private universities with university authorities on various issues including public demonstration and joining of associations and the like before such students were given admission. This suggests that students in private universities could not form themselves into associations that could mount pressure on university authorities that could result in students' crises. Hence, the idea of students' unionist is discouraged in such institutions. This non-unionism tends to have its pros and cons. It could be advantageous to the proprietors of the private universities on the ground that it would allow the student to make their demands under the coffer of body. It might on the other hand prevent students from exercising their rights and opinion over issues detrimental to their welfare or to their education. No wonder the finding of the study indicating a significant difference in the occurrence of student's crisis between public universities and private universities in the country.

The findings indicating a significant difference in the consequences of student's crisis between the sampled public universities and private universities was an indication that public universities are worse hit by students' crises than private universities. In the same vein, the finding indicating a significant difference in the control of student's crisis in public and private universities suggests that students' crises are better controlled in private universities than in public universities. This finding was in consonance with those of previous researchers (Eisenhardt, Kahwajy, & Bourgeois, 1997; Tjosvold, Morshima, & Belsheim, 1999). In like manner, the finding of the study indicating a significant relationship between the occurrence of students' crises and the consequences of such crises in the universities suggests that the more the occurrence of students' crises in the universities, the more adverse the consequences. The findings on the need for effective communication in the control of students' crises was in agreement

with findings made by Marcia. & Rock (1997) and Neff (2002) emphasizing the use of effective communication and good public relations as vital in crisis management in organizations.

Conclusion

Considering the findings of this study, it was concluded that students' crisis have not effectively been controlled in Nigerian public universities. The findings have led the researcher to include that students' crises were better controlled in private universities than in public universities in the country. This suggests that the control of students' crises in the universities is a function of the type of management strategy used in resolving such crises.

Recommendations

Based on the findings, it was recommended that university administrators should imbibe the use of dialogue with students in order to avert students' crises especially in public universities. Students should also be involved in decision making in public universities. This could assist in preventing students' crises in the universities. There should be devices to bridge communication gap between students and university management. Such devices include the use of the students' representative councils. The signing of agreement between parents and university authorities on the one hand and between students and university authorities on the other on matters such as public demonstrations, students' unionism and the like as being done in private universities should be extended to public universities. University authorities should pay more attention to preventive strategy in order to reduce students' crisis. Government should provide necessary facilities and equipment for the use of students' and staff in public universities. Authorities of private universities should be more liberal in the handling of students' crises and should show better human relationship in dealing with students.

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