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IDENTIFICATION AND REMEDIATION OF CRISIS ON CAMPUSES – A STUDY OF SOME
TERTIARY INSTITUTIONS IN KWARA STATE OF NIGERIA

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ABSTRACT



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This research actually investigated the causes of campus crisis in Tertiary institutions in Nigeria and also suggested the possible remedy. The focus of the study is on five Tertiary institutions in Kwara State, North-central Geo-political zone of Nigeria. Six (6) null hypotheses were formulated and tested. A total of sixty(60) self-designed questionnaires were administered in each of the five (5) selected campuses to forty(40) students and twenty (20) students bring the overall questionnaires distributed as data gathering instrument to three hundred (300) of the number, some were missing Two hundred and seventy-three (273) were retrieved. Findings reveal that, religious and gender discrimination, political interest of staff and students as well as external influences are major contributors to campus instability in Nigeria. Consequent upon the above, this study recommended among others that all stakeholders in tertiary education in Nigeria should avoid religious, gender and all other forms of discrimination which could brood crisis on campuses. Appointments of administrators of each Institution should be based on merit i.e. competence as oppose to the current practice that emphasizes one of; religion, gender or ethnicity bias. If adhered, campuses would experience a peaceful environment and immediate communities as well as the nation at large stand a better change to accelerate in development.

Key words: Crisis; Campus Stability; Administration; Causes; Remediation

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INTRODUCTION

Globally, there are all sorts of discrimination ranging from racial, ethnic, religion or sex. Nigeria is not exempted. Predominantly, the forms of discrimination observed in Nigeria are majorly along religion, ethnicity and sex. The various crises which are rocking the boat of Nigerian nation are deeply rooted in one of the three forms of discrimination. Moslems are hardly willing to have a Christian at the elms of affairs while the latter constantly agitates for equality in governance opportunity. Similarly, the female gender suffers a lot of discrimination from their male counterparts in

politics, administration, and religion and even on some aspects of social life. Some are treated as sub-human and the struggle is constantly on between the sexes especially in politics. Women are recouping to ensure equality since they form a highly significant percentage of the whole populace.

Subtly, some of the foregoing has crept into campuses and like cancer, ravaging the citadels of learning. This often led to labour unions' incessant strike actions as well as student restiveness. The trend is of serious concern to educators who value both the sanctity of life and sacred nature of campuses - an oven that ought to turn out well

baked intellectuals who should dictate and direct the socio-economic life of the country. One wonders why it so easy for lecturers and students on Nigeria campuses to readily collaborate with politicians in the larger society in a way that affects their campuses' primary function as a citadel of learning negatively.

It is the pain from the observations above that has prompted this research. The goal of this paper is to identify the possible causes of incessant crises on Nigeria campuses and also proffer possible solutions.

Justification

In the last one decade tertiary institutions in Nigeria have witnessed too many crises. The one time highly respected citadel of learning has suddenly become brewery of instability and mediocrity. This is highly disturbing as one would wonder how we as a nation can stand tall among committee of nations. As a nation if more effort is not on top gear, tertiary institution might soon become a beehive of touts as opposed to citadel of learning.

Objectives

The essence of this study therefore is to:

- find out the immediate causes of most campus crises in the North –central Geo-political Zone of Nigeria,
- find out the remote causes of most campus crises in the zone, and
- also proffer some solutions.

Research Questions:

1. Does the Chief Executive's religious inclination contribute in any way to the style of administration?
2. In what way (s) does (do) the composition of top executives in tertiary institution contribute to campus instability.
3. In what way(s) is gender spread in leadership relevant to campus stability?
4. How does political interest of staff contribute to campus stability?
5. How does students' political inclination also contribute to campus stability?
6. Do external forces in any way affect the smooth running of the campuses?

Theoretical Framework

In Nigeria today, cases of students unrests or staff protests are like stale news in the recent past for frequency of occurrence. There is hardly a day that newspaper readers would not find a page containing stories of student un rest and sometimes pictures like the ones below.



Picture 1: Protesting OAU students shut major building in the institution over fees hike, pray on highway.

On the 17 June 2014, the Governing Council of the University of Abuja has ordered the shutdown of the school indefinitely as a result of students protest tagged: 'BringBackOurExams'. Students were seen on Channels TV moving their baggage as they hurriedly left the campus.

From June to December 2013, all federal universities with some state universities were on strike and campus activities paralysed as a result of staff displeasure with government on failure of the latter to meet their demands. Similarly, polytechnics went on strike from April to July 2013 and have again resumed the strike since October 2013 till date (June 2014). To add insult to injury, all Colleges of Education nation-wide have also join the other sister tertiary institutions since January 2014 till date (June 2014). This sort of development is a great set back not only for staff and students of the affected institutions but also the Nigeria nation.

According to Fapohunda (2014), since 1971, when the first violent students' protest in Nigeria took place at the University of Ibadan, which led to the death of a student named Kunle Adepeju; several other students' unrest, hostile and devastating in nature, had been recorded in the developmental process of tertiary education in Nigeria, The most worrisome aspect of students'

unrest in recent times is the incessant manner in which they occur and their inherent violent nature. The position of Fatile & Adejuwon (2013) that, 'Conflicts on campus are growing in number, kind, and complexity.

The current university context is clearly more challenging than in the past corroborates Alicia's observation and replicates polytechnic situation as well. Each time there is a crisis, depending on the campus, it often takes a new dimension which poses a great challenge to curb not only for authorities of the institution but also the law enforcement agents. The range of conflicts and the forums available for their management are much more far-reaching than ever before according to them.

Causes:

The causes of the problem of students' unrest are manifold, but they can be categorized into internal and external factors. Ajibade (1993) in Alimba (2013), described the internal factors to include causes which are related to internal administrative policies like students' welfare such as feeding, accommodation and transport problems, increase in tuition fees, shortage of basic facilities, unhealthy relationship between management and student union executives, etc.

The external causes, he continued, arise from outside the institution, which include issues like economic depression, political instability, security problem, press influence, foreign relations and other ones, including international issues. Makinde (1980) in Alimba (2013) agreed with the fact that student unrest can be caused by internal, as well as external factors when he said that, 'campus unrest and demonstration are no longer concerned with the mundane things like transport and accommodation. But they also include political and external issues outside the campuses. Onyike (2012) also described cultism as one of the causes of students' unrest.

Umeh (2001) and Igodo (2002) in Onyike described cultism:

...as one of the causes of students' crisis, is described as an assemblage of people who share unconventional ideas, and beliefs and involve themselves in eccentric conduct and manifestation

mostly shrouded in secrecy; carry out secret cult activities and membership, organization, rules and mode of operation are supposed to be unknown and unknowable to non-member cult.

Onyike (2012) also citing Egwu (2003) stated that, 'infighting and internal wrangling among cultists led to the formation of spinster groups such as Seadogs, Buccaneer confraternity, the Vikings, the Black Beret, the Daughters of Jezebel among others'. She also added Umeh (2001)'s observation that impulsive desires for supremacy are among the reasons behind cult clashes, murder, maiming, rape, acts of sickening and barbarism in our institutions of higher learning. All the foregoing became the component of 'crisis brewery' on Nigeria campuses.

Some of the special features of campus secret cults in Nigerian universities, she expatiated, are nocturnal meetings held at odd places like cemeteries, hilltops or forests, knife and dagger pulling, gun drawing at non-members or members of opposed campus secret cults; torture, distinctive marks on the body; drinking human blood and others (Nwanze, 1991 and Igodo, 2002). Fetish practices, use of hand drugs, violence, ritual killing are modus operandi of secret cults.

Onyike (2000:34) in Onyike (2012) reported that:

suspected, cultists once moved into the University of Nigeria, Nsukka (UNN) campus in a convoy of three cars "shooting endlessly at students said to be in the middle of an examination, sixteen of who were felled instantly. Mission done, the attackers then speed off to escape, fatally wounding two other persons bringing the death toll to eighteen'.

In addition to cultism, she also identified, 'Youthful exuberance' especially the negative characteristics as another serious issues that spark off students' crisis in our institutions of higher learning. She mentioned that some of the social irrelevances of youth behaviour, confrontation, victims of intellectual arrogance, emotional instability are characteristics of adolescents which when overstretched results to disastrous consequences such as riots and demonstration.

Consequences:

Cultism has serious negative impact on the Nigerian education sector. Alimba (2013)

corroborates this when she stated that the situation is...making the educational terrain highlyunconducive for effective teaching, researching, and rendering of services to the public. In most cases, the attendant implications of students' unrest are rather devastating in nature, affecting a wide spectrum of elements covering both human and material issues.

Rinju (2003) in Alimba (2013) also reported that students' unrests always have adverse effects on students, staff members, administrators and institutions' goals at large. Rinju's position is quite true as some staff take sides with students either against the government or administrators depending on the nature of the students' grievances. Thus the crisis becomes more complex to handle. At other times, students' use the unrest circumstances to take revenge against some staff who they perceived as enemies.



Picture 2: Lagos State University (LASU) Students' Crises.

Fapounda (2014) reported that:
The crisis rocking Lagos State University (LASU) over the blocking of 1,292 students from the institution's portal that would have enabled them to register their 2012/2013 second semester courses took a twist, on Friday, as the university management insisted that the school remained shut down, noting that the damage of the students Thursday protest was unquantifiable.

At Obafemi Awolowo University(OAU), Ile Ife, the situation was not too different as shown in Picture 2 below.

Like wide fire in Harmattan, the ripple effect of the crisis may continue to spread.

Lawal (2003) in Alimba (2013) also listed the following as the main consequences of students' unrest in Nigerian schools:

- (i) Loss of lives;
- (ii) Destruction of public and private properties;
- (iii) Disruption of academic programmes
- (iv) Loss of revenue to government agencies;

The truth is that the list is inexhaustible. Everyone views the causes from personal experience in their immediate environment. This researcher is therefore concern to probe some other possible causes with a view to join earlier researchers in an effort to cripple the monster of crisis on Nigerian campuses. Especially in the polytechnics those ought to spear-head the drive to high levelled technological –driven society through provision of middle-level manpower for speedy national development.

METHODOLOGY

SAMPLE AND DATA COLLECTION

This study adopts a survey design. Using simple random sampling method we select six (6) from the ten (10) tertiary institutions in Kwara State. The institutions that were picked were;

1. Federal Polytechnic, Offa;
2. Kwara State Polytechnic, Ilorin;
3. College of Education, Ilemona;
4. University of Ilorin, Ilorin;
5. Kwara State University, Malete; and
6. Kwara State College of Education Oro.

But college (f) was dropped because they were on industrial strike. Samples were therefore collected from the remaining five (5) tertiary institutions using a self-designed questionnaire as instrument. Sixty (60) were administered in each of the schools i. e. twenty (20) among staff and forty (40) among students. The total number administered with the assistance of four (4) research assistants were three hundred (300). The questionnaires were completed on the spot and immediately retrieved. One of the four research

assistants from Department of Statistics, Federal Polytechnic Offa also assisted in data analysis.

DATA ANALYSIS

Name of institution * religious belief Cross tabulation

			Religious belief		Total
			yes	no	
coledulle	Count	33 _a	23 _a	56	
	Expected Count	29.0	27.0	56.0	
Unilorin	Count	24 _a	36 _b	60	
	Expected Count	31.0	29.0	60.0	
Name of institution kwara poly	Count	21 _a	32 _a	53	
	Expected Count	27.4	25.6	53.0	
Kwasu	Count	36 _a	24 _a	60	
	Expected Count	31.0	29.0	60.0	
Fedpoffa	Count	34 _a	23 _a	57	
	Expected Count	29.5	27.5	57.0	
Total	Count	148	138	286	
	Expected Count	148.0	138.0	286.0	

Each subscript letter denotes a subset of religious belief categories whose column proportions do not differ significantly from each other at the .05 level.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.655 ^a	4	.031
Likelihood Ratio	10.714	4	.030
Linear-by-Linear Association	1.173	1	.279
N of Valid Cases	286		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.57.

Conclusion: since the p-value = 0.031 < α = 0.05, we therefore reject H⁰ and conclude that "Religious believe is a dictator of human relationship while on campus"

Name of institution * school administration Cross tabulation

			School administration		Total
			yes	no	
coledulle	Count	22 _a	34 _a	56	
	Expected Count	25.8	30.2	56.0	
Unilorin	Count	18 _a	42 _b	60	
	Expected Count	27.7	32.3	60.0	
Name of institution kwara poly	Count	32 _a	21 _b	53	
	Expected Count	24.5	28.5	53.0	
Kwasu	Count	36 _a	24 _b	60	
	Expected Count	27.7	32.3	60.0	
Fedpoffa	Count	24 _a	33 _a	57	
	Expected Count	26.3	30.7	57.0	
Total	Count	132	154	286	
	Expected Count	132.0	154.0	286.0	

Each subscript letter denotes a subset of school administration categories whose column proportions do not differ significantly from each other at the .05 level.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.682 ^a	4	.002
Likelihood Ratio	16.914	4	.002
Linear-by-Linear Association	3.114	1	.078
N of Valid Cases	286		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.46
 conclusion; since the p-value=0.002< α =0.05, we therefore reject H₀ and conclude that “school administration is not impeded by external force.

Name of institution * top executives Cross tabulation

Name of institution		Top executives		Total
		yes	no	
coledulle	Count	22 _a	34 _a	56
	Expected Count	23.5	32.5	56.0
Unilorin	Count	18 _a	42 _b	60
	Expected Count	25.2	34.8	60.0
kwara poly	Count	21 _a	32 _a	53
	Expected Count	22.2	30.8	53.0
Kwasu	Count	24 _a	36 _a	60
	Expected Count	25.2	34.8	60.0
Fedpoffa	Count	35 _a	22 _b	57
	Expected Count	23.9	33.1	57.0
Total	Count	120	166	286
	Expected Count	120.0	166.0	286.0

Each subscript letter denotes a subset of top executives categories whose column proportions do not differ significantly from each other at the .05 level.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.751 ^a	4	.013
Likelihood Ratio	12.742	4	.013
Linear-by-Linear Association	6.946	1	.008
N of Valid Cases	286		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.24.

Conclusion ; since the p – value =0.013 < α =0.05, we therefore reject H₀ and conclude that “the top executive in tertiary institution contribute to campus stability”

Name of institution * staff political Cross tabulation

Name of institution		Staff political		Total
		yes	no	
coledulle	Count	45 _a	11 _b	56
	Expected Count	30.5	25.5	56.0
Unilorin	Count	18 _a	42 _b	60
	Expected Count	32.7	27.3	60.0
kwara poly	Count	11 _a	42 _b	53
	Expected Count	28.9	24.1	53.0
Kwasu	Count	48 _a	12 _b	60
	Expected Count	32.7	27.3	60.0
Fedpoffa	Count	34 _a	23 _a	57
	Expected Count	31.1	25.9	57.0
Total	Count	156	130	286
	Expected Count	156.0	130.0	286.0

Each subscript letter denotes a subset of staff political categories whose column proportions do not differ significantly from each other at the .05 level.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	70.315 ^a	4	.000
Likelihood Ratio	74.260	4	.000
Linear-by-Linear Association	.335	1	.562
N of Valid Cases	286		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.09.

Conclusion: since the $p - \text{value} = 0.000 < \alpha = 0.05$, we therefore reject H_0 and conclusion that "staff political interest contribute to the campus instability".

Name of institution * student political Cross tabulation

Name of institution		student political		Total
		yes	no	
coledulle	Count	45 _a	11 _b	56
	Expected Count	28.0	28.0	56.0
Unilorin	Count	18 _a	42 _b	60
	Expected Count	30.0	30.0	60.0
kwara poly	Count	21 _a	32 _a	53
	Expected Count	26.5	26.5	53.0
Kwasu	Count	36 _a	24 _a	60
	Expected Count	30.0	30.0	60.0
Fedpoffa	Count	23 _a	34 _a	57
	Expected Count	28.5	28.5	57.0
Total	Count	143	143	286
	Expected Count	143.0	143.0	286.0

Each subscript letter denotes a subset of student political categories whose column proportions do not differ significantly from each other at the .05 level.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.049 ^a	4	.000
Likelihood Ratio	38.873	4	.000
Linear-by-Linear Association	5.080	1	.024
N of Valid Cases	286		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26.50.

Conclusion: since the p-value = 0.000 < α = 0.05, we therefore reject H_0 and conclusion that "student political inclination contribute to campus instability".

Name of institution * gender spread Cross tabulation

		Gender spread		Total
		yes	no	
coledulle	Count	34 _a	22 _a	56
	Expected Count	28.2	27.8	56.0
Unilorin	Count	18 _a	42 _b	60
	Expected Count	30.2	29.8	60.0
Name of institution kwara poly	Count	10 _a	43 _b	53
	Expected Count	26.7	26.3	53.0
Kwasu	Count	48 _a	12 _b	60
	Expected Count	30.2	29.8	60.0
Fedpoffa	Count	34 _a	23 _a	57
	Expected Count	28.7	28.3	57.0
Total	Count	144	142	286
	Expected Count	144.0	142.0	286.0

Each subscript letter denotes a subset of genderspread categories whose column proportions do not differ significantly from each other at the .05 level.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.430 ^a	4	.000
Likelihood Ratio	59.855	4	.000
Linear-by-Linear Association	5.858	1	.016
N of Valid Cases	286		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26.31.

Conclusion: since the p-value = 0.000 < α = 0.05, we therefore reject H_0 and conclude that "Gender spread aids campus instability".

RECOMMENDATIONS

Consequent upon the findings, I wish to recommend as follows:

- a. All top executives, staff and students of tertiary institutions in Nigeria should dissociate themselves from partisan politics so as to create a peaceful and stable

environment which will be conducive for research, teaching and learning.

- b. The ratio of females to males in executive positions of Nigeria tertiary institutions should be reviewed to increase female participation in leadership. The present ratio of approximately less than 20% of females in tertiary institution management is not healthy for the system.

- c. Host communities and other stake holders should desist from undue interference in the day to day administration of each tertiary institution.
- d. Harmonious relationships should be sustained between and among various religious groups in each of the campuses

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