CHAPTER ONE

INTRODUCTION

Background to the Study

Education is globally acclaimed as an indispensable tool for human and national development. It promotes social mobility and societal advancement. It is instrumental for equipping the individuals with the means for survival that would aid him or her to contribute to national development. To this end, and in recognition of the pivotal role of education in the development of Nigeria, formal education is compartmentalized into three major levels: primary, secondary and tertiary education of which university education is one. University education in Nigeria is generally regarded as the highest level of formal learning. The utilitarian value of university education is cardinal because it contributes to the backbone of any nation's growth and development. It is equally acknowledged as the cardinal tool for development and modernization as it produces the required human capital needed for the task of nation building. For this reasons, universities in Nigeria are established to give students sound and qualitative education so as to make them become productive, self- fulfilling and attain self-actualisation.

In light of the above, university education in Nigeria is aimed at making significant contributions to the pace of national development, step up the level of man power training and ensure the provision of quality learning opportunities not only in formal but also in an informal setting. University education is also structured towards the provision of high quality career counseling and life-long learning programme that would prepare students with adequate knowledge and skills for self-reliance. As stipulated in the National Policy on Education (2013), university education is equally aimed at the reduction of shortages through the production of skilled manpower needful for the labour market, promotion and encouragement

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of scholarship, entrepreneurship and community services; forge and cement national unity and to promote national and international cooperation, understanding and interactions. In this regards universities in Nigeria are expected to be a store house of knowledge to achieve the aforementioned aims through teaching, research, and the dissemination of existing and new information.

Perspectively, it has not been easy for universities to achieve those lofty objectives as a result of various challenges that they face (Nwideedu, 2003). Some of the challenges include management of running cost in university education, development of needed infrastructures, human and material resources, administrative control of staff and students particularly students welfare needs which sometimes result into students protests which is the concern of this study.

Students' protest is a global phenomenon which has disrupted educational activities of countries such as America, Britain, Columbia, Paraguay, and Bolivia. Also, some countries in Africa like Senegal, Cote D. Ivoire , Republic of Benin, Sudan, Somalia, Zambia and South Africa have experienced the occurrence of students' protest at one period or the other. Students' protest is a common phenomenon in Nigerian public universities. Students' protest has occurred in many parts of Nigeria and hardly can any region be singled out without the experience of students' protest in the public universities located at their domain. For instance, in 2010, students of the University of Nigeria, Nsukka protested against erratic power supply by taking over the premises of Enugu Electricity Distribution Company (EEDC) Nsukka Unit. Likewise, in 2013, students of University of Uyo protested over insufficient lecture venues and campus transit buses which led to the death of a 200 level student of Zoology who was hit by police bullet during students' prtest. In this same year, there was also an occurrence of protest among Nassarawa State University over water and light supply within the university. This scenario led to the death of a student out of four of them that were shot by the police. In the

year 2017, Federal University of Technology Minna, Niger State witnessed students' protest that led to vandalization of the university and other properties in the university. Likewise, some universities in the Northern part of the country experienced the occurrence of students' protest. For instance, students of University of Abuja in 2017 protested violently over the killing of a student of the institution as a result of reckless driving on the part of one commercial vehicle driver. Also, there was occurrence of protest in 2018 among the students of Abubarka Tafawa Balewa University Bauchi as a peaceful protest against the university management which was staged over lack of water and power supply on the campus (Akinbayo, 2018). Most recently, in July, 2019 there was incidence of students' protest in Feaderal University Wukari, in Taraba state over killing of two students and abduction of others by Junkus bandits. Similary, students of Usmanu Danfodiyo university, Sokoto also protested on the streets of Sokoto over the suspension of Ruga settlements for the Fulani herdsmen by Federal government.

Experience has shown that in most cases, students' protest usually occurs as a result of clash of interest between the university authorities and students, particularly when it concerns issues that affect students' welfare. Protest is a strategy which students use to register their dissatisfaction over government and university policies that they find unfavourable to them. Students' protest in Nigerian universities is majorly a function of differences in opinions, ideas of interests, between students and the university management. It could also be between students and government. In other words, protest is a form of demonstration embarked upon to make their grievances known to either university authority or government over issues relating to their welfare.

Protest is also embarked upon to demand for change and alternative measures from the necessary or appropriate quarters. It has always been seen by students of Nigerian universities as a tool or a vehicle by which demands and complaints can be driven, presented and forwarded

to the appropriate authorities (Akintola, 2010). Thus, students use protest as a strategy to show dissatisfaction, objection and disapproval over issues which directly or indirectly affect them negatively. It occurs across public universities in Nigeria. Though, it is more frequent in some universities than others. Protest is the usual way of showing displeasure by students, but it is detrimental to the educational system if the protests are allowed to degenerate to violence. Students' protest is a phenomenon that could graduate from one stage to another. It normally starts from mere agitation to demonstration which later metamorphoses into confrontation and finally to violence. It could also start from peaceful demonstration and end up violently particularly when urgent measures are not taken by the appropriate authority to abate it (Ige & Owolabi, 2010).

However, students' protest could be peaceful. Peaceful protest by students of Nigerian universities involves peaceful demonstrations to agitate for a change or modification of conditions. It is a method employed by students to make their grievances known without violence. It is done peacefully in form of carrying placards with inscriptions that convey their displeasure and demands to the appropriate authorities. Also, students occasionally boycott lectures as a peaceful strategy to express their grievances concerning issues considered to be against their interest. Hence, when issues which brought about peaceful protest are not properly managed, adequately resolved and if hijacked by miscreants on campus, it may result to protest that can be violent in nature leading to damage of properties, lost of lives and disruption of school calendar (Olumuyiwa, Onyekwere, Dare & Godwin, 2014).

Violent protest by university students on the other hand is militancy in nature that usually results to destruction of physical facilities, assaults on people in the institution and members of the public. Violent protest involves students demonstrating violently which characterize conflict, riot, social vices and the like. It is seen as the condition of disharmony

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within an interaction process which arises from the clash of interest between students and the authorities involved (Odionye, 2014). Thus, violent protest has its root in social interaction and arises when students fail to agree with officials or university authority on issues that affect their welfares. Though, it might start as a peaceful protest but if urgent measures are not taken to address the issues of discourse. It would result to a protest that is violent which normally affects the smooth running of the institution.

Students' protest in the universities especially in the South-west region of Nigeria is identified as one of the visible perennial problems like other social vises such as cultism, examination malpractice and drug abuse among others. Students' protest which has become regular feature of some Nigerian universities especially in South-west Nigeria often lead to closure of institutions. Frequent occurrence of students' protest would likely affect the smooth running of the school and coverage of courses in the school curriculum (Oredein & Egbe, 2014).

The occurrence of students' protest in South-west, Nigeria is not limited to public universities (federal and state). There are also incidences of students' protest in private universities in the zone. For Instance Bowen University was shutdown in year 2014 as a result of students' protest. Equally Caleb University was shutdown in the same year as a result of students' protest. However, the phenomenon is more pronounced among students of public universities. Protest by public university students in South-west, Nigeria like other geo-political zones is often a reaction from students against decisions by management and government (Olumuyiwa, Onyekwere, Dare & Godwin, 2014).

There have been instances of protest by students of various state and federal universities in South-west, Nigeria. In some cases, lives were lost and properties worth millions of naira were vandalised. On 22nd of October, 2007, students of Tai Solarin University of Education

(TASUED), Ijebu-Ode staged a mass protest against the institutions management, the state government, National University Commission (NUC) and National youth Service Corps (NYSC) for stopping their graduates from participating in that year's National Youth Service Corps (Nwapa, 2007). In the following year, on the 4th of Feb, 2008, students of Lagos State University (LASU) protested, asking the university authority to scrap campus marshals from the university environs as a result of alleged brutality by the marshals against student union executives (Foluso, 2008).

Also, on the 22nd of January, 2009. Students of Obafemi Awolowo University (OAU), Ile-Ife staged a peaceful protest against the university management to demand for a better welfare such as water supply within the campus and the re-instatement of suspended student union activists (Soweto, 2009). Students of Ekiti State University (EKSU), Ado-Ekiti, on the 21st of June, 2010 protested against the management over increment of their school fees (Soweto, 2010). On 23rd of June, 2011, students of University of Ibadan (UI) protested against the university management and the Federal government over epileptic power supply within the university campus (Ola, 2011). Student of University of Lagos on the 30th of May, 2012, also staged a protest against the GoodLuck Jonathan led Federal government over the renaming the institution from University of Lagos (UNILAG) to Moshood Abiola University (MAU) (Adeola, 2012). In the same year (2012) students of Federal University of Technology Akure (FUTA), Ondo State, protested over the death of the then Student Union Government (SUG) president (Olaniran, 2012).

On the 20th of May, 2013, students of Olabisi Onabanjo University (OOU) in Ogun State protested over certain policies of the university management which they considered unfavourable to their welfare (Larewaju & Akinwunmi, 2013). Students of Obafemi Awolowo University (OAU), Ile-Ife similarly on 21st May, 2014, staged a protest against the institution's

authority over the increment of tuition fees (Akintayo, 2014). On 1st October, 2015, students of Obafemi Awolowo University protested on the street of Ibadan, they protested the dwindling educational system in Nigeria as the country celebrating 55th independence anniversary (Fasasi, 2015).

On the 19th of April, 2016, students of Adekunle Ajasin University (AAU) in Ondo State also protested in reaction to the death of a fellow undergraduate student (Olowolagba, 2016). More recently on the 11th of July, 2017, students of Obafemi Awolowo University (OAU), Ile-Ife, embarked on a protest in disagreement over a court judgment which went against their will (Olarinloye, 2017). In the same year, students of Ladoke Akintola University of Technology (LAUTECH) Ogbomoso on the 3rd of May, 2017, carried out a protest over a long lasting strike action embarked upon by staff and the closure of the institution (Omofoye, 2017).

It is a common fact that protest, among students of public universities in South-west, Nigeria is a reccurring decimal. So also, it is evidently true that from 2007 till date, no year has ever passed by without the experience of students' protest in one of the public universities in the South-west zone of Nigeria. This is caused by various reasons and has diverse effects on university education. The problem of students' protests in South-west Nigeria as identified above has been a burning issue in time past up till present. It has also been a worrisome phenomenon to university administrators and other stake-holders which includes the government, parents, students and the society at large. University administrators have been in search of most appropriate control measures to forestall and curtail the menace.

However, in order for the university administrators to control the occurrence of students' protest phenomenon in the universities in South-west Nigeria, various administrative control measures have been adopted at different times. Control measures are measures

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employed by the university administrators to forestall and curtail students protest phenomenon. Every university management put in place some control measures to ensure that students protest does not occur and even if it occurs, does not result to violence in their institution. They ensure that all issues that can engender frequent students' protest are addressed through these measures. These control measures include: dialogue, use of security forces, addressing protesters, closure of the institution, rustication and expulsion of union executives, dissolution of students union, divide and rule, mediation among other (Adepoju & Sofowora, 2012). These control measures are usually employed before, during and after the occurrence of students protest.

There are other control measures put in place by university administrators to forestall and curb students protest. These measures include: creation of forum for negotiation between management and students, participation of students representatives in key decision making process in the institution, creation and maintenance of effective communication between students and the management, maintenance of stable and moderate tuition fees, provision of adequate welfare facilities across the campus among other (Odu, 2013). Other measures such as immediate closure of institution, the use of security forces, rustication of student leaders, imposition of damage fees among others are also employed by the administrators particularly during the protest to curtail its escalation.

In the light of the analysis above, it is explicit that students protest is a recurrent decimal in public universities in South-west, Nigeria. Though various measures have been employed by the university authorities to control the menace, yet, students' protest still prevails in most of the public universities in South-west Nigeria. It is also crystal that University objectives cannot be absolutely achieved where students protest holds sway. Therefore, the prevalence of students protest in South-west of Nigeria calls for the examination of perceived effectiveness

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of students, protest control measures used to forestall and curtail the menace. Thus, the relevance of control measures of university students' protest cannot be over emphasized. Hence, in attempt to reducing university students' protest, it becomes germane to conduct a study on the perceived effectiveness of students' protests control measures by stakeholders in public universities in South-west, Nigeria.

Statement of the Problem

Over the years, the perennial problem of students' protest in Nigeria has been a clog in the wheel of progress in most of Nigerian Universities. Students' protest which is more often than not leading to breakdown of law and order, closure of universities, expulsion of students from institutions, destruction of life and properties, disruption of school calendar among others have been a major issues of serious concern to university administrators, parents, government, and even students themselves.

The frequent occurrence of students' protest in some public Nigerian universities particularly in South-west of Nigeria has also been a matter of concern to educationists as well as to other stakeholders. It seems not much has been done to curb the menace despite the control measures put in place to forestall and curtail the menace of students' protest. There are indications that students protest seems to be on the increase in the universities in South-west of Nigeria.

There were occasions where students' lives were lost during protest, for instance in 2004 the speaker of University of Lagos students' union parliament died during student protest, and was the only male child of his family. There were also cases where students who were supposed to be the backbone of their families were killed by police bullets during students' protest. It has been observed that nowadays parents are scared to send their children to a university that is known for frequent crisis. They rather prefer an institution that is peaceful

with a stable academic session. For instance, University of Ilorin for a long time has not witnessed students' protest and this has become a notable reference point in Nigeria. Thus, sending children to a university that is crisis free and private institution is on the increase in Nigeria. Unfortunately, the incidence of students' protest is also experienced in private institutions, though, not as frequent as that of public. Thus, students' protests remain a pervasive phenomenon in many public university campuses in Nigeria and South-west in particular.

Quite a number of studies have been carried out to identify the causes, the effect and strategies to control students' protest in Nigerian university campuses. For example, Rinji (2003) investigated students unrest in schools; strategies for effective control and management in institutions of higher learning in Nigeria and discovered the use of more autocratic than democratic styles by the institutions' managements to control students' unrest in Nigeria. Akeusola, Viatonu and Asikhia (2012) investigated the perceived causes and control of students' crisis in higher institutions in Lagos state. It was revealed that the use of law enforcement agents is one of the main measures of controlling students' protest in public universities. Odu (2013) for instance investigated the management of students' crisis in higher institutions of learning in Nigeria which revealed lack of involvement of students in decision making as one of the factors responsible for regular occurrence of students' protests. Also, Alimba (2013) investigated the causes, the effect and the management patterns of students' unrest in tertiary institutions in Adamawa State. The study revealed that increase in tuition fees, accommodation problem and poor leadership style of school authorities as major causes of unrest.

Also, Odu (2013) studied the management of students' crisis in higher institutions of learning in Nigeria. It was revealed that inadequacy of facilities and administrative styles of managements were major factors responsible for the escalation of students' protest. Odionye

(2014) carried out an evaluation of crisis management strategies in selected universities in South-east, Nigeria. The study revealed that the public relation department adopts measures which includes; effective staff-students communication, effective staff-students relation and involvement of students in decision making process. In addition, Unigwe (2012) focused his research on lecturers' perceptions of the forms, causes, consequence and prevention of adolescents' violence in Nigerian tertiary institutions. The result showed that non-involvement of students in decision making was one of the major causes of students' protest in Nigeria universities.

However, to the best of the researcher's knowledge, none of these studies had focused on the perceived effectiveness of students' protests control measures by stakeholders in public universities in South-west, Nigeria. This is one of the gaps left behind by earlier researchers that the present study filled. Thus, the aim of this study is to investigate the perceived effectiveness of students' protests control measures by stakeholders in public universities in South-west, Nigeria.

Purpose of the Study

Generally, the purpose of this study was to investigate the perceived effectiveness of students' protests control measures by stakeholders in public universities in South-west Nigeria. Specifically, the study sought to investigate the:

1. control measures used against students' protests by public universities in South-west Nigeria;

2. effectiveness of students' protests control measures as perceived by students' leaders in public universities in South-west Nigeria;

3. effectiveness of students' protests control measures as perceived by academic staff in public universities in South-west Nigeria;

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4.   effectiveness of students' protests control measures as perceived by administrative staff in public universities in South-west Nigeria;

5.   difference in the perceived effectiveness of students' protests control measures among stakeholders in public universities in South-west Nigeria; and

6.   difference in the stakeholders' perceived effectiveness of students' protests control measures by state and federal universities in South-west Nigeria.

Research Questions

The following research questions are raised to guide the conduct of this study:

1.   What are the control measures used against students' protests by public universities in South-west Nigeria?

2.   How effective are students' protests control measures as perceived by students' leaders in public universities in South-west Nigeria?

3.   How effective are students' protests control measures as perceived by academic staff in public universities in South-west Nigeria?

4.   How effective are students' protests control measures as perceived by administrative staff in public universities in South-west Nigeria?

5.   Is there a difference in the perceived effectiveness of students' protests control measures among stakeholders in public universities in South-west Nigeria?

6.   Is there a difference in the stakeholders' perceived effectiveness of students' protests control measures by state and federal universities in South-west Nigeria?

Research Hypotheses

The following null hypotheses are formulated for testing in the course of this study.

H$_{O1}$: There is no significant difference in the perceived effectiveness of students' protests control measures among students, academic staff, and administrative staff in public universities in South-west Nigeria.

H$_{O2}$: There is no significant difference in the stakeholders' perceived effectiveness of students' protests control measures by state and federal universities in South-west Nigeria.

Scope of the Study

The study investigated the perceived effectiveness of students' protest control measures by stakeholders in public universities in South-west, Nigeria. Geographically, the study covered eight public universities in the South-west, Nigeria. The sample size for this study comprised 1,227 participants. A researcher designed questionnaire was used to collect data for this study. Percentages were used to answer the research questions while the null hypotheses were tested with the use of Chi-Square statistical techniques.

Operational Definition of Terms

The following terms are defined in the context in which they were used in the study:

Perceived Effectiveness: This refers to whether adopted students' protest control measures are very effective, effective, partially effective or ineffective.

Student Protest: refers to agitations, demonstrations and confrontations by students of public universities over issues and policies that are unfavourable to them.

University Administrators: These are principal officers, Dean, Sub Dean of Faculties, Head of Departments, Faculty Officers, Dean, Sub Dean of students' affairs and Chief security officers of the university.

Academic Staff: These are lecturers in the university system.

Student Leaders: These are SUG president, vice president, general secretaries and speakers.

Students' Protest Control Measures: These refer to violence and coercion, negotiation and bargaining, problem solving, mediation, negligence, participatory decision making, and communication network.

University Proprietorship: refers to state or federal owned universities in Nigeria

Stakeholders: These are administrative staff, academic staff and students' leaders.

Management: refers to the university administrators.

Significance of the Study

Educational research is an investigation carried out to uncover unknown facts to beef up what is already known or solve problems by proffering solutions to identified problems. The findings of this study therefore shed more light on the students' protest control measures in public universities across Nigerian universities. Therefore, the findings of this study might be of benefit to the policy makers, University administrators, lecturers, students, parents, security agencies and sociologists of education.

The policy makers might be sensitized from the findings and recommendations of this study that for maximum growth and development to be achievable in our educational sector, issues that affect students' welfare is of paramount importance. It might also educate them on the need to initiate policies that would take adequate care of the challenges that face students on campus. Also, the findings of this study might guide the policy makers in the initiation of policies that would take care of students' welfares and this would go a long way to reducing the menace of students' protests on campuses.

The findings might be of immense benefits to the University administrators in that they might be better informed from the findings of the study on various factors responsible for the incessant students' protests on campus. They might equally be exposed to the various

appropriate strategies to be employed to prevent students' protests. Above all, the University administrators might also benefit from the finding of this study in that they would be better informed on the importance of employing good and workable control measures used by some university administrators which make them to experience little or no students protest in their institutions.

Students might benefit immensely from the findings of this study, it might sensitize the students whose defining activity is 'studying'. They might be sensitized through the findings of this study that the essence of being in the university is to take their study seriously, not engaging in violent activities. They might equally be informed through the findings about the best ways of handling issues with the university authority rather than always engaging in an unnecessary protest.

Parents might equally benefit from the findings of this study because they would be more informed on the need to watch and educate their children and wards properly when these children are at home by letting them realize the consequences of involving themselves in unnecessary protests and other unwholesome acts in school.

The findings of this study might be of great benefit to the sociologists of education because it might provide them with adequate information on adolescents, particularly their social characteristics. Adequate information on adolescent social characteristics, might provide sociologists of education with more knowledge of interpreting students' behaviour as a group. They might also be better informed on how adolescents social characteristics majorly influence the pattern of their behaviours. The findings of this study might equally sensitize sociologists of education on campus climate and some environmental influences that propelled students to stage protests on regular basis.

The findings of this study might equally sensitize sociologists of education on how students communicate their ideas which are shared by their experience as students at their

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various institutions. Sociologists of education through the findings of this study might also be more equipped with the knowledge of collective actions or mobilization by students. It might as well equip sociologists of education with more knowledge on students' behaviour as well as the kind of relationship that exists between the students and the university authority. The findings of this study might also provide sociologists of education with better understanding of the dynamics of students protest as well as assisting them in recommending appropriate measures to the policy makers and administrators on the best ways to control the menace of students' protests.

Finally, the conclusion from this study might add to the existing literature and also serve as a point of reference to educational and social sciences researchers because it might provide opportunities for further studies in the area of education and behavioural sciences.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature was carried out under the following sub-headings:

a.   Concept, History and Cases of Students' Protest in Public Universities in Nigeria

b.   Characteristics of Universities Students in Nigeria

c.   Cases, Nature, and Causes of Students' Protest in South-west Nigeria (2007-2017)

d.   Causes and Effects of Students' Protest in Nigerian Public Universities

e.   Students' Protest Control Measures in Public Universities

f.   Effectiveness of Students' Protest Control Measures in Public Universities

g.   Theoretical Framework

h.   Appraisal of the Literature Reviewed

Concept, History and Cases of Students' Protest in Public Universities in Nigeria

Students' protest entails a wide range of activities that express students' displeasure over political or academic issues (Ibrahim, 2010). Ojo (1997) defines students protest as the rampage made by the students in pressing their demands on certain issues that concern their welfare. Adebayo (2009) defines students' protest as the demonstration made by the students leading to destruction of lives and properties as a result of protest over their demands. Other researchers such as Adebayo (2009) and Anaekwe (2010) define students' protest as the protest carried out by students which involves confrontation with authorities over certain issues of common interest. It is an unstable situation of misbehaviour, boycott of classes, disturbances, wanton destruction and extreme danger that could be perpetrated by students.

According to Adepoju and Sofowora (2012) protest can be peaceful or violent. Peaceful protest involves students expressing their grievances through demonstration which involves chanting of solidarity songs and carrying of placards with various inscriptions which depends

on what their agitation is about, boycotting of classes and the like. In a peaceful protest, elements of destruction, vandalisation and disruption of academic activities are not manifested. For instance, in year 2011, students of University of Ibadan (UI) staged a peaceful protest over epileptic power supply within the university campus by boycotting classes.

Though, peaceful protest can metamorphose to a violent protest if it is not properly and urgently controlled (Unigwe, 2012). Violent protest on the other hand is a protest that is violently staged as a result of over reactions of students to an issue that virtually affect their welfare. It comes in different forms such as destruction of private and public properties, vandalization disruption of classes from holding, blockage of major roads and the like (Etadon, 2013). For instance, students of Lagos State University (LASU) in year 2014 staged a violent protest by which the institution properties were damaged and attempt was also made by the students to abduct their vice chancellor. The protest was as a result of blockage of 1, 292 students from registration on the institution's portal (Sesson & Asomba, 2014).

Protest among students in public universities in Nigeria can be in various forms, events and records. History showed that such protest can be broadly classified as students against university administrators and students against the government (Davis, Ejekwere & Uyanga, 2015). Protest could be carried out by students against the administration of universities. Such protest is being carried out by students when they observe that academic, welfare and social policies of the institution is stringent in nature and unfavourable to them (Alabi, 2002). Etadon (2013) asserted that students' protest against institutional administration is the protest which is carried out in order to kick against some rigid and obnoxious institutional policies on their welfare, tuition fees, dress patterns and related issues affecting students within university campuses. Such protest against the institutional management mostly start in a peaceful

demonstration but end up to become violent especially when armed law enforcement agents such as police and other security agencies are involved.

Adebayo (2009) asserted that students' protest against university administration is a popular way of communication which students adopt in making demands and agitation known to the management of their respective institutions of learning (private or public) in Nigeria. Similar to the foregoing Adepoju and Sofowora (2012) asserted that this nature of protest is often regarded as an alternative when peaceful measures such as dialogue and peaceful demonstration fail to grant the demand of agitating students. Odionye (2014) posited that such protest is considered by students of universities as the most effective means to direct requests and agitations to the university authorities.

Furthermore, Akeusola, Viatronu and Asikhia (2012) argued that violent confrontation from students show their grievances against university authorities through vandalization of the university properties. The vandalization of university properties mostly occurs when the agitations, demands and concerns of students are not taken seriously and unattended to by the management of the institution. Olumuyiwa, Onyekwere, Dare and Godwin (2014) opined further that authorities of private higher institutions of learning in Nigeria are not left out in the experience of students protest against the management. Though, the prevalence of protest by students against authorities of private higher institutions of learning was revealed to be low as compared to its prevalence in public institution of learning. Olumuyiwa, Onyekwere, Dare and Godwin (2014) viewed the prevalence of students' protest against management in private higher institutions of learning (Faith-based institutions) as becoming worrisome especially in the contemporary Nigerian society but still less compared to public higher institutions of learning where the menace is a recurring decimal. Similarly, Ajibade (2013) discovered greater

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prevalence of students' protest against management in public universities than in private universities.

Taylor (2016) observed that students' protest against Government and university authorities were mostly triggered by social, economic, political and educational policies which directly or indirectly affect the welfare of students especially those in the public institutions of learning. Akeusola, Viatonu and Asikhia (2012) also opined that government is a stakeholder as regards issues which concern protest from students of higher institutions of learning, particularly the university students. Beyond local policies initiated and proposed by the established government institutions, external reactions and inactions of the government tend to kindle students' protest. In the case of Nigeria, the government is not left out as policies taken tends to have a direct or indirect implication on the welfare and survival of students in the universities which occasionally erupt violent reactions against the government (Oredein & Egbe, 2014).

As regards students' protest against government, it could have been caused by various factors such as the increment in tuition fees and uncare attitude of government towards their welfare. Often time, such students' protest begins from university campus and eventually taken to government office. For instance, students from LAUTECH Ogbomosho protested over a long lasting strike actions and the closure of the institutions. The protest was directed towards the Osun state government house (Olaniyi, 2017). Furthermore students' protest in public universities has taken various forms and patterns in the Nigerian society and has proven more often than not to be violent. Most of the students' protests are carried out in an unorganized manner and at times have effects on the people where such higher institutions are situated. However, there are incidences of students' protests in public universities than private (Olumuyiwa, Onyekwere, Dare & Godwin, 2014).

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History and Cases of Students' Protest: Students' protest is a global phenomenon which has ravaged countries like Peru, Colombia, Paraguay, Bolivia, Mexico, and across the length and breadth of some African countries like Senegal, Cote D'Ivore, Republic of Benin, Zimbabwe, Sudan, Somalia and Zambia (Ibrahim, 2010). The origin of students' protest in Nigeria dated back to 1944 when students protested against the British authorities' intention to build a military base in Lagos to help in the Second World War.

Students' protest in Nigerian universities has been an issue of concern since the beginning of higher education, with the creation of Yaba College of Technology, Lagos (Ojo, 1997). He stated that in 1971, the first students' protest in Nigeria took place at the University of Ibadan, Nigeria. It led to the death of a student named Kunle Adepoju. Several other students' protests, restiveness, unrest that are devastating in nature, had been recorded in the developmental process of tertiary education in Nigeria making the educational terrain highly unconducive for effective teaching, researching and rendering of services to the society. After the first students' protest in 1971, at university of Ibadan, there was a protest staged by the National Union of Nigeria Students (NUNS) in 1978 which was tagged 'ALI MUST GO' during Olusegun Obasanjo led military government. The protest started when the government asked the students to make more contributions by adding fifty kobo (50 kobo) to their cost of meal per day.

The then minister of education, Col Ahmadu Ali was at the centre of the matter and he was blamed for the occurrence. This protest was regarded as the mother of all students' protests in Nigeria. The students refused vehemently adding fifty kobo to the cost of their meals per day, that is, instead of one naira and fifty kobo per day, they should be paying two naira daily. The students had open confrontation with both the military and the Nigerian Police. The protest led to the death of a student in University of Lagos (UNILAG) and other students were

reportedly gunned down in Ahmadu University Zaria (ABU) (Aluade, Jimoh & Omoregie, 2005). The most worrisome aspect of students' protest in recent time is the incessant manner in which they occur and their inherent violent nature.

Also, studies such as Tayo (2006) and Aneakwe (2010) attest to numerous forms of students' protests in the second generation universities. Prevalence of students' protest according to Odu (2013) is also evident in other universities. Aluade, Jimoh and Omoregie (2005) in a research conducted on students unrest in Nigerian universities, observed that over thirty-three students' lives were lost between 1986 – 1996 and more than seven members of the academic staff were also killed in the process of students' protests. Fatile and Adejuwon (2011) identified fourteen times of occurrence of students' protests in Nigerian universities between 1996 and 2006. Equally, the Higher Education News (2003) of the Federal Ministry of Education reported the trend of nationwide close of universities from 1993 – 2003 and put the aggregate total number of months lost for academic works at 30: namely 1993 – 3 months, 1994 – 6 months, 1995 – 4 months, 1996 – 7 months, 1999 – 1 month and 5 days, 2000 – 2 months, 2001 – 3 months, 2002 – 25 days and 2003 – 5 months and 5 days. In 2003, many university students in Nigeria staged a massive protest to show their displeasure towards the increase in the price of petroleum products in Nigeria. The students believed that the increase in the price of petroleum products will equally lead to an increase in the cost of transportation which would affect their welfares. In 2005 at Olabisi Onabanjo University (OOU) Ago-Iwoye another case of students protest occurred due to the killing of students by members of the host community. The protest led to the vandalization of 50 houses and the palace of the monarch of the town, His Royal Majesty, Isiaka Adenugba was burnt. In the same year at Olabisi Onabanjo University (OOU) College of Agricultural Science, students rioted because of the killing of a

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student by the police. Consequently, a divisional police headquarters as well as Wema Bank branch in Ayetoro were completely burnt.

At the University of Ibadan in September 2003, students of the university, in their hundreds staged a protest march to Oyo State Governor's Office, chanting solidarity songs and denouncing the university authorities over the deteriorating infrastructures in the institution. These include lack of regular water and epileptic power supply. The students of the university also trooped out at about 11:20pm on Friday, 26 March 2010 to vehemently protest the incessant power failure and inadequate water supplies to their halls of residence (Fatile & Adejuwon, 2011). Also on 20th of March, 2010, students of University of Nigeria (UNN) protested against erratic power supply by taking over the premises of Enugu Electricity Distribution Company (EEDC), Nsukka unit (Uzodimma, 2015). In Uyo, on the 12th of June, 2013, students of University of Uyo, (UNIUYO) protested over insufficient lecture venues and campus transit buses and in the process, a 200 level student of zoology department named Kingsley Udoette was shot in the stomach and died. Unfortunately, five officials of the National Association of Nigerian Students (NANS) hurrying to the university the next day on a mediation mission died in a road accident. On 25th of June, 2013, students of Nassarawa State University protested against poor water and light supply, during the protest, four of the students were shot and one of them died (Afisunlu, 2013).

Also, in the University of Portharcourt in 2012 students massively blocked the popular East-West road along the university to intentionally disrupt the flow of traffic in reaction to the murder of four fellow students from the same university. Protesting students however insisted on not willing to leave the road except being addressed by the University Vice chancellor (Olaniyi, 2012). In 2013, students of Delta State Unviersity, Abraka, Delta state also protested as a result of power failure within the university environs, they embarked on a violent protest

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which led to the destruction of properties owned by the university and innocent members of the public, they also went as far as kidnapping Professor Ovietobore Igun the then Vice chancellor of the university to show their grievances (Oguda, 2013).

The prevalence of students' protest is not limited to public universities in Nigeria. For instance students of the Bells University staged violent demonstration in 2011, over their welfare. Students of Ajayi Crowder University also staged protest in 2012. It spread to Babcock University in 2013. In 2014, Bowen University students joined the league, in less than three months interval, it became the turn of students in Caleb University, Lagos (Ibrahim, 2012, Afisinu, 2013, Apata, 2014). All these protests were staged by the students to ask for better improvement of their welfare. In February 2017, students of the Federal University of Technology, Minna, Niger state equally embarked on a violent protest by vandalizing and burning down structures belonging to the institution such as the University clinic, female hostel, library and the university micro-finance bank. The violent protest was in reaction to the death of Olalekan Emmanuel a 300 level student of the university (Folarin & Ahanafi, 2017).

On the 20th of February, 2017, students of University of Abuja (UNIABUJA) protested by blocking the Nnamdi Azikwe airport against students' death as the students alleged that a reckless driver killed one of their students and ran over another four who were seriously injured (Olokor, 2017). Abubakar Tafawa Balewa University (ATBU) students also protested against the management of the institution over lack of water and power on their campus, the protest was stage on the 4th of June, 2018, though the protest was peaceful but academic activities were disrupted (Akinbayo, 2018). Most recently, in May, 2019, students of Adekunle Ajasin University, Akungba Akoko protested againt the university authority for hiking the school fees from what it used to be seventy thousand naira (₦70, 000.00) to between two hundered and

two hundred and fifty thousand naira (₦2000, 000.00 & ₦250, 000.00). The violent protest eventually led to the closure of the institution for several weeks.

Characteristics of University Students' in Nigeria

University students, particularly the undergraduates are seen by some people as youths while they are perceived by other as adolescents. Adolescence stage according to Makinde (2007) is the stage of life between childhood and adulthood, it is a period of transition from childhood to adulthood. It commences from age 12 to 21. She stressed that most of the University Undergraduate students in Nigeria fall within the adolescence age range. Therefore, they possess some physical, mental, emotional and social characteristics. Some of these physical characteristics include: Increase in height; size and weight; their muscles are tensed up and always ready for action; they are full of energy; they are young with vibrant physique and bubble with energy; they are also restless as they bubble with energy waiting to be expended. She also opined that students which are youths are always interested in situation where they would like to exert their energy, the period of crisis in the university is seen as an avenue to do so.

Beside the physical characteristics, they equally possess mental characteristics as adolescents. Their brains have attained highest maturation level which make them capable of solving problems that are of interest to them. Students are cognitively in the formal operational level and thus can think adequately in the abstract having outgrown the childhood concrete operational level. The brain of students works at its best and if properly channeled the student can achieve excellence in school work, but if not properly monitored he can turn to a criminal by using the brain in mischievous activities (Stickneys & Miltenbeger, 2010)

As such, some students derive pleasure to partake in protests at the expense of concentrating on their studies. Students also possess some emotional characteristics, for

instance youth aggression. Emotion according to Makinde (2007) is part of everyday life without which life will be blanked or empty. Students manifest mood swings, sometimes they are happy and sometimes they are depressed. They think, feel and react. Sometimes in irrespirable dimensions that make the adults to believe that the devil is at work in the thinking faculties of the students. They can be very aggressive. Trivial issue can cause them to be on edge. Some of the protests among students in the University are engendered by students' reactions (Kiptoo, 2017).

Finally, students possess some social characteristics. The social adjustment of the child starts from infancy, and foundation of social development is laid in the family. The family and the larger community of elders constitute the social environment that exerts a considerable influence over adolescents' behaviours as well as their values and aspirations from an early age. Family influences come from parents and from significant family members who interacts with the adolescent. The transition from traditional to modern societies throughout the world is generating a radically different culture for decision making among students in present time.

Some of the social and personality needs of students according to Osarenren (2005) include: Freedom, need for status, achievement and independence. Makinde (2007) stated that the need for status in the adolescents (students) seem to be the most important social personality needs of the adolescents who crave for adult status and leaves behind all traits of childishness. The male students engage in smoking, drinking of alcohol, dating and other activities which are exclusively reserved for the adults. Girls want special dresses, hair styles, make up and behave like adult women. When the above conditions are non-existent, students who are adolescents may become rebellion to authorities. They protest because they want to be involved in the scheme of things, they equally want to be part of the authorities decision that would in one way or the other affect their social wellbeing (Osarenren, 2005).

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Table 1: Some Cases of Students' Protest in South-west Public Universities (2007-2012)

Year	Institutions	Causes of Protest	Effects of Students' Protest	Source	Nature/Type
2007	Tai Solanrin University of Education, Ijebu-Ode (TASUED)	Expulsion of graduates from NYSC.	Blockage of major road	Nwapa, 2007	Violent
2007	Ladoke Akintola University of Technology, Ogbomoso (LAUTECH)	Increased school fees	Vice chancellor and other principal officers sacked from access to the university environment.	Ogunyemi, 2007	Violent
2007	Obafemi Awolowo University, Ile-Ife (OAU)	Demand for a week postponement of examination	Indefinite closure of university and invitation of police force	Nwapa, 2007	Violent
2008	Olabisi Onabanjo University, Ago-Iwoye (OOU)	Death of student through fatal road accident	Blockage of major roads	Kola, 2008	Violent
2008	Olabisi Onabanjo University, Ago-Iwoye (OOU)	Increments of tuition	Suspension of student union activities	Lanrewaju, 2008	Violent
2008	Lagos State University, Ojo (LASU)	Request to scrap campus marshal from the university environs as a result of alleged brutality of student union executives	Pandemonium on campus	Foluso, 2008	Violent
2008	University of Ibadan, Ibadan (UI)	Increment of tuition fees and suspension of student unionism	Disruption of Academic Calendar	Hassan, 2008	Peaceful
2009	Obafemi Awolowo University, Ile-Ife (OAU)	Demand for a better welfare such as water supply within the campus and the instatement of suspended student union activists	Disruption of academic activities	Soweto, 2009	Peaceful
2009	Lagos State University, Ojo (LASU)	Request for the removal of the vice chancellor as a result of abuse of office	Destruction of private and public property. Barricade of major road	Akintayo, 2009	Violent
2010	Ekiti State University, Ado Ekiti (EKSU)	Hike in tuition fees	Disruption of public peace blockage of the university gate	Lawal and Soweto, 2010	Violent
2011	University of Ibadan, Ibadan (UI)	Epileptic power supply within the university campus	Boycotting of lectures	Ola, 2011	Peaceful
2011	Olabisi Onabanjo University, Ago-Iwoye (OOU)	Indefinite Closure of university	Destruction of private and public property and disruption of public law and order	Kolade and Gbenga, 2011	Violent
2012	University of Lagos, Akoka (UNILAG)	Renaming the institution from University of Lagos (UNILAG) to Moshood Abiola University	Destruction of private and public property. Blockage of major roads	Adeola, 2012	Violent
2012	Federal University of Technology Akure (FUTA)	Death of the then Student Union Government (SUG) president	Sustenance of injuries and disruption of academic activities	Olaniran, 2012	Violent

Table 2: Some Cases of Students' Protest in South-west Public Universities (2013-2017)

Year	Institutions	Causes of Protest	Effects of Students' Protest	Source	Nature/ Type
2013	Olabisi Onabanjo University, Ago-Iwoye (OOU)	Accusation of killing of two students by police	Destruction of public and private property. Disruption of academic exercise	Larenwaju and Akinwunmi, May 20, 2013	Violent
2013	Olabisi Onabanjo University, Ago-Iwoye (OOU)	Barring of unregistered students from participating in examination	Barricade of major road leading to the entrance of the university	Larenwaju and Akinwunmi, May 20, 2013	Peaceful
2014	Obafemi Awolowo University, Ile-Ife (OAU)	Increment of tuition fees	Boycott of lectures and destruction of private and public property and blockage of highways	Akintayo, 2014	Violent
2014	University of Lagos, Akoka (UNILAG)	Hike in tuition fees	Blockage of university gate and shutdown of the institution	Sanni and Okunola, June 6, 2014	Violent
2014	Lagos State University, Ojo (LASU)	Blocking of 1,292 student from registration on the institution's portal	Attempt to abduct the vice chancellor, damages of the institutions property and Shutdown of institution	Agboola, 2014	Violent
2015	Lagos State University, Ojo (LASU)	Resignation of the Vice Chancellor, and prolong closure of institution	Physical attack on the Vice Chancellor	Oyebade, 2015	Violent
2016	Adekunle Ajasin University, Akungba (AAU)	Undergraduate students shot as they protested school fees hike	Disruption of academic activities and blockage of Akungba-Ikare road	Olowolagba, 2016	Violent
2016	University of Lagos, Akoka (UNILAG)	Rustication of Student Union members.	Planned to truncate academic activities	Olowolagba, 2016	Peaceful
2016	Olabisi Onabanjo University, Ago-Iwoye (OOU)	Students protested to react against the decision of management to prevent some students from writing examination on the ground of owing school fees	Vandalization of plastic factory	Olatunji, 2016	Violent
2017	Osun State University, Osogbo (UNIOSUN)	Disappearance of their students	Destruction of private and public property	Makinde, 2017	Violent
2017	Obafemi Awolowo University, (OAU) Ile-Ife	Disagreement over a court judgment which went against their will	Destruction of private and public property	Olarinloye, 2017	Violent
2017	Ladoke Akintola University of Technology, Ogbomoso (LAUTECH)	Long lasting strike action embarked upon by staff and the closure of the institution	Blockage of major road and Jamb candidates were prevented access into the university for their examination	Omofoye, 2017	Violent
2017	University of Lagos, Akoka (UNILAG)	Rustication and arrest of union leaders	Blockage of major roads and university gate.	Polycarp, 2017	Peaceful
2017	Obafemi Awolowo University, Ile-Ife (OAU)	Students protested over suspension of four students	Disruption of academic and extra-curricular activities	Ige, 2017	Peaceful

Tables 1 and 2 above showed some incidences of students' protest in public universities in South-west, Nigeria. The Tables indicated the causes, the types and the effect of protests.

Cases, Nature and Causes of Students' Protest in South-west Nigeria (2007 – 2017)

Some scholars have reported that students' protest in Nigerian universities particularly in the South-west is a common phenomenon as there have been cases of students protest caused

by issues that bothered on tuition fees, academic, welfare and lack of effective communication between the management and students (Adeyemi, Ekundayo and Alonge, 2010). Records of students protest among students of public universities in South-west, Nigeria, showed that protests usually come in different forms and with various causes. (Unigwe, 2012). Such was the case on the 22nd of October, 2007, when students of Tai Solarin University of Education (TASUED), Ijebu-Ode staged a mass protest against the university management, National University Commission (NUC) and National Youth Service Corps (NYSC) over disallowing their graduates from participating in the National Youth Service Corps. During the protest, major roads were blocked causing traffic jams (Nwapa, 2007). Also in the same year, 5th of December, students of Ladoke Akintola University of Technology Ogbomoso (LAUTECH) staged a protest over increase in their school fees. The Vice Chancellor and other principal officers were prevented from entering the University campus (Ogunyemi, 2007). Students of Obafemi Awolowo University (OAU), Ile-Ife protested and asked the University authority to postpone the semester examination by one week. The protest led to the indefinite closure of the university and invitation of police force to forestall further damage of the University's properties (Nwapa, 2007).

On the 4th of February 2008, there were also records of students' violent protest among public universities in South-west, Nigeria. Students of Lagos State University, Ojo (LASU) protested on the request to scrap Campus Marshals. Campus Marshals were established to maintain peace and order within the University environs. Students alleged the Campus Marshals of being brutal particularly to the Union leaders. The protest caused a lot of pandemonium on the university campus which led to temporal closure of the University (Foluso, 2008). In the same year, there was also a case of students' protest on 19th August, 2008 at Olabisi Onabanjo University (O.O.U), Ago-Iwoye. The protest was as a result of increment in the students' tuition fees. The protest led to the suspension of Students' Union activities

(Lanrewaju, 2008). Another protest was also carried out on the 2nd of September, 2008 by the students of the same institution, the protest was occasioned by the death of a student through fatal road accident (A police officer was killed during the protest). All the major roads in the town were blocked by the students. (Kola, 2008). In the same year, on the 6th of March, there was also a case of students protest at University of Ibadan (UI). The protest was staged as a result of increment of tuition fees and suspension of student unionism. Academic calendar of the university was disrupted as a result of the protest (Hassan, 2008).

On the 22nd of January, 2009, students of Obafemi Awolowo University, Ile-Ife staged a peaceful protest against the university management to demand for a better welfare such as regular water and electricity supply within the campus. They equally demanded for the reinstatement of suspended student union activists (Soweto, 2009). Though, it was peaceful academic activities was still disrupted. Also on the 17th of November, 2009, there was incidence of students' violent protest in Lagos State University (LASU). The students requested for the removal of the university Vice Chancellor as a result of alleged abuse of office. The protest, which was later hijacked by hoodlums, led to the destruction of private and public properties, there was also barricade of major roads around the university campus. The students had open confrontation with the law enforcement agents who were there to maintain law and order. The open confrontation led to the temporal closure of the University (Akintayo, 2009).

On the 21st of June, 2010, students of Ekiti State University, Ado-Ekiti (EKSU) protested against the management over the increment of their tuition fees. The protest led to the disruption of public peace as well as blockage of the university gate by the protesters. (Lawal & Soweto, 2010) On 30th of June, 2011 students of University of Ibadan (UI) staged a protest against the university management over epileptic power supply within the university campuses, this led to boycotting of lectures by students for some weeks (Ola, 2011). Also, on

the 4th of February, 2011, students of Olabisi Onabanjo University, Ago Iwoye (OOU) protested over the indefinite closure of the university, the protest caused a lot of disruption of public law and order as well as destruction of both private and public properties (Kolade & Gbenga, 2011). Also, on the 7th October, 2011, Lagos State University (LASU) students protested against hike in tuition fees, the protesters went to the state house of assembly to register their displeasure over the hike in their tuition. It also disrupted the conduct of second semester examination (Emmanuel & Hope, 2011).

On the 30th of May, 2012, students of University of Lagos protested against the Goodluck Jonathan led federal government over the re-naming of the institution from University of Lagos (UNILAG) to Moshood Abiola University (MAU). Many private and public properties were destroyed. Some major roads in Lagos metropolis were also blocked (Adeola, 2012). Also, on the 13th of July, 2012, students of Federal University of Technology Akure (FUTA) in Ondo state, protested over the death of the then Student Union Government (SUG) president, Olakunle Adebanjo. The protest led to many students and non students to sustain injuries. Academic activities were also disrupted (Olaniran, 2012).

On the 20th of May, 2013, students of Olabisi Onabanjo University (OOU) in Ogun State protested over some policies of the University management which they perceive as unfavourable to their welfare. Secondly, they kicked against the university management for banning unregistered students from participating in the semester's examination. The protest led to the barricade of major road leading to the entrance of the institution. In the same year the same students of Olabisi Onabanjo University (OOU), Ago-Iwoye in Ogun State also staged a violent protest accusing the police of killing two students of the institution. The protest led to destruction of public and private properties. Academic activities were also disrupted for some times (Larewaju & Akinwunmi, 2013).

On the 21st of May, in year 2014, there were also incidences of students' protest in public universities within the South-west of Nigeria. Students of Obafemi Awolowo University, Ile-Ife (OAU) staged a protest on the 21st of April, 2014, against the institution's authority over the increment of tuition fees. The protest led to the boycott of lectures, destruction of public and private properties, they equally held prayers on the highways to prevent effective flow of traffic, (Akintayo, 2014). Students of University of Lagos, Akoka (UNILAG) also protested on the 6th of June, 2014, over hike in their tuition fees. Students protested by blocking the institution gate and this led to the shutdown of the institution by university management. (Sanni & Okunola, 2014). Again, Lagos State University, Ojo (LASU) on the 2nd of June, 2014, students protested against University authority over hike school fee and blockage of 1,202 students from registration on the institutions portal. The students attempted to abduct the Vice Chancellor, institution's properties were damaged. The management as a result of the violent protest shut down the institution (Agboola, 2014).

Students of Lagos State University, Ojo (LASU) physically attacked the Vice Chancellor of the institution Professor John Obafunwa on the 1st of May, 2015 during the protest. The students were throwing stone and woods in his office at the senate building. It was reported that the Vice Chancellor was chased out of the University environs with the use of sachet water being thrown at him. The reason for the protest was that the students asked for his resignation as the vice chancellor of the institution as a result of his maladministration (Oyebade, 2015).

On the 30th of September, 2016, students of Adekunle Ajasin University, Akungba (AAUA) in Ondo state also protested in reaction to the death of a fellow undergraduate 200 level Economics student, Ojo Afolabi. The protest caused disruption of academic activities (Olowolagba, 2016). Also in the same year on the 21st of April, students of University of Lagos,

Akoka, (UNILAG) protested asking the University authority to provide all necessary facilities that will improve their welfare. The protesters planned to truncate the institution's academic calendar (Olowolagba, 2016). Also on the 30th of June, 2016 students of Olabisi Onabanjo University (OOU) protested and vandalized plastic producing factory situated along Lagos-Ore Expressway. It was a reaction to the death of 4 undergraduate students of the university in an accident caused by a truck driver and the refusal of the government to bring the truck driver to book. Also the protest led to the destruction of thirteen trucks owned by various factories (Olatunji, 2016).

Further, on the 5th of July, 2017, students of Osun State University (UNIOSUN), Osogbo staged a violent protest over incessant missing of students. The protest led to blockage of major roads, vandalization and disruption of academic exercise (Makinde, 2017). Also, in Obafemi Awolowo University, Ile-Ife (OAU), on the 11th of July, 2017, there was a students' protest which occurred as a result of their disagreement over court judgment that went against their will. The will of the students was that court should set free the ex-Vice Chancellor of the institution (Olarinloye, 2017). There was record of protest in Ladoke Akintola University of Technology (LAUTECH) the students protested over a long lasting strike action embarked upon by staff and closure of the institution, the protest started on the 23rd of May, 2017. This led to the blockage of major roads and JAMB candidates were also stopped from entering their campus for their exams (Omofoye, 2017).

In the same year on the 1st of April, 2017 students of University of Lagos, Akoka, (UNILAG) also staged a protest against the University management over the rustication and arrest of their Student Union leaders. The protest led to the closure of major roads that lead to the institution. The University main gate was closed and finally, the management announced the temporal closure of the institution to curtail escalation of the protest (Polycarp, 2017). In

2017, Students of Obafemi Awolowo University (OAU) also protested over the suspension of four students. The protest led to the disruption of academic and extracurricular activities (Ige, 2017).

Students' protest in public universities in South-west Nigeria is a recurrent decimal. Recently, there were also incidences of students' protest, for instance, on April 5th, 2018, students of College of Medicine University of Ibadan, protested over increase in professional training and accommodation fees. The medical students were forced out of their Alexander Brown hall. It was informed that the accommodation fee was hijacked from ₦14, 000 to ₦30, 000 (Ajayi, 2018).

Also, on the 9th of April, 2018 students of Adekunle Ajasin University, Akungba Akoko (AAUA) protested against what they refer to as astronomical increase of their school fees from Thirty thousand naira to eighty thousand naire (₦30, 000 to ₦80, 000). The protesters were joined by National Association of Ondo State Students and National Association of Nigerian Students. The protest caused breakdown of law and order and this made the university management to close down the institution temporarily (Dada, 2018). In like manner, students of Federal University, Oye-Ekiti (FUOYE) on the 14th of May, 2018 protested against the institution's directive preventing students who have not paid their school fees from sitting for the first semester examination. The students took to the Oye-Ikole highway, impeded vehicular movement for hours before returning to the main gate of the institution to continue the protest. The protest caused disruption and the institution was temporarily closed (Austin, 2018). Similarly, the students of Tai Solarin University of Education, Ijebu-Ode (TASUED) on the 16th of May, 2018 protested the killing of Miss Kofoworola Tohibat Kuku, a female student who was killed by hit and run truck, the incidence led to the student blocking Sagamu-Ijebu-Ode expressway around Ijagun (Polycarp, 2018).

From the foregoing, it is evident that students protest is a common phenomenon in Public Universities in South-west, Nigeria. Thus, it is worrisome that permanent solution that would address the issues of student protest has not been found. It thus become imperative to undertake research study that would examine the administrators and other stakeholders in the public universities on efficacy of students' protest preventive and control measures to prevent and control the phenomenon.

Causes and Effects of Students' Protest in Nigerian Public Universities

A lot of researches have been dedicated to shed more lights on the factors that have contributed to Students' Protest in Nigerian Universities. Odu (2014) attributed the phenomenon to University administrators not meeting the demands of students. Others include high population of students not matching the available facilities, students' demands and the attitudes of some authorities who lack proper handling of students' grievances. Aluade, Jimoh, Agwinede and Omoregie (2005) traced the sources of the phenomenon to five related factors associated with the wider Nigeria crises. These are; authoritarian governance arising from the erosion of institutional autonomy, infrastructural collapse and social distortion due to poor funding, poor motivation of staff who have a major obligation for the moral character and well-being of the students, the impact of the wider moral crisis on the tertiary institutions, staff and students, the precarious socio-psychological mental state of students as youths in social change and their consequent disposition to immediacy.

It has been observed that students' protest among universities in Nigeria was precipitated by several factors such as increase in tuition fees, cultism, failure of institution authorities to listen to students' complaints and poor campus transportation system. Others include: non-participation of students in decision making, academic stress, changing value

systems of students, contemporary national issues and welfare problems. (Adebayo, 2009, Adeyemi, 2009, Igbo & Ikpa 2013)

Mohammed (2005), Chukezi, (2009) Ige and Owolabi (2010) posited that marginalization, unemployment and youthful exuberance are the major reasons for students' protest. From another perspective, Ayodele and Olawale (2015) identified bad governance, unemployment, inadequate educational facilities and resources as factors responsible for students' protest. Alimba (2013) discovered that increase in tuition fees, inadequate facilities for teaching and learning, communication break-down between the university authorities and students' representatives, poor leadership style of university authority, rustication and expulsion of union leaders, accommodation and security problems on campus are vital factors responsible for students' protest in universities.

There are both internal and external factors causing students' protest in tertiary institutions. Ajibade (2013) described the internal factors to include administrative policies affecting students' welfare such as accommodation, feeding, transportation problems, increase in tuition fees, shortage of basic facilities, and unharmonious relationship between the management and students union executives. He pointed out that the external causes arise from outside the institution, which includes issues such as economic depression, political instability, security problem, press influence, foreign relations and others.

Kehdinga (2017) agreed that students protest can be ignited by internal and external factors, he therefore stated that campus violence and demonstrations are no longer limited to the issues of transport and accommodation. But they also include political and external issues outside the campus. The findings of some other studies such as Rinji (2003) and Tayo (2006) also submitted that sometimes protest amongst students of public universities are associated with some policies of government, for instances the annulment of June 12, 1993 presidential

election, increase in school fees, Poor funding of education, poor remunerations and conditions of service for staff, removal of subsidy from petroleum and allied products and a host of other contributing factors.

Some other studies identified the root causes of students' protest in public universities, as family disorganization and consequent poor parental care. Other causes include economic crises, adolescent behaviour, youth aggression and pampered self-image of the students. Poor funding of universities, poor attention to students, consequent acute lack of social amenities and academic facilities were also listed as causes of students' protests. Other causes include authoritarian approach of management such as lack of consultation with, and low participation of students in university governance and poor hiring and working environment in the institutions, among others (NUC, 1994, Ayodele & Adewumi 2007).

In corroborating these findings, Unigwe (2012) investigated lecturers perceptions of the forms, causes, consequences and prevention of adolescents' violence in Nigerian tertiary institutions and concluded that conflicting interests in Student Union Government (SUG) elections, agitation for regular supply of water and electricity, in-efficient transportation systems, accommodation problems in addition to management mishandling of discipline and cultism are major causes of protest in Nigerian tertiary institutions.

Davies Ejekwere and Uyanga (2015) noted that the causes of students' protests are multifarious within the university system. Some of these are indicated below:

a.   **Competition for Limited Resources:** Research, teaching, student amenities, staff pay and other welfare services have their limited resources at the disposal of the university. Therefore, there is deprivation (partly or widely) of the needs of all the groups within the system. Students embark on protests as a result of limited availability of these resources to cater for their welfare on campus.

b.   **Differential/Perception:** The potential for protest is possibly to be high where groups or individuals perceive and interpret the same issue differently. Attention needs to be focused on the critical point of contact between the administrators and students in the university system. Students will not learn well as suggested by psychology of learning unless they are actively involved in the process, and so accept responsibility for their learning exercise. So, if students are not involved, they might engage themselves in other activities they consider worthwhile but inimical to the system. Therefore, the administrators need to involve the students' representatives in the decision-making.

c.   **Autonomy and academic freedom:** Autonomy drives are when one group either seeks to exercise control over some activity that another party sees as its own domain or seeks to insulate itself from such control. Academic freedom according to Tayo (2006) connotes freedom to organize the university, exchange and hold ideas without any fear of harassment or victimization, all in the pursuit of truth. However, outright ban of university staff and students associations, fear of premature retirement, or rationalization of programmes as a result of government overregulation ended in decreasing autonomy, decline in morale, goal displacement and finally conflict.

d.   **Management Strategies of Universities:** A university is an academic enterprise, a lot of academic effectiveness lies on administrative support machinery. Therefore, the management abilities of university managers determine to a large extent, the severity of protest within the university, irrespective of the origin of the crisis (internal or external). Administrators who have tendencies to authoritarianism and dogmatism are conflict-prone. In university administration, eight spheres are identified for the goal of quality education to be attained (Oyenoru, 1996). These areas are finances, students, academic programme, committee system, personnel welfare, reward system and physical facilities. Any significant lapse in any of these areas might lead to a revolt.

e.   **Unclear Role/Role Dissatisfaction:** Protest occurs when the role prescriptions are not clear and uncertain. Difference in values and lifestyles; probably as a result of the concentration of young adolescents, which are possibly experiencing freedom and independence for the first time. The university campuses are threatened by noise, aggressive styles of dresses, sexual behaviours, aesthetics and secret peer association e.g cultism (Makinde, 2007). The older members of academic and administrators impose rules and regulations. The young may respond back by demanding for, and claiming their democratic rights, leading to conflicts or confrontation between the students and the university authority.

f.   **Politics and national issues:** In addition to protest arise from situations intrinsic to the university, some arise as a result of political objectives outside the system.

g.   Moral issues being articulated by large sections of the society regarding what should and not to be and what is right and wrong.

Several studies have emerged on students' protest affecting the smooth running of academic calendar in the public sector of higher institutions in Nigeria. It was therefore discovered that disruption of academic programme, loss of lives, closing down of institutions are the main effects of students' protest (Taiwo, 2002, Ige & Owolabi 2010). Adeyemi, Ekundayo and Alonge (2010), Egboluche (2013) and Davies (2013) also listed the following as the consequences of students' violence in Nigerian schools: loss of lives, destruction of public and private properties, loss of revenue to government agencies and distraction of government attention from other important sector of economy.

Alimba (2013), asserted that destruction of properties, disruption of academic programmes, paralysis of economic activities on campus and its environs and closing down of schools are the main effects that frequently occur during period of students' protest. While

Akindutire (2004), Zuokemafa, (2015), Ayodele and Adewumi (2007) opined that the result of students violent unionism, cultism on campus and students' protest has been the disruption of normal academic activities, constant closure of institutions, removal of school heads, loss of lives and properties on campuses among others.

Many of the students' protest led to anarchy on campus, some disorganized curricular activities of the university, destruction of lives and properties and in most cases, render university environment totally insecure for serious academic activities. In addition to these, many known students' protest have resulted to protracted disharmony in school staff interpersonal relationships, increased indiscipline among students, disharmed school authorities, blocked channel of progressive communication and rendered institutions of learning ungovernable Adeyemi (2009) and Alabi, (2002) studies also concluded that the effects of students' protest include loss of lives and properties, disruption of university programmes and inability of the lecturers to cover the syllabus.

Research findings also indicated that students' protest in tertiary institutions leads to disruption of teaching and learning. It also leads to temporary closure of universities. While re-opening created the need to normalize the academic calendar which makes lecturers to rush over the course contents that could lead to the production of half-baked graduates output. Moreover, during the temporary closure of universities as a result of students' protest, some students might indulge in things that are morally reprehensive such as armed robbery, prostitutions among others (Unigwe, 2012). He stressed that the frequent occurrence of students' protest is not only counter-productive to the very objective of establishing tertiary institutions but also an ill wind that blows no one any good. Suspension of some students, distortion of academic calendar, closure of institutions indefinitely or temporarily, banning of Students Union indefinitely or temporarily, surcharging of students for damages done,

suspension of student leaders and retirement or termination of appointment of staff implicated in the crisis were noted to be some of the things lecturers perceived to be the consequences of students' protest in Nigerian public universities (Alimba, 2013).

Students' Protest Control Measures in Public Universities

Students' protest control measures are the strategies put in place by the university management to forestall, curb and curtail the occurrence of students' protest. Control measures according to Ajibade (2013) are the strategies adopted by university authorities to forestall and curb the occurrence of the incidence of students' protest in Nigerian public universities, while Ayodele and Adewunmi (2007) defined administrative control measures as the strategies used by the university administrators to stem the incidence of students' protest in Nigerian universities.

In Nigeria, prevalence of peaceful and violent students protest in public universities in some part of the countries is on the increase. Therefore, various strategies have been adopted by university administrators to control the phenomenon. Ajibade (2013) conducted a study to review the causes and management strategies of students' crisis in Nigeria tertiary educational institutions. The study further reviewed on the crisis management and models. It was revealed that different styles of controlling students' crisis have been adopted by administrators of higher institutions. The study also revealed that most of higher institutions particularly public universities, whether state or federal affiliated adopt the same measures to control students' protests. Some of the measures include: emergency control strategy or violence and coercion, use of dialogue, divide and rule, use of negligence, problem solving, negotiation and bargaining style, temporal closure of institution, mediation, among others (Ajibade, 2013). There are also other control measures used by university administrators to forestall, curb, and curtail students' protest in public universities in Nigeria. These measures according to Odu (2013) are provision

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of necessary facilities, effective communication between students and management, stable and moderate school fees among other.

Emergency Control or Violence and Coercion Measure - Emergency control measure remains one among various strategies adopted to control and avert students protest in public universities (Adeyemi, Ekundayo & Alonge 2010). Tertiary institutions adopt the invitation of law enforcement agents which is a form of emergency strategy during the disruption of normal academic activities by students through protest. The intervention of law enforcement agencies is as a result of invitation by institutional authorities which is done to ensure that peace and normalcy immediately return to their campus. Adepoju and Sofowora (2012) argued that the involvement of law enforcement agents such as the police and some military personnel in calming students protest within university environment is regarded as the use of force. It is however asserted as the most commonly utilized among higher institutions of learning particularly public universities in South-west Nigeria (Adepoju & Sofowora, 2012). In support of this, Ajibade (2013) also submitted that, the use of violence and coercion as an emergency control measure is the most commonly adopted by university administrators. Most of the university administrators embark on the invitation of police force to control students protest. This is done in order for the management to be able to decide on next line of action concerning the protest.

Further, Adeyemi, Ekundayo and Alonge (2010) opined that the intervention of law enforcement agencies introduced by university, administrators in order to deter violent students from within and around the university environment, is regarded as crime control mechanism particularly during violent protest. University security officials equally engage and embark on arrest of students who played vital roles during the outbreak of protest. Similarly, Kiptoo (2013) observed that the provision of adequate security mechanism in higher institutions of

learning within African countries remains an effective measure in controlling the outbreak of protest and negative reactions of students.

Use of Dialogue with Students - the use of dialogue which is also referred to as use of negotiation and bargaining among other forms of administrative control measures cannot be over-emphasized. Dialogue is the coming together of both students' representatives and the university administrators in a discussion to make demands and differences known with intention to control or resolve the escalation of students' protest (Adepoju & Sofowora 2012, Kehdinga, 2017). However Odu (2013) asserts that dialogue is among the most effective administrative control measure. Adepoju and Sofowora (2012) presented a contradictory opinion that dialogue is only effective when the protest is still peaceful but when it becomes violent, students might not be ready to bargain or negotiate with the authority of the university. Also, Akeusola, Viatome and Asikhia (2012), argued that dialogue serves as both control and preventive strategies for students protest. Early dialogue with the students' representatives would go a long in fostering cordial relationship between the management of the university which would automatically bring an amicable settlement whenever there is crisis.

Also, it is believed that dialogue has the potentials of bridging the gap between university management and aggrieved students in order to make demands known. Similarly, Etadon (2013) asserted that the adoption of effective dialogue measure would bring students representatives closer to the university authorities which would help promote understanding and prevent the occurrence of students' protest. Hence effective dialogue process is expected to adopt democratic principles between students and administrators in order to achieve its full aim.

In addition, Ordein and Egbe (2014) equally agreed on the introduction and adoption of dialogue which is seen as one of the democratic principles of controlling students' protest.

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They argued that for dialogue to be effective as a measure to control protest among students in the higher institutions of learning, such dialogue is expected to be collaborative in nature. It implies that dialogue process will not be in monologue form, rather, students are to be carried along in the process. Fajile and Adejuwon (2011) further stated that dialogue is one of the various most effective control measures to curtail and forestall the prevalence of students' protest in public universities in Nigeria.

Conversely, Rinji (2003) asserted that regular dialogue between the university administrators and representative of students would without doubt reduce the rate of students protest in Nigerian universities. It would also bring proper understanding on any issue that would have generated crisis between the two parties. Rinji (2003) posited further that dialogue is a good control measures to students' protest.

Divide and Rule Strategy - university management adopts the use of divide and rule to avert students protest. These involve the use of students particularly the students' leadership against one another. Disunity among the student union leaders would dampen the spirit of the protesters and this would assist the university authority to easily control the escalation of the crisis (Odu, 2013). Rinji (2003) asserted that divide and rule is one of the control measure use by the university management to control the escalation of the protest. Though, the aim of the administrators is to use this measure to cause disunity but at times after a while the students can re-organize themselves and continue the protest. Adebayo (2009) opined that divide and rule is a control measure to prevent the escalation of students' protest but it must immediately follow by dialogue between the administrators and the representatives of the students. If that is not done within few days, the students can re-organize themselves and start another protest.

Use of Negligence Strategy - the use of negligence strategy as posited by Adeyemi, Ekundayo and Alonge (2010) is the non-adoption of all available measure to control the escalation or

resolved already escalated violent protest among students of tertiary institutions of learning. It is the belief of some university administrators that if the authorities don't care about the protest they would get tired and get back to their classes (Tayo, 2006). The negligence of students by university authorities and other stake-holders during students' protest is regarded as an uncommon form of control measure adopted by management of tertiary institutions in Nigeria.

Use of negligence according to Rinji (2003) is employed by the university management particularly when the students refuse to dialogue with the university administrators. Though, the management believes by the time the students are left alone they would be tired. He stressed that at times they would not be tired, instead they would take the protest to another level by causing commotion in the public. He also opined that use of negligence is an uncommon control measures employed by university administrators. According to Adeyemi, et al. (2010), neglecting students during their protest might likely result to damages of the institution's properties as well as causing public disorderliness.

Problem Solving - Problem solving as opined by Adeyemi (2009) involves the university management to quickly identify the causes of the protest and immediately remove the perceived obstacle as well as giving adequate attention to students' demand. This measure is mostly adopted when both emergency control and dialogue failed. The university management at times reversed their decision after identified the cause of the problem. Odu(2013) also stressed that after the university might have reversed their decision which is perceived as the cause of the protest they would embark on negotiation and bargaining with the student representatives in order to solve the problem.

Negotiation and Bargaining Style: Negotiation is an administrative control measure adopts by university management to control students protest. Negotiation is a leadership skill and remains a vital tool for conflict resolution within Nigeria universities. Oredein and Egbe (2014)

outlined various techniques of negotiation adoptable by university managements during protest which include accommodation technique, that is the university authority should accommodate the views of the representatives of the students, collaborative technique, that is the university authority should work hand in hand with the student representatives, persuasion technique, that is rather than using force on the students, the university management should ensure that students are persuaded to listen to the views of the authority, withdraw technique, that is the management should sometimes withdraw their policies that are considered to be against the welfare of the students among others (Odu, 2013) further stressed that negotiation during intervention process involves clarification of issues as a control measure is to make the aggrieved parties in this case students, institution management and the government to identify conflicting issues and therefore address them wholistically.

Temporal Closure of the University: university administrators most at times close down the institution temporally as an urgent measure to control students protest. This is done in order to prevent the aggravation of such protest particularly when it is leading towards violence. (Alimba, 2013) stated that during closure, the students are asked to vacate their halls of residence as well as the university environs.

Furthermore, Rinji (2003) asserted that temporal closure of the institution as well as asking the students to immediately vacate their halls of residence is an immediate control measure use by the university management to control and prevent the escalation of students' protest. Rinji (2003) stressed further that immediate closure of the university would weaken the students who are protesting as well as disorganizing them from further gathering. According to Taiwo (2004) temporal closure of the institution as well as forcing the students to immediately vacate the halls of residence is one of the measures employed by the universities. The administrators use this style in order to prevent the students from gathering.

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It is when they gather that they would be able to continue the protest. Adebayo (2009) pointed that the immediate closure of the university as well as vacating the students from their halls of residence is one of viable control measures adopted by the university administrators to control and prevent the escalation of students' protest in Nigerian universities. It is after the closure of the university that the administrators would be able to identify the remote cause of the protest as well as proffering solutions.

Mediation – Mediation according to Adepoju and Sofowora (2012) involves the invitation of traditional ruler or chief as well as leaders of association such as Alumni for necessary intervention. This is done by ensuring that the representatives of the students as well as the representatives of the school authority are both on ground to analyze issues and eventually come to a compromise through the mediation of the traditional ruler and leaders of the alumni. During negotiation parties, representatives of students and the authority might be asked to shift ground.

According to Rinji (2003) mediation can come during and after the protest. Mediation would involve the traditional rulers or leaders of the alumni, they are to mediate between the students and the university authority. Mediation would allow the parties to express their view as well as shifting ground if need be. He also asserted that mediation as a strategy to control students protest does not come at the early stage of the crisis. It only comes when the crisis is prolonged. Unigwe (2012) stated that mediation is a control measure employed by university administrator to manage students' protest. He also opined that the measure is not regularly adopted, it is only employed when other measures put in place to curtain the crisis failed.

Establishment of Effective and Efficient Security Apparatus: Odu (2013) asserted that establishment of effective and efficient security apparatus within and outside the university campuses is a good measure to forestall and curtail students' crisis in Nigerian universities.

Effective and efficient securities would be able to foresee incoming crisis and report immediately to the University for appropriate action to prevent such from happening. Establishment of effective and efficient security apparatus is a good measure that can forestall and curtail students' protest by urgently reporting any incidence of students' protest to the appropriate authority. It can also curtail and limit the escalation of the protest. Hajek (2013) opined that creation of effective and efficient security apparatus on campuses would help in detecting impending students' crisis as well as reducing the rate of damages on campuses during students protest.

Setting up Peace Committee between the School Authority and the Host Community: Kehdinga (2017) opined that setting up of peace committee between the school authority and the host community is one of the potent measures that can forestall and curtail frequent occurrence of students protest in African Universities. Kehdinga (2017) stressed that the peace committee has the responsibility of ensuring that there is always peace between the school authority and the students. The committee would quickly wage in at any point in time there is intended students protest. Ige and Owolabi (2010) stated that setting up of peace committee between the school authority and the host community is a step in the right direction. They also maintained that such measure would prevent several students protest from happening. It would also bring peace and tranquility to university campuses. Rinji (2003) submitted that setting up of peace committee between the school authority and the host community is a good students' protest control measure that can reduce the rate of students' protest in Nigerian universities. Though, most universities seem not to make use of this as one of the control measures.

Involving Students in Decision Making and Administration: University students' participation in decision making and administration according to Akewusola et al. (2012) is to allow students express their views and opinions. This measure is perceived as good and potent

in forestalling students' protest. Involving students in the decision making process remains a leadership negotiation strategy utilized in conflict resolution in Nigerian Universities. This is however regarded as an accommodation technique aimed at preventing the marginalization and aggression of university students (Oredein & Egbe, 2014). The view of Onias (2016) is however consistent with the foregoing as it was posited that through the involvement of students in the decision making process of the universities, the likelihood in the development of conflict between students and management is eradicated or reduced to bearest minima. He also stressed further that involving students in the decision making remains a deliberate attempt to manage students' protest.

Furthermore, Ige and Owolabi (2010) opined that involving students in decision making is a good step in the right direction as this would enable the students to be well informed on the policies of the institution. It would also reduce the rate of students' unrest in Nigerian institutions of higher learning. They opined further that involvement of students in decision making and administration of the institution would give them the privilege of making their contributions to the system. Involving students in the university administration is one of the vital control measures to forestall and curtail students protest in Nigerian universities. For the fact that they have been involved, some of the issues which would have generated crisis were already known to them and as such kicking against such decision would be needless. Therefore university administrators are advised to ensure that students are carried along at any point in time they want to take any decision that would one way or the other affect the students.

Effective communication between students and management – Adeyemi, et al., (2010) and Onas (2016) unanimously opined that among various factors which have encouraged the promotion of students protest in Nigeria universities is likely to be as a result of lack of full effective exploration of all channels of communication between management and the students,

hence, in relation to incorporating students into the administrative exercise, the participation should be through the use of effective communication which is highly instrumental to the effective control of students protest in public universities. Onas (2016) further stressed that involvement of students in decision making should be through communication, institutional rules and regulations where the rights of students are made explicit.

Furthermore, Kehdinga (2017) supported the above as it was argued that the adoption of various communication measures such as memorandum, meetings, and appearing before students to address them remains vital measures to calm students protest and confrontation. Universities which adopt accurate and timely onward communication (Management – student communication) would be able to control the occurrence of students protest. Thus, effective control measures of students protest cannot be isolated from communication and negotiation skills of institutions management. Therefore involvement of students in decision-making through effective communication and negotiation remains a vital tool for management of students protest in Nigeria universities (Odu, 2013, Kehdinga, 2017)

Use of Effective Leadership Behaviour – Effective leadership behaviour according to Adeyemi (2009) entails the running of good and transparent government with open door policy. Effective leadership behaviour also include: creation of student complaint office in the institution. Other effective leadership behaviours include constant engagement of students and management through seminars or colloquium where students view can be heard on certain issues; direct enlightenment of students on the best approach through which their grievances can be communicated (Odinoye, 2014). He stressed that the use of informants among the students by the school authority to timely inform management about the intending protest; setting up of peace committee between the school authority and the host community.

Also effective leadership behaviour entails setting up of an effective and disciplinary committee comprising members of management and students bodies, running of effective and interesting academic curricular and extra-curricular activities on campus; establishment of effective and efficient security apparatus both in and out of the school campus among others. (Ajibade, 2003). Adejuwon, (2011) and Adeyemi (2009) opined that the style of leadership adopted by the university administrators would be a determining factor for the occurrence, re-occurrence and management of students protest in tertiary institutions particularly in the universities. Fajile and Adejuwon (2011) also asserted that among various leadership styles available, the one adopted by the management of tertiary institution would determine the prevalence and ability to manage the eruption of various protests including students protest. Adepoju and Sofowora (2012) also opined that leadership cannot be alienated from the management of university students' violence and aggression. Leadership style not only causes protest among students' of tertiary institutions in Nigeria but also remain a pre dominating factor in the curbing and forestalling of such protest among aggrieved students.

Similarly, Adeyemi (2009), and Oredein and Egbe (2014) opined further that good leadership style should be adopted in resolving all forms of university conflicts and demonstration from staff and students. Conflict is believed to appear in various forms, however Oredein and Egbe (2014) posited that the most suitable leadership style should be adopted for each crisis including students protest. Ayodele and Adewunmi (2007) equally opined that the adoption of democratic governance strategy as preventive measure as opposed to the autocratic and the use of coercion in various ways, lessen the tension of frequent students protest.

Provision of Necessary Facilities - It is notable that some of the students protest in Nigeria universities like some other African countries are reactions to deficiency in the provided facilities (Ayodele 2007; Akewusola, Vatome & Asikhia, 2012; Efadon 2013; Ajibade, 2013;

Kiptoo 2013; Oredein & Egbe, 2014). Therefore, in order to prevent and control the outbreak of such menace among the students, the government and management of universities must ensure there is provision of adequate physical teaching – learning facilities and infrastructures. (Kiptoo, 2013)

Akewusola, Vatome and Asikhia, (2012), also asserted that the provision of necessary physical facilities within the university community would not only curb the prevalence of conflict between students and management, but would also prevent students protest as well as curtailing all other forms of conflict among other stakeholders of tertiary institutions in Nigeria such as lecturers – management conflict, Government – Lecturer conflict among others. In controlling university students' protest, provision of welfare facilities is also considered an inclusive measure especially for highly residential tertiary institutions. Welfare facilities such as adequate accommodation, electricity supply, health care facilities and adequate transportation facilities among others. (Mommodu, 2006; Akewusola, Viatome and Asikhia, 2012)

Stable and Moderate Tuition Fees - This is used by university administrators to manage the menace of students protest by ensuring that tuition fees of students is not astronomically increased. The administrators are already aware that moderate tuition fees would not engender crises but when the tuition fees is too high for most of them to pay, there is tendency for crisis to break out as a reaction to such an increase (Adeyemi, 2009). Adepoju and Sofowora (2012) opined that most of the agitations between the university management and students are either as a result of increase in tuition fees or non challant attitude of the management towards the students' welfare. Therefore, university administrators must ensure that the representatives of students are consulted for negotiation before any increase in the tuition fees. University management use moderate tuition fees as a preventive measure to students protest. Etadon

(2013) also asserted that moderate tuitions and adequate funding are preventive and control measures to students protest.

Compulsory Signing of Undertaking and Surcharging of Students: University management surcharge students for the damage done as well as asking them and their parents to sign an undertaking during a protest, especially in a violent protest, where properties belonging to the institution are damaged and destroyed. Administrators use this measure to prevent the re-occurrence of such a protest (Ajibade, 2013). He stressed further that such measure only bring temporal stoppage to students protest. Surcharging, undertaking and payment for the damages do not permanently control the occurrence of students protest. According to Adepoju and Sofowora (2012) surcharging students alone would not permanently put an end to the occurrence of the menace but regular communication with representatives of students and parents Teachers Association (P.T.A.) would limit the occurrence of the menace.

Effectiveness of Students' Protest Control Measures in Public Universities

Effectiveness of students' protest control measures is the extent to which control measures put in place by university administrators were able to forestall and curb the occurrence of students' protests (Adepoju & Sofowora, 2012). Various measures as observed have been adopted in an attempt to resolve students' protests in public universities. It has also been observed that some of the measures provided are either curtail or intensify the prevalence of students' protest in Nigerian Universities. These measures include: the emergency control measure or violence and coercion, use of dialogue, divide and rule, use of negligence, problem solving, negotiation and bargaining style, temporal closure of institution, mediation, among others.

The Emergency Control Strategy or Violence and Coercion - In relation to the forgoing, Adepoju and Sofowora (2012) revealed that the use of force as a strategy in controlling protest among students of universities in Nigeria is considered weak among others. Etadon (2013) equally opined that student protest sometimes starts up with peaceful demonstration but eventually becomes violent and deadly as a result of the invitation and intervention of forces like police. This was the case in 1971 as students of the Nnamdi Azikwe Hall of residence protested and demanded that the Manager of the hall be removed. This led the Vice Chancellor to invite the police and eventually led to the eruption of violence and confrontation. When police force appears in the scene of students' protest, such forces experience confrontation which can escalate into violence (Ayodele & Adewumi, 2007). In a study conducted by Adepoju and Sofowora (2012) on the management of conflict and Aggressive behaviours by management of institutions of higher learning in South-western, Nigeria. The principal objective of the study was to investigate the degree of conflict and aggressive behaviour among staff and students in higher institutions of learning in Nigeria with a view to ascertaining the extent to which academic activities have been affected and the management strategies that could be used to control and reduce the trend. The study revealed that administrators of tertiary institutions adopted the use of violence and coercion to manage crisis particularly students protest. The finding of the study also revealed that the use of force particularly the use of police would rather compound the problem of students' protest rather than solving.

On the contrary, Odu (2013) conducted a study on the management of students' crisis in higher institutions of learning in Nigeria. The general purpose of the study was to investigate the appropriate measures taken by administrators to manage students' crisis. He discovered that the use of emergency strategy such as the invitation of the law enforcement agencies which includes the police and others was one of the most viable measures in managing students' protest particularly in the control of students' protest in Nigerian tertiary institutions of

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learning. Kubit and Fisher (2016) conducted a study on students' protest and education reform in Chile. The objective of the study was to identify the role of police in controlling students during protest. The study revealed that law enforcement agent are necessary in curbing students' protest particularly when it is violent. It was also revealed that law enforcement agents must take the right of students to protest into consideration while dealing with the issues of students' protest so that their rights would not be violated. In another study by Adeyemi (2009) on causes, consequencies, and control of students' crises in public universities, the study revealed that that universities administrators used security agents such as police to curb students' protest. However, it was observed that this measure would not put a stop to the incidence but a partial solution.

Use of Dialogue - From the findings of Adeyemi, Ekundayo and Alonge (2010) dialogue allows negotiation and bargaining, it is also an effective intervention measure capable of controlling students' protest in public and private universities in Nigeria. Dialogue would allow students representatives to come to a round table and have discussion with the management. Etadon (2013) equally recommended that university managements should adopt democratic and dialogue process as viable and effective strategies in controlling protest among students at all levels. Dialogue is regarded as a democratic norm which would promote due process and fairness to all parties involved in a conflict, hence reasons for disagreement would be brought to table, through such means, dialogue is considered the best option in conflict resolution. Adepoju and Sofowora (2012) in their analysis on the strength of dialogue in managing students protest revealed dialogue as the strongest and most viable measure to control as well as preventing further occurrence.

In addition, Akeusola, Viatome and Asikhia (2012) further recommended in their study that dialogue has the potentials of effective conflict resolution through the bridging the gap in communication between university management and aggrieved students. In the same vein,

Alabi (2002) opined that, the bridging of communication gap between university management and students remains an effective measure in controlling students' protests in Nigeria. Dialogue would serve as an effective platform for negotiation upon which aggrieved students can make demand known. Thus, dialogue becomes one of the most effective control measures in conflict resolution on campuses within Nigeria.

In a study conducted by Alimba (2013) on lecturer-students perception of causes, effects and management patterns of students unrest in tertiary institutions in Adamawa state, Nigeria. The study was aimed at identifying causes, implication and the strategies of managing students' unrest. The findings of the study revealed non regular dialogue which is a viable means of bringing peace between the administrators and the students. The findings from the study also revealed that university administrators use more of force and expulsion of students' leaders to control students' protest rather than the use of dialogue which is capable of controlling and preventing students protest. Also Alabi (2002) conducted a study on conflicts in Nigerian Universities; causes and management. The finding revealed regular dialogue between students and university administrators as a viable tool for preventing and controlling students' crisis in the Nigerian universities.

Also Odu (2013) conducted a study on the management of students' crisis in higher institutions of learning in Nigeria. The purpose of the study was to examine factors common during students crisis and how the prevailing phenomenon can be reduced and prevented. However the study discovered two major reasons behind the inability to meet the demand of students which were high population of students over available facilities and the administrative style of management who refuse to listen to the demand of students. As regard the management of student crisis, the study revealed good governance such as transparency democratic patterns

and dialogue would be the most appropriate measure for controlling and preventing students protest.

In a study conducted by Rinji (2003) on students' unrest in schools, strategies for effective control and management, the study revealed that dialogue, involvement of students in decision making as well as effective communication between the representatives of students and school authorities are good strategies for prevention and control of students protest. The study therefore recommended regular dialogue between the university administrators and the students.

Use of Negligence – The use of negligence is another control measure employed by the university administrators to curtail students' protest. This is done by ignoring the students' with their protests. The administrators who made use of this strategy believe that when the students are tired and nobody cares about them, they would stop the protest but this strategy is perceived by Ajibade (2013), as an ineffective in that rather than curtailing the protest, it would be aggravated as the protesters might take the protest to the streets and start harassing members of the public.

Also, Ajibade (2013) conducted a study on causes and management strategies of students' crisis in Nigerian tertiary educational institutions. The study further reviewed crisis management models which includes the use of coercion, negligence, bargaining and negotiation, problem solving and mediation. The study revealed inadequacy in the use of negligence and other intimidating approaches such as close down of institution, suspension or dissolution of students union, rustication or outright expulsion of student leaders and the use of security forces.

In a study conducted by Adeyemi (2009) on causes, consequencies, and control of students' crises in public and private universities in Nigeria, the study revealed that use of

negligence is a control measure use by the university administrators to curtail students' unrest. It was also revealed further that the measure is very dangerous as such negligence can cause more damages than envisaged. The students might not be tired as expected by the administrators rather they can result to break down of law and order particularly when the issue that brought about the protest is concerning wellbeing on campus. The study therefore recommended that administrator should make use of dialogue rather than negligence. Tayo (2006) also conducted a study titled 'Towards a proactive management of students affairs in Nigerian universities system. One of the objectives of the study was to identify the challenges that universities administrators are facing and how it could be tackled. It was also revealed that students' crises is one of those challenges and that universities administrators should pay prompt attention to the need of the students rather than neglecting them during protest.

Problem Solving – Problem solving strategy is observed by Adeyemi (2009), as an effective measure to curtail students protest in Nigerian Universities. Problem solving measure entails the identification of the cause of the protest and immediately tackle what is discovered as the cause. Problem solving allows negotiation between the administrators and the students (Unigwe, 2012). Students' protest is not frequent in those universities that employ problem solving style as one of the measures use to curtail students' protest. Unigwe (2012) further stressed that the measure allows both the protesters and the administrators to negotiate and bargain on ways of tackling the problem.

Additionally, Odu (2013) conducted a study on management of students' crisis in higher institutions of learning in Nigeria. The purpose of the study was to examine factors responsible for students' crisis, particularly students' protests and how the prevailing phenomenon can be reduced. However, the study discovered autocratic administrative styles of most of the higher institutions as responsible for the escalation of students' crisis in most of the nation's higher institution. He also discovered problem solving approach which entails the

application of democratic principles such as involvement of students in decision taking, dialogue among others as the best methods of curtailing and probably preventing the frequent rate of students' protest in Nigerian higher institutions. Odinoye (2014) also conducted a study on evaluation of crises management strategies in selected universities in South-east Nigeria. The study discovered problem solving approach which involving the identification of major cause of the crisis and tackle it outrightly.

Temporal Closure of Institution - Tayo (2006) discouraged the closure of university as well as asking the students to vacate their halls of residence as a measure to controlling students' protest. It was argued that, the closure of the institution by the management will further destabilize academic and administrative programmes. By implication the closure of university would result to poor performance and outright failure in the management of protest among students. Also, Ajibade (2013) asserts that regular closure of schools whenever there is protest has an adverse effect on the scope and curriculum of programmes offered in Nigerian universities. In the same vein, Adeyemi et al. (2010) consider the closure of university as a consequence and not a measure to control violent protest from students. The closure of the institutions is not considered a good approach in curbing violence; rather it would disrupt the normal academic programme of the institution.

The closure of university and halls of residence is one common strategy often adopted to control protest and violent reactions from students. Ajibade (2013) classified such measures as aggressive and hasty in nature, which intensifies the degree of protest and violence of students. The closure of the university by the management as a measure to curtail protest is a way of permitting aggrieved students take-up the streets as platform to protest. In the same vein, Adepoju and Sofowora (2012) argued that the closure of institutions is an evidence of the lack of requisite and proper strategy. The closure of university and halls of residence is as a

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result of inability of the management and aggrieved students to reach a compromise through dialogue and poor negotiation skills. Adebayo (2009) in a study however recommended that the temporal closure of university as a measure to manage students protest should be minimally adopted.

Furthermore, Ajibade (2013) in his study conducted a review on causes and management of students' crisis particularly students' incessant protest in Nigerian public higher institution. The study further revealed crisis management models which includes the use of coercion, bargaining and negotiation, problem solving and mediation. The study also reviewed on the assessment of forceful measures adopted by university managements in curbing violent protest: Such as close down of institution, outright expulsion of students leaders, use of security forces among others as inadequate and found that closure of institution as a measure of controlling students protest would not abate the problem but rather make the protesting students to take to the streets and cause more damage.

In a study conducted by Taiwo (2004) on appraisal of the use of threat or violence in resolving students protest. The general purpose of the study was to appraise how control measures such as invitation of law enforcement agents, closure of universities, rustication among others, were able to effectively control students' protest. The study revealed that closure of the university as well as asking the students to vacate the halls of residence is a right step in the right direction. Closing the institution and asking the students to vacate their hall of residence would definitely curtail and prevent the escalation of the protest. Adebayo (2009) conducted a study on student-authority conflict in Nigerian universities. The main objective of the study is to ascertain the major causes and control of conflicts between university authorities and students in Nigeria. The findings from the study revealed that students' welfare, like tuition fees among others are the major causes of student-authority conflict in Nigerian universities. It

also revealed that temporal closure of universities as well as sending out students from their halls of residence are one of the control measures employed by university administrators to curtail students protest. This measure according to Adebayo (2009) would prevent students from further gathering on campus but it should be minimally adopted.

Mediation and bargaining – Mediation and bargaining is another measure employed by the university administrators to curtail students' protest. Mediation according to Adepoju and Sofowora (2012) entails the involvement of traditional rulers and leaders of alumni of the institution to mediate between the representatives of the students and that of the authority. It is sometimes effective but such measure does not come up at the early stage of the protest for this reason things might have gone worse before the mediation (Adepoju & Sofowora, 2012).

In a study conducted by Adepoju and Sofowora (2012) on the management of conflict and aggressive behaviour by administrators of institutions of higher learning in South-western Nigeria. The principal objective of the study was to investigate the degree of conflict and aggressive behaviour among the staff and students in higher institutions of learning in Nigeria with a view to ascertaining the extent to which academic activities have been affected and the management strategies that could be used to control and reduce the menace. The study revealed that various problems are responsible for the causes of conflict particularly students' protest within the university system in Nigeria among which are the problem of poor funding, poor leadership posture among others. The study equally revealed that administrators of Nigerian tertiary institutions often adopt divide and rule tactics, for instance, use of law enforcement agents, rustication, mediation and bargaining among others. He revealed further that mediation and bargaining is a viable means of controlling students' crisis but it does not come early and as such some damages must have been done.

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Furthermore, Rinji (2003) conducted a study on students' unrest in Nigerian tertiary institutions: causes, management and control. The general purpose of the study is to identify the causes, management and control of students' unrest in Nigerian tertiary institutions. The study revealed students welfare, increase in school fees as the major causes of students unrest. It was also revealed that meditation is one of the control measure used by university authority to curtail students protest but it was revealed that mediation does not come at early stage of the unrest. Therefore, a lot of damages must have been done before it comes.

Frequent Imposition of Ban on Student Unionism – Frequent imposition of ban on student unionism by the government or university administrators according to Anifowoshe (2004) is not the best form of measure to curtail the prevalence of students' protest in Nigerian tertiary institutions. It is argued that the eradication of students' unionism in order to curb protest among students would increase agitation among students and would further result in frequent confrontational behaviour towards the government, its agents and institutions' authorities. Etadon (2013) buttressed the forgoing as the scenario of severe crisis at the University of Ibadan during the 1975/76 academic session was presented when the authorities banned students' union politics at the university.

In addition, Ajibade (2013) asserted that Students' union organization is seen by the students as the only potent instrument of bargaining with both the government and university managements for meeting group demands. If such avenue is blocked through proscription or ban, students would be compelled to take the laws into their hands and become violent. They see it as the only avenue of pressing for their demands towards appropriate authorities.

As regards student unionism, Adepoju and Sofowora (2012) argued that student union is potent in the controlling of students protest in university. The place of union in student crises management within tertiary institutions remains sensitive as it is perceived to be a relevant tool

in the negotiation strategy adoptable in controlling students protest in university. Also, Akeusola, Viatome and Asikhia (2012), studied the perceived causes and control of students' crisis in higher institutions in Lagos state Nigeria. The study revealed that, among various control measures towards protest, crises and unrest by students, the place of cultured and motivated students' unionism cannot be overemphasized. The banning of Students' Union might bring temporal solution to the menace of students' protest. Lasting solution would not come from banning of Students' Union but negotiation with the Union.

In contrary opinion, Zuokemefa (2015) perceived that the banning of students' unionism and rustication of students' leaders who played active role in the protest in Nigerian tertiary institutions is most helpful to control students' protest. The allowances of students' union activities have contributed immensely to violent activities among students within higher institutions of learning in Nigeria. It is believed that, with the existence of student unionism, various secret cult groups would compete over the control of the union government which would invariably result to violence. Zuokemefa (2015) further presented the scenario of the students' crisis which took place in Lagos State University in 2002 as a result of the brutal murder of a union leader. In the same vein, Momodu (2006) opined that the introduction of student unionism on campuses has played a role in promoting the activities of secrets and dangerous cults and violent practices among university students.

In addition, Zuokemefa in his study on leadership and Students' Unionism, challenges and solutions in Nigerian tertiary educational system revealed that the existence of student union and their political activities is a source of crises and violence among students on campuses. This was the scenario in May 1992 when the University of Ibadan experienced an internal domestic crisis when some students of the institution led by the Student Union President locked the gates to the university and also took the keys to various offices from the

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Central Porters Lodge where keys to university offices were kept, so that university workers will not be able to enter their offices.

Furthermore, Adeyemi, Ekundayo and Alonge (2010) in a comparison of private and public higher institutions of learning discovered that students' protests and actions is more prevailing in public universities than private as a result of the existence of student unionism. It is believed that private institutions of higher learning are able to manage the occurrence of students' protest through the discouragement of student unionism. 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 students to make their demands under the coffers 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.

Rustication and Surcharging - Among other strategies frequently adopted by university management in controlling students' protest is rustication and surcharging of Students. Etadon (2013) criticized the rustication and surcharging of students. It is believed that the rustication of student leaders will rather compound issues rather than resolve. This was the case in May 1999 when students of the University of Ibadan reacted to the introduction of new levies. During the heat of the incidence the University authority rusticated five students. The rustication of these students further compounded issues, as this escalated the nature of protest and among their demand was the reinstatement of rusticated students. In other words the adoption of rustication and expulsion of student as measure to control students' protest would be termed as unjust and can further promote unrest among students (Odu, 2013; Etadon, 2013).

Also, Fatile and Adejuwon (2011) conducted a study on conflict and conflict management in Nigerian universities. The study revealed that punitive measures are necessary

in correcting and deterring violent actions and protests among students in higher institutions of learning. In the same vein, it is opined that with effective punitive measures such as expulsion, university management would be able to curtail the menace of protest prevailing among university students. Therefore, rustication and surcharging of students are relevant for curbing students' protests in both private and public higher institutions of learning.

Additionally, Odu (2013) and Onas (2016) unanimously argued and believed that controlling of students' protest is also centered around the adoption of proactive and democratic measures by management of troubled institutions. Democratic measures of managing protest from students against the university authority are regarded as alternative measures which are more effective in nature. Odu (2013) asserted that, democratic process is most effective in the control and prevention of students' protest in higher institution of learning in Nigeria. Democratic process entails the use of dialogue between university management and aggrieved university students.

The study of Etadon (2013) on campus conflicts involving students and university management in Nigeria using University of Ibadan as case study. The purpose of the study is to identify conflicts between students and management of University of Ibadan as well as examining various measures taken by the university administrators to control those conflicts. The study revealed that rustication and surcharging among others were used by the administrators to control students protest. It was also revealed that rustication and surcharging would not solve the problem of students' protest. Rustication would rather compound the problem rather than solving. This was the case in May 1997 when students of University of Ibadan protested against the introduction of levies. The university authority rusticated some students' leaders and surcharged others for the damage done during the protests. The step taken by rusticating the student leaders escalated the nature of the protest and among their demands was the reinstatement of rusticated students.

Divide and Rule Strategy – The use of divide and rule is also adopted by university administrators to control the incidence of students protest in the universities particularly public universities in Nigeria. University authorities use the student leadership against one another to cause disunity. Disunity among the student union leaders would dampen the spirit of the protesters and this would enable the University administrators to easily control the escalation of the protests. Odu (2013) conducted a study on the management of students' crisis in higher institutions of learning in Nigeria. The purpose of the study was to examine factors common during students' protest and how the prevailing phenomenon can be reduced. However, the study discovered two major reasons behind the inability to meet the demand of students which were high population of students over available facilities and the administrative measures of management such as use of violence, divide and rule, negligence rustication among others. The study also revealed inadequacy in those measures that account for escalation of students protest rather administrators should adopt good leadership behaviours.

In another study conducted by Adebayo (2009) on student-authority conflict in Nigerian universities, the main objectives of the study is to examine the causes and the control of conflict between students and university authorities in Nigeria. The study revealed government policies, students' welfare such as school fees among others as causes of conflict. It was also revealed that divide and rule is one of the control measures used during conflict particularly students' protest. Though, the study revealed that it is not a viable measure because students can later settle among themselves and re-group to continue the protest.

Establishment of Effective and Efficient Security Apparatus: In a study conducted by Hajek (2013) on negotiating memories of students protest and roles of security agencies in Western Europe with Italy as the case study. The objective of the study was to examine students protest in Italy as well as the roles the security agencies played in preventing and controlling

the menace. The study revealed that security agents played vital roles not only in controlling but also in preventive students' protest. Security agents would have the fore knowledge through information from their informants, with the information they would quickly prevent it from happening. The study therefore recommended availability of securities in every higher institutions.

Additionally, Adeyemi, et al. (2010) also conducted a study on the management of students' crisis in higher institution of learning in Nigeria. The general purpose of the study was to examine the management strategies of students' crisis particularly students protest. The study revealed the use of security agencies as one of the control and preventive measures adopted by the university administrators to prevent and curtail the occurrence of students protest. The study recommended the presence of security agents to forestall and curtail students' crisis.

Setting up of Peace Committee between the School Authority and the Host Community: Rinji (2003) conducted a study on students' unrest in schools: Strategies for effective control and management. The objective of the study was to investigate student unrest in schools as well as examining the effective control and management of the unrest. The study revealed that setting up of peace committee between the school authority and the host community is a good strategy for prevention of students' unrest and students protest in particular. The study recommended setting up of peace committee between the school authority and the host community amongst other recommendations.

In another study conducted by Fatile and Adejumo (2011) on conflict and conflict management in tertiary institutions to determine the causes and management of conflict in public universities in Nigeria, the study revealed that setting up of peace committee between the university authorities and the host community as one of the measures used for conflict

resolution in some few universities in Nigeria. It is also revealed that the committee is also useful in the prevention of students protest. It was therefore recommended to all public universities in Nigeria to set up a peace committee between the university authorities and the community that hosts that institution.

Involving Students in Decision making and Administration – This is another preventive measure use by the university to prevent the occurrence of students protest in universities in Nigeria. This measure is referred to as accommodation technique aimed at preventing marginalization and aggression of university students. Onias (2016) asserted that involvement of student representatives in the decision making process of the universities might reduce the likelihood of frequent protest among university students in Nigeria. He opined that involvement of students in decisions that would one way or the other affect their welfares or academics would remove students' grievances which might later arise as a result of such decision from the authority.

Furthermore, Oredein and Egbe (2014) investigated the correlation nature between leadership negotiation process skills and university conflict resolution in Nigeria. The purpose of the study was to investigate the relationship between leadership negotiation processes skill and university conflict resolution. The study revealed that involving students in decision making is a leadership skill that would prevent students' protest. The study also revealed students' orientation, good listening and communication among others were the best leadership styles that would prevent students' protest. In another study by Onias (2016) on involving students in university governance, perception of open and distance learning students to ascertain whether there is a correlation between students involvement in university governance and protest, the finding revealed that constant involvement in university governance would enable the students to understand better the direction of some policies initiated by

administrators and also there would be an avenue for them to dialogue and relate properly with the administrators. Cordial relationship would bring about reduction and even prevention of regular protest by students of universities.

In another study carried out by Ige and Owolabi (2010) on students' unrest in tertiary institution in Nigeria: Causes and remedies. The general purpose of the study was to investigate the causes and preventive of students' unrest particularly students protest. The study revealed regular increase of school fees, poor welfare facilities, lack of involvement of students among other as the major causes of students protest. They therefore recommended that university administrators should always involve students in decisions that have to do with increment of tuition fees as well as any issue that relate to their welfare. Alimba (2013) also conducted a study on lecturer-students' perception of causes, effect and management of students' unrest in tertiary institutions. The main objective of the study was to identify causes, effect and management of students' unrest in tertiary institutions. The study revealed involvement of students' representatives in decision making as one of the potent measures of controlling and preventing students' unrest in Nigerian tertiary institutions.

Creation of Effective Communication between Students and Management – Adeyemi, et. al., (2010) and Onias (2016) unanimously opined that among various factors which have encouraged the promotion of students protest in Nigeria is likely as a result of lack of full effective exploration of all channels of communication between the management and the students. Universities who employ the use of effective communication measure to control students' protest do experience less of protest among students. The effective control of students' protest cannot be isolated from communication and negotiation skills of institutions' management (Kehdinga, 2017). He asserted that without effective communication between the students' and the administrators of the university, the students might misinterpret the

management policies and this would eventually cause crisis on campus. Therefore, effective communication between the university management and students remain vital for prevention of students' protest.

Adeyemi (2009) conducted a study on the causes, consequences and control of students' crisis in public and private universities in Nigeria. The findings of the study revealed that the degree of students' crisis in public universities is alarming and the protests in public universities are more of violent. It was also revealed that most of the public universities use the same measure to prevent students' crisis. It is also revealed that universities which adopt the use of effective communication between students and management experience less students protest. Therefore, he recommends the use of effective communication between students and management as one of the potent administrative styles to control students' protest.

In another study conducted by Fatile and Adejuwon (2011) on conflict management in tertiary institutions to determine the causes and management of conflict in public universities in Nigeria, the study revealed that students' protest were the major crisis among the universities. The study further revealed measures such as dialogue, effective communication between students and university administrators among others as the best ways of solving and preventing students protest. The study also recommended regular engagement of students as well as effective communication between both parties as the potent preventive measures to students protest.

Use of Effective Leadership Behaviour – This is the kind of attitude displayed by the university authorities to ensure that their institution is crisis free. Effective leadership behaviour include: Creation of complaints office for students in the institution, running of good and transparent government with open door policy; setting up of peace committee between the school authority among others (Etadon, 2013). They equally opined that the adoption of

democratic governance strategy as preventive measure as oppose the autocratic and the use of coercion in various ways lessen the tension of the frequent students' protest. Adebayo (2009) also agreed that effective leadership behaviour would enable the university management to be closer to the students and this would also bring about cordial relationship between the university authority and the students. When there is cordial relationship between them, the students would be better informed on management policies that would have created tension.

In addition, Oredein and Egbe (2014) conducted a study on the correlation nature between leadership negotiation process skills and university conflict resolution in Nigeria. The purpose of the study is to examine the leadership styles employed by management of the universities to reduce conflicts particularly students protest in their various institutions. The study revealed that the use of dialogue, involvement of students in decision making, effective communication among others is manifestation of effective leadership behaviour. They are also seen as examples of good leadership styles which can prevent and control frequent occurrence of students' crisis.

Also, Adepoju and Sofowora (2012) investigated management of conflict and aggressive behaviours by administrators of institutions of higher learning in South-west, Nigeria. The principal objective of the study was to investigate the degree of conflict and aggressive behaviour among management and students of higher institutions of learning in Nigeria with a view to ascertaining the extent to which academic activities have been affected and management strategies that could be used to reduce the trend. The finding revealed that aggressive behaviour by management would not solve the problem of conflicts particularly students protest. The only administrative style that can forestall and curtail students' protest is the use of effective leadership behaviour which entails the involvement of students in decision making as well as constant dialogue with the student representatives.

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Surcharging and Compulsory Signing of Undertaking by Students and Parents – Signing of undertaking and making students pay for the damages done according to Ajibade (2013) would not prevent the re occurrence of students' protest. Though, university administrators use these measures to prevent the occurrence of protest among students but experience has shown that surcharging and signing of undertaking do not permanently prevent protest among students. Adepoju and Sofowora (2012) stressed that surcharging and signing of undertaking do not permanently prevent the occurrence of the menace, but regular communication with representatives of students would limit the incidence of students' protest.

In a study conducted by Ajibade (2013) on causes and management strategies of student crisis in Nigeria tertiary educational institutions, the study further reviewed crisis management models which include the use of coercion, bargaining and negotiation, problem solving, surcharging and compulsory signing of undertaking among others. The finding reveals that surcharging and signing of undertaking is used by university administrators as preventive measures to students' protest but such measures only provide temporal prevention of the menace. It was also revealed that management models such as problem solving and mediation style, bargaining and negotiation are effective preventive measures that would bring about lasting solution to the ugly trend.

Similarly, Oredein and Egbe (2014) in their study on leadership negotiation skills as correlate of university conflict resolution in Nigeria, the study revealed that good governance such as transparency and involvement of students' representatives in key decision that would affect their welfare as well as bridge of communication gap should be done to prevent violent protest among students of tertiary institutions. The study revealed further that surcharging and signing of undertaking would not permanently prevent students from engaging in protest.

Provision of Necessary Facilities – It is evidently cleared from the researches conducted by various researchers that most of the protest embarked upon by university students were as a result of reactions to non-availability or deficiency in the provided facilities as well as astronomical increase in school fees (Adepoju & Sofowora, 2012, Kiptoo, 2013, Ajibade, 2013). Students' welfare remains paramount for the smooth running of university education but in a situation where students lack facilities such as accommodation, transport facilities, good lecture rooms, regular water supply among others, such can ignite students' protest (Adepoju & Sofowora, 2012). The management of such institutions must as a matter of urgency do something positive to address the situation before the commencement of students' agitation that would lead to protest. There is less students' protest in an institution where all the needed facilities are provided by the government or authority. Therefore, provision of welfare facilities with stable and moderate school fees for the comfort of the students remain vital and it can also prevent students' protest (Adepoju & Sofowora, 2012).

Furthermore, Keileher (2017) investigated US college protests that erupted at many US colleges and universities. The objective of the study was to find out the causes, control and preventive measures for the protest. The study revealed racial tension, welfare facilities among other were factors responsible for the protests. It was recommended that students' welfare facilities should be given utmost priority. Akeusola Viatome and Asikhia (2012) focused their study on the perceived causes and control of students' crisis particularly students protest in higher institutions in Lagos state. The study revealed that students protest occurred more in state owned institution than that of the federal. It was also revealed that one of the major causes of students protest was lack of provision of necessary facilities such as transportation electricity hostel among others. It was therefore recommended that university administrators and government should ensure that adequate facilities to cater for the welfare of students are

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provided. The provision of these facilities would reduce and probably prevent future occurrence of students' protest. The study of Ajibade (2013) also revealed that lack of sufficient welfare facilities as one of the causes of students' protest. Therefore, provision of welfare facilities on campuses would reduce the rate of students' protest.

Stable and Moderate Tuition Fees – University administrators use stable and moderate tuition fees to prevent the incidence of incessant students protest in higher institutions of learning in Nigeria. The administrators must ensure that tuition fees of students are not subjected to regular increment. The administrators are already aware that moderate tuition fees would not engender crisis but when the tuition fees is high for most of them to pay, they react through protest (Ajibade, 2013). Etadon (2013) asserted that moderate tuition fees and adequate funding are both preventive and control measures to students' protest. Adepoju and Sofowora (2012) opined that most of agitations between the university management and students are as a result of increase in tuition fees, students' welfare and non-challant attitude of the management towards students' plight.

In a study conducted by Olumuyiwa, Onyekwere, Dare and Godwin (2014) on analysis of violent protest in private universities in Nigeria: implication for educational development. The study delved into reveal the origin of violent protest in private faith-based universities and its likely implication on the country's educational development. The finding reveals increase of tuition fees in those institutions as the major cause of such violent protests. The study therefore, recommends that school fees should not be on a regular increase and also the management should ensure there is regular dialogue between the students and the management. Regular dialogue and moderate tuition fees would forestall and curb students protest.

Also, Alimba (2013) studied lecturer students' perception of the cause's effect and management patterns of students' unrest in tertiary institution in Adamawa state, Nigeria. The

objective of the study was aimed at identifying causes, implication and the strategies of managing students' unrest. The finding revealed increase in school fees, inadequacy in learning facilities, poor leadership styles among other as factors responsible for students protest. It was also revealed that moderate and stable school fees would forestall the occurrence of students protest. The study recommended that university administrators should not engage in regular increase of students' tuition fees. They should also involve the student representative in a discussion at any point in time the management wants to embark on such increase. Onwurah (2000) conducted a study titled 'Towards effectiveness management of students' crisis in tertiary institutions'. The study sought to identify various ways of managing students crisis and therefore discovered that stable and moderate school fees as a good preventive measure to students crisis control in tertiary institutions.

Theoretical Framework

A theory is a set of ideas that provides an explanation for something. Therefore, a theory consist of some basic concepts and statements, it also concerns about how specific concepts are related. Theories help to organize existing information and also to make predictions about observable events. Sociological theory is a set of ideas that provides an explanation for human society (Haralambos & Holborn, 2004). Relevant theories are therefore needed to review in order to explain the prevalent incidence of students' protest and the strategies adopted by the administrators to forestall and curtail the menace in Nigerian universities and other higher institutions of learning. The sociological theories that were reviewed are Anomie theory and conflict theory.

Anomie theory was propounded by Emile Durkheim. The idea of anomie means the lack of normal ethical or social standard. Durkheim in his book entitled The Division of Labour in society, posited that the rules of how individuals interact with one another were disintegrating and therefore, people were unable to determine how to behave with one another

resulting to anomie. Emile Durkheim opined that anomie was a state where the expectations of behaviour are unclear, and the system has broken down. This broken down of the system is what he referred to as normlessness. According to Durkheim, people who lived during period of anomie felt disconnected from their society because they were no longer see the norms and values that they hold dearly reflected in society itself. This leads to the feeling that one does not belong and not meaningfully connected to others. For some, the role they play and their identity is no longer valued by society. As a result of this, anomie can foster the feeling that one lacks purpose, engender hopelessness and encourage deviance and crime.

In line with Emile Durkheim writing on anomie, one can see that he saw it as a breakdown of ties that bind people together to make a functional society. A state of derangement, period of anomie is unstable, chaotic and often rifle with conflict because the social force of the norms and values that otherwise provided stability is weakened.

Another theory of interest in this study is conflict theory. The conflict theory is propounded by Max Webber and Karl Max. The theory asserts that social arrangement would tend to benefit some groups at the expense of others. Therefore, the potential for and likelihood of protest and violence is always present. To them, order and coherent in society are founded on conflict and the domination of some over others. Social order is achieved through a continual process of disputed interaction between men of sessional struggles and of the position of order by those who win power. The theorists also assert that different group pursuing their separate interests and are likely to disagree and produce some degree of instability and violence in the society. Though there are periods of harmony which do not last forever and eventually conflict will return. This does not mean however, that conflict is a permanent feature in our social arrangement as there are periods of truce and compromises resulting in harmonious co-existence of the competing groups. But these periods of harmony do not last forever, and a new form of conflict may eventually erupt (Haralambos & Holborn, 2004). This sociological

approach does not look at how social structures help society to operate, instead it looks at how "social patterns" can cause some people in society to be dominant and others to be oppressed. Society is portrayed as consisting of so many groups all of which may be in conflict with each other.

Out of the two reviewed theories, the most appropriate theory that explains the perceived effectiveness of students' protest control measures by stakeholders in public universities in South-west Nigeria is the conflict theory propounded by Marx Weber and Karl Marx. This theory asserts that social arrangement would tend to benefit some groups at the expense of others. As such, the potential for and likelihood of protests or violence is always present. To the theorists, social order and coherent in society are founded in conflict and the domination of some over the others. Applying this theory to the university settings where there are stakeholders such as administrators, academic staff and students, there is bound to be conflict of interest. The theorists state that the different groups pursuing their different interests are likely to disagree and produce some level of instability and violence in the society. When the administrative staff which initiate and implement policies introduce policies or programmes which are unfavourable to the students, the students would express their displeasure and if management's response is not satisfactory to the students may eventually leads to protest. The theorists agree that there are periods of harmony which do not always last forever.

Despite these periods of harmony among stakeholders in the university, there would still be one or other reason for disagreement and if the disagreement is not properly handled by the administrators, it can lead to a protest. It is observed that at times, there is conflict between the groups within the university system particularly between the administrators and students. Students, most a times disagree with the university authority which the theorists refer to as the period of disharmony. Therefore, students' protest can only be reduced when all the

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stakeholders see themselves as partner in progress. University administrators should always involve the students through dialogue, regular communication, and negotiation. Each of the stakeholders has roles to play in the institution as well as interest to protect. However, when the action of any of the groups unjustifiably affects other group within the same system, there bound to be disagreement and this can metamorphose to a protest. In most cases, when this situation is not urgently curtailed, hoodlums can hijack the situation and thereby worsen the already volatile situation. If the parties involved are finally found themselves in such hard to control situation, the university authority may not have other means than inviting the law enforcement agency and experience has shown that invitation of law enforcement agency a times causes more damages that it curbs it.

Appraisal of the Literature Reviewed

The study investigated the perceived effectiveness of students' protest control measures by stakeholders in public universities in South-west Nigeria. From the literature reviewed, it is observed that, studies have been conducted on the prevalence of students protest in universities in Nigeria. Various strategies have also been employed by university management and other concerned stakeholders to control the menace. For instance, Davis, Ekwere and Uyanga (2015), Ajibade (2013), Akeusola, Viatonu and Asikhia (2012), Adeyemi (2010) and Alimba (2013) in their studies explicitly examined the prevalence, causes,effect and control of students protest which occasionally occurs among students in Nigerian higher institutions of learning.

Similarly, Etadon (2013) examined "Campus Conflicts Involving Students' and University Management in Nigeria: The Case of the University of Ibadan". The study by, Olumuyiwa, Onyekwere, Dare and Godwin (2014) equally revealed the prevalence of violent protest in private universities in Nigeria in the study titled 'violent protest in private universities in Nigeria: implication for educational development'. However, none of the studies reviewed,

carried out an investigation into the effectiveness of control measures used by university authorities in Nigeria to forestall and curtail the frequent students' protest. This is one of the gaps this present study filled.

Also, some studies reviewed gave attention towards the causes of protest among university students in Nigeria. Ajibade (2013), Akeusola, Viatonu and Asikhia (2012), Adeyemi (2009) and Alabi (2002) in their various study revealed the causes of students' protest and crisis among universities in Nigeria. It was however observed based on reviewed literatures that, the major causes of student protest in Nigeria includes, government policies, religious factors, tuitions fee increment, high handedness of management, cultism, clash with community and police, inadequate attention towards students welfare and unionism among others.

The major focus of these studies were on prevalence and causes of the menace, none of these studies also examined the perceived effectiveness of students' protest control measures by stakeholders in public universities in South-west Nigeria. This present study has filled this gap. Adeyemi (2009) and Alimba (2013) further examined the consequences of students' crisis in Nigeria higher institutions of learning. The consequences are loss of lives and properties, disruption of academic and economic activities within and out the institution's environs among other. Olumuyiwa, Onyekwere, Dare and Godwin (2014) further studied violent protest in private universities in Nigeria: Implication on educational development was revealed as bringing set back to educational standard and inhibiting the attainment of university objectives.

Concerning control measures on students' protests in public universities, Ajibade (2013), Akeusola, Viatonu and Asikhia (2012), Adeyemi (2009), Alabi (2002), Alimba (2013) and Odu (2003) all observed that management of tertiary institutions of learning adopts various control measures which includes dialogue and communication, prohibition of students union

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activities and suspension of student leaders, negligence, invitation and intervention of law enforcement agents, provision of necessary teaching-learning and welfare facilities, the shutdown of institution and involving students in decision making among others. Onias (2016) specifically conducted a study on "involving students in university governance" to control protest while Oredein and Eigbe (2014) examined the correlation between leadership styles and conflict resolution among universities in Nigeria. However, much emphasis was on control measures without examining how effective were these measures in forestalling and curbing students' protest. The study did not involve students and other stakeholders except the university administrators; however, the present study has filled the gap by involving the students' leaders.

Furthermore, Odionye (2014) further examine the evaluation of crisis management strategies adopted by universities located in South-East Nigeria. The research seems closely related to this, but was carried out in an entirely different locale. Also, the research light was on all crises not specifically on students' protest. Furthermore, the sample size of 499 was relatively small. In addition, the researcher used only students as respondents instead of including both teaching and non-teaching staff in the sample size. These gaps have been taken care of by this present study.

Also, reviewed literatures with similar locale of study include Akeusola, Viatonu and Asikhia (2012) who conducted a study on crisis among students in Lagos state, Nigeria. Adepoju and Sofowora (2012) equally conducted a study titled "Management of Conflict and Aggressive Behaviour by Administrators of Institutions of Higher Learning: the Case of South western Nigeria". The study by Akeusola, Viatonu and Asikhia (2012) gave focused on only Lagos state in South-west while Adepoju and Sofowora (2012) focused majorly on aggressive behaviour and conflict in the higher institutions not only on students' protest coupled with the fact that, students' protest control measures were not fully examined. In addition, some items

in the instrument used did not address the issues of student protest which the present study has addressed. The sample size for some of these studies was relatively small. Furthermore, some of the studies reviewed in this present study did not involve the necessary stakeholders and the gap has been filled by the present study.

However, from the above literatures revealed, it has been observed that there are still re-occurrence of students' protest in public universities in South-west Nigeria. It has also been observed that none of the studies examined the perceived effectiveness of students' protest control measures by stakeholders in public universities in South-west Nigeria and it is on this basis that this research intends to investigate the perceived effectiveness of students' protest control measures by stakeholders in public universities in South-west Nigeria. This is the intellectual vacuum left by the previous studies which this study has filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter provides explanation on the general procedures to be employed for the conduct of this research as presented in the following sub-headings:

a.   Research Design

b.   Population Sample and Sampling Techniques

c.   Instrumentation

d.   Procedure for Data Collection

e.   Data Analysis Techniques

Research Design

This study employed a descriptive survey design. This is considered most appropriate because survey method enables information to be obtained from a representative sample of the population and describes situations as they exist (Kothari & Gaurav, 2014). Descriptive survey also allows the assessment of certain attributes, properties/characteristics in a prevailing situation at a particular time. Its main purpose is to describe the event in question using the resulting data to explain and produce the given situation. In agreement with these assertions, the descriptive survey approach is considered most appropriate for this study because the researcher is interested in collecting information from a representative sample of university students, academic staff, and administrative staff on the perceived effectiveness of students' protest control measures in each of the sampled institution.

Population, Sample and Sampling Techniques

The population of this study is 298,706 comprising 287,069 students, 10492 academic staff and 1145 administrative staff from 15 public universities in South west region of Nigeria. (See Appendix B) The target population of this study is 10,234 which comprise 1,653 student

leaders, 7, 856 academic staff and 725 administrative staff in eight selected public universities in South west region of Nigeria. The sample for this study comprised 1,227 participants comprising 199 student leaders, 942 academic staff and 86 administrative staff.

The choice of 1,227 participants out of the target population of 10,234 was found appropriate considering the recommendations of the research advisor (2006) sample size table at a confidence level of 95% (Appendix C). A multi-stage sampling procedure was adopted in selecting data for this study. Stage 1: Five (5) out of six states in South-west of Nigeria were selected using simple random sampling technique. Stage 2: Out of the selected five states, eight (8) universities among the 15 public universities were chosen using purposive sampling technique. The eight selected universities were public universities that have been in existence for at least 20 years with experience of frequent occurrence of students' protest. Stage 3: In each of the selected universities, proportionate stratified sampling technique was used to select the student leaders, university administrative staff, as well as academic staff that participated in the study. The student leaders that were selected in each university were those occupying the positions of the president, vice president, general secretary as well as speaker where applicable. It was believed that these set of students would have been involved in certain decision making on matters affecting the general wellbeing of students. Also, the administrative staff that were selected comprised some Principal Officers, Dean and Sub-Deans of Students Affairs including the university chief security officers, Dean and Sub-Dean of Faculties including Faculty Officers, and Head of Departments. Academic staff that participated in the study were sampled across faculties and departments of various selected universities.

Instrumentation

The instrument that was used for this study was a researcher designed questionnaire titled Students' Protest Control Measures Questionnaire (SPCMQ). The instrument consists

two sections, A and B. Section A contains the bio-data of the respondents while Section B contains items on students' protest control measures and their effectiveness. The responses options are Use, Not Use, Very Effective (VE), Effective (E), Partially Effective (PE) and Ineffective (I).

The instrument was validated by experts in the Department of Social Sciences, Education, University of Ilorin. All the observations and suggestions on the instrument were incorporated and the vetting and approval was done by the researcher's supervisor. However, in order to test the reliability of the instrument, copies of the instrument were administered on 10 university administrators, 20 academic staff and 10 student leaders in the public university different from the selected universities. Data generated was subjected to a reliability test using Split half method and the reliability coefficients obtained were 0.88, 0.78 and 0.88 respectively for academic staff, administrative staff and student leaders.

Procedure for Data Collection

With an introductory letter from the Head of Department of Social Sciences Education, University of Ilorin, permission was sought from the University authorities. Two research assistants alongside the researcher administered the instrument. Prior the commencement of the data collection exercise, the two research assistants were trained and duly informed about the procedures involved in data collection. The researcher and the research assistants distributed the instrument and collected the instrument after completion. In some cases, arrangement was made for collection of the filled copies of questionnaire at a given time most especially for the respondents who could not immediately attend to the items on the instrument. The whole data collection exercise took the researcher ten(10) weeks to complete.

Ethical Consideration

Conducting a research comes with tremendous amount of responsibilities and disciplines. Like any other researchers, education researchers must consider their ethical obligation to avoid harming their subjects or groups during the process of the research. When the objects of inquiry are human beings, extreme care must be taken in order to avoid any potential harm to both the researcher and the researched. Therefore, the ethical issues addressed in this study were: informed consent, right to privacy, confidentiality and acknowledgement of the contribution of all the participants that were involved in the study as well as recognition of those whose research influenced the present study

In this study, the guidelines of University of Ilorin Research Ethics Regulation were strictly adhered to. The researcher collected an introductory letter from the Head of Department of Social Sciences Education, University of Ilorin. Informed consent involves having consent of the participants who have been truthfully informed about the research and how it would be conducted. Informed consent in this study was obtained from the participants before attending to the instrument. Also, participants were informed of their right to withdraw from the research without any consequences.

Right to privacy means protecting the identity of the participant. A right to privacy of participating institutions and individuals in this study was observed by ensuring that participants' identities were not revealed in the final write-up of the report. Identifiable codes were used instead of the real names of the institutions. The data was collected based on the research questions, so that the privacy of suppliers of the information and their institutions were not revealed. Research participants were assured that any data provided would remain secret and would not be used in any manner other than academic purposes. The information they shared was kept confidential at all times and could be accessed only by the researcher and the supervisor.

Protection from harm means protecting the participants from any physical, psychological, emotional, cultural or professional harm or any kind of injury that may arise from taking part in this study. The researcher ensured that individual who participated in the study was protected from physical, emotional, psychological and professional harm. The issue of protection of individuals that supplied the data from physical harm was guaranteed in that the researcher was not using laboratory or object that can inflict injury on the participants. The researcher further ensured that participants had right to withdraw from the study if they were not comfortable with the manner in which the research was conducted.

Data Analysis Techniques

Descriptive and inferential statistics were used to analyse the data. Descriptive statistics of percentage was used to analyse the research questions while the two null hypotheses formulated were tested using Chi-Square test independence. All the stated null hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter deals with the results of the analysis and interpretation of data collected through the use of questionnaire forms. A total of 1,227 copies of questionnaire forms were administered on the stakeholders comprising student leaders, academic staff and administrative staff in eight selected public universities in South-west region of Nigeria. However, 1,211 copies of the questionnaire forms were found usable due to incomplete responses that can bias the result of the analysis. Responses on completely filled copies of questionnaire were then used for the analysis in this study.

Bio-demographic Information of the Stakeholders in Public Universities in South west Nigeria

A summary of the distribution of the stakeholders is presented in Tables 3 through 7.

Table 3: Distribution of Stakeholders According to Institution

Name of Institutions	Frequency (f)	Percentage (%)
A	97	8.0
B	139	11.5
C	108	8.9
D	98	8.1
E	80	6.6
F	264	21.8
G	212	17.5
H	213	17.6
Total	1,211	100.0

Table 3 shows the distribution of the university stakeholders that participated in the study according to their institutions. It is shown that out of 1,211 (100.0%) of the stakeholders, 97(8.0%) were selected from university with code A, 139 (11.5%) were selected from

university with code B, 108 (8.9%) from university with code C, 98(8.1%) from university with code D, 80(6.6%) from university with code E, 264 (21.8%) from university with code F, 212(17.5%) from university with code G, and 213 (17.6%) were selected from the university with code H.

Table 4: Distribution of Stakeholders According to Proprietorship

Proprietorship	Frequency (f)	Percentage (%)
Federal	828	68.4
State	383	31.6
Total	1,211	100.0

Table 4 shows distribution of the university stakeholders that participated in the study according to their proprietorship. It is shown that out of 1,211(100.0%) stakeholders that participated in the study, 828 (68.4%) were selected from federal universities while 383(31.6%) were selected from state owned universities. It is shown from this distribution that more than half of the stakeholders were selected from federal universities. The distribution is as a result of the fact that federal universities have more population in terms of staff strength and students enrolment.

Table 5: Distribution of Stakeholders According to Gender

Gender	Frequency (f)	Percentage (%)
Male	857	70.8
Female	343	28.3
No Response	11	.9
Total	1,211	100.0

Table 5 shows distribution of the university stakeholders that participated in the study according to their gender. It is shown that out of 1,211(100.0%) stakeholders that participated

in the study, 857 (70.8%) were males while 343(28.3%) were females. However, 11 (0.9%) of the stakeholders declined response to their gender and this is denoted by No Response. It is shown from this distribution that more males participated in this study than their female counterparts.

Table 6: Distribution of Stakeholders According to their Status in the University

Status in the system	Frequency (f)	Percentage (%)
Academic Staff	931	76.9
Administrative Staff	82	6.8
Student Leaders	198	16.4
Total	1,211	100.0

Table 6 shows distribution of the university stakeholders that participated in the study according to their status in the university. It is shown that out of 1,211(100.0%) stakeholders that participated in the study, 931 (76.9%) were academic staff, 82(6.8%) were administrative staff while 198(16.4%) were student leaders. It is shown from this result that distribution of the sampled participants reflects the expected stakeholders in the university system.

Table 7: Distribution of Stakeholders According to their Years of Experience in the University System (Staff Only)

Years of Experience	Frequency (f)	Percentage (%)
Below 10yrs	444	43.8
10-20yrs	511	50.4
21yrs and above	58	5.7
Total	1013	100.0

Table 7 shows distribution of the university stakeholders that participated in the study according to their years of experience in the university. It is shown that out of 1,013(100.0%)

stakeholders that were staff, 444 (43.8%) had below 10 years of working experience, 511(50.4%) had between 10-20 years of experience while 58(5.7%) had 21years and above working experience in the university system. It is shown from this result that the majority of stakeholders that were staff in the universities had not less than 10 years of working experience in the university system.

Research Questions

> ***Research Question 1:*** *What are the control measures used against students' protests by public universities in South-west Nigeria?*

In order to answer this research question, two approaches were adopted. In the first instance, stakeholders' responses to items on each indicator of students' protest control measures on the questionnaire were subjected to a descriptive analysis of frequency and percentage. Then, stakeholders' responses to the constituting items on each indicator were collapsed to present the summary of students' protest measures used by public universities in South-west Nigeria. The results are presented respectively in Tables 8 and 9.

Table 8: Descriptive Results of Stakeholders' Responses to Control Measures used against Students' Protest by Public Universities in South-west Nigeria

S/N	Students' Protest Control Measures	Use f	Use %	Not Use f	Not Use %
A	**Violence and Coercion**				
1	Immediate closure of institution with an ultimatum given to students to vacate their halls of residence and premises.	1210	99.9	1	.1
2	Suspension or dissolution of students' unions and their executives	790	65.2	421	34.8
3	Rustication or outright expulsion of student leaders and other culprits	894	73.8	317	26.2
4	The use of security forces like the police to maintain law and order in the institution	536	44.3	675	55.7
5	Imposition of damages fee and other sanction on students for compliance	1129	93.2	82	6.8

6	Compulsory signing of caution/undertaking form for good conduct by both the students and parents prior the admission	1211	100.0	-	-
B	**Negotiation and Bargaining**				
7	Invitation of students' representative to round table for discussion	1211	100.0	-	-
8	Fashioning out mutual agreement between students and school authority	1173	96.9	38	3.1
9	Addressing protesters by the designated authority	1174	96.9	37	3.1
C	**Problem solving**				
10	Investigate the causes of the protest as early as possible	1201	99.2	10	.8
11	Immediate removal of the perceived obstacle to peace	1201	99.2	10	.8
12	Giving adequate attention to students' demands	1201	99.2	10	.8
13	Provision of adequate welfare facilities across the campus	1207	99.7	4	.3
14	Establishment of effective and efficient security apparatus both in and out of the school campus	1158	95.6	53	4.4
15	Maintaining stable and moderate tuition fees	1108	91.5	103	8.5
D	**Mediation**				
16	Resulting to law court for the determination of object of crisis	2	.2	1209	99.8
17	Inviting traditional ruler or chief for necessary intervention	1	.1	1210	99.9
18	Inviting leaders of associations such as university alumni	334	27.6	877	72.4
19	Setting up of peace committee between the school authority and the host community	197	16.3	1014	83.7
E	**Negligence**				
20	Ignoring students, with their demands and protest	26	2.1	1185	97.9
F	**Participatory Decision Making**				
21	Constant engagement of students and management through seminar or colloquium where students' view can be heard on certain issues	705	58.2	506	41.8
22	Setting up of an effective disciplinary committee comprising members of management and student bodies	566	46.7	645	53.3
23	Involvement of students' representatives in key decision making in the institution	920	76.0	291	24.0
24	Running of good and transparent government with open door policy	1121	92.6	90	7.4
G	**Communication Network**				

25	Creation of a forum for negotiation between management and students	1210	99.9	1	.1
26	Creation of students' complaints office in the institution	707	58.4	504	41.6
27	Creation and maintenance of effective communication channel between the students and the management	1200	99.1	11	.9
28	Direct enlightenment of students on the best approach through which their grievances can be communicated	1147	94.7	64	5.3
29	The use of informants among the students by school authority to timely inform management about the intending protest.	1145	94.5	66	5.5

Results in Table 8 show the descriptive analysis of stakeholders' responses to control measures used against students' protest by public universities in South-west Nigeria. Under violence and coercion, measures such as immediate closure of institution with an ultimatum given to students to vacate their halls of residence and premises, and compulsory signing of caution/undertaking form for good conduct by both the students and parents prior the admission had 100% of stakeholders that indicated their use. However, 55.7% of the stakeholders indicated that use of security forces like the police to maintain law and order in the institution is not in use in their institutions. Under negotiation and bargaining, measures such as invitation of students' representative to round table for discussion, fashioning out mutual agreement between students and school authority, and addressing protesters by the designated authority had 100.0%, and 96.9%, and 96.9% of stakeholders that indicated that they are being used. Also, all constituting items under problem solving as students' protest control measure had 91.5% to 99.7% of stakeholders that indicated their use in their institutions. The outcome of stakeholders' responses to items under mediation suggests that it is rarely used as 72.4% to 99.9% indicated that the measure is not being used in their institutions. Similarly, 97.9% of the stakeholders indicated that negligence is not also used whereas; participatory decision making had between 58.2% to 92.6% of stakeholders that indicated the use of some of the constituting

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measures while 53.3% of the stakeholders indicated that measure such as setting up of an effective disciplinary committee comprising members of management and student bodies is not used. Communication network as a students' protest control measure has between 58.4% to 99.9% of stakeholders that indicated the use of each constituting measure in their respective institutions. The overall summary of stakeholders' responses to students 'protest control measures is presented in Table 9.

Table 9: Summary of Control Measures used against Students' Protest by Public Universities in South-west Nigeria

Control Measures	Use		Not Use	
	(f)	**(%)**	**(f)**	**(%)**
Violence and Coercion	1,011	83.5	200	16.5
Negotiation and Bargaining	1,211	100.0	-	-
Problem Solving	1,201	99.2	10	.8
Mediation	2	.2	1,209	99.8
Negligence	26	2.1	1,185	97.9
Participatory Decision Making	705	58.2	506	41.8
Communication Network	1,147	94.7	64	5.3

Table 9 shows the summary control measures used against students' protest by public universities in South-west Nigeria. It is shown that 1,011(83.5%) of the stakeholders indicated that violence and coercion is used in their universities while 200(16.5%) of the stakeholders indicated that this measure is not used in their universities. It is shown that all the sampled stakeholders, 1,211(100.0%) indicated that negotiation and bargaining is used as a control measure of students' protests in their universities. Similarly, 1,201(99.2%) of the stakeholders indicated that problem solving is used in their universities while 10(0.8%) of the stakeholders indicated that this measure is not used. However, only 2(0.2%) of the stakeholders indicated the use of mediation as students' protests control measure while 1,209(99.8%) indicated that this measure is not used in their universities. In like manner, 26(2.1%) of the stakeholders

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indicated the use of negligence while 1,185(97.9%) indicated its non-use. Participatory decision making had 705(58.2%) of the stakeholders that indicated its use in their universities while 506(41.8%) indicated otherwise. It is further shown that 1,147(94.7%) of the stakeholders indicated the use of communication network as students' protests control measure in their universities while 64(5.3%) indicated that is not used in their universities. Indication is shown from this result that students' protest control measures such as negotiation and bargaining, problem solving, communication network, and violence and coercion are commonly used in the public universities while mediation, and negligence are least used in the universities.

Research Question 2: How effective are students' leaders protests control measures as perceived by students' leaders in public universities in South west Nigeria?

In order to answer this research question, student leaders' responses to effectiveness of constituting items on each indicator of students' protest control measures in the questionnaire were coded, collated and entered into the SPSS. However, effectiveness of these control measures was sought from students that indicated their use in their respective institutions. In other words, analysis in Table 10 was based on the number of student that indicated that the control measures under consideration are being used as students' protest control measures in their universities. For instance, out of 198 (100.0%) of student leaders sampled in the study, 162 indicated the use of violence and coercion, negotiation and bargaining (198), problem solving (188), mediation (0), negligence (10), participatory decision making (152) and communication network (188). Therefore, the results of level of effectiveness of the control measures as perceived by student leaders are presented in Table 10.

Table 10: Students Perceived Effectiveness of Protests Control Measures in public universities in South-west Nigeria

Control Measures	Obtained Response	VE(%)	E(%)	PE(%)	I(%)

Violence and Coercion	162	105(64.8)	23(14.2)	33(20.4)	1(.6)
Negotiation and Bargaining	198	145(73.2)	13(6.6)	40(20.2)	-
Problem Solving	188	148(78.7)	32(17.0)	8(4.3)	-
Mediation	-	-	-	-	-
Negligence	10	10(100.0)	-	-	-
Participatory Decision Making	152	150(98.7)	2(1.3)	-	-
Communication Network	188	139(73.9)	41(21.8)	8(4.3)	-

Table 10 shows student leaders' perceived effectiveness of protests control measures in public universities in South-west Nigeria. As shown in the result, 105(64.8%) of the student leaders perceived the use of violence and coercion as very effective while 23(14.2%) and 33(20.4%) respective perceived it as effective and partially effective. However, only 1(0.6%) of the student leaders perceived the use of violence and coercion as ineffective. Also, 145(73.2%) and 13(6.6%) of the student leaders perceived the use of negotiation and bargaining as very effective and effective while 40(20.2%) perceived it as partially effective. None of the student leaders indicated the use of mediation as a protest control measure and its effectiveness cannot be assessed. In addition, 10(100.0%) of the student leaders that indicated the use of negligence perceived it as a very effective measure of protest control measure. Participatory decision making as a control measure of students' protest had 150(98.7%) of the student leaders that perceived its use as very effective while 2(1.3%) perceived it as effective. Furthermore, 139(73.9%) and 41(21.8%) of the student leaders respectively perceived the use of communication network as very effective and effective while 8(4.3%) perceived it as ineffective. It could be deduced from the results in Table 10 that only mediation is not perceived to be effective control measure by students as no student choose it at all while the

remaining six measures are considered to be very effective as more than 60% of those that have chosen them choose very effective. It is also important to state here that negligence received low patronage as 10 student leaders out of 198 choose it as very effective. Therefore, students' protests control measures used by public universities in South west Nigeria are perceived to be very effective by student leaders.

> ***Research Question 3:*** *How effective are students' protests control measures as perceived by academic staff in public universities in South-west Nigeria?*

Academic staff responses to the questionnaire items on the effectiveness of protest control measures used by public universities were coded, collated and entered into the SPSS data view after which the data were subjected to descriptive statistics analysis to obtain frequency and percentage of level of effectiveness of the control measures as perceived by academic staff. Observed response in Table 11 reflects the total number of academic staff that indicated the use of each students' protest control measures indicator upon which the analysis is conducted. The results obtained are presented in Table 11.

Table 11: Academic Staff Perceived Effectiveness of Protests Control Measures in public universities in South-west Nigeria

Control Measures	Observed Response	VE(%)	E(%)	PE(%)	I(%)
Violence and Coercion	773	593(76.5)	173(22.3)	9(1.2)	-
Negotiation and Bargaining	931	720(77.3)	197(21.2)	12(1.3)	2(.2)
Problem Solving	931	795(85.4)	133(14.3)	3(.3)	-
Mediation	2	2(100.0)			
Negligence	14	13(92.9)	1(7.1)		
Participatory Decision Making	508	504(99.2)	4(.8)		

Communication Network	878	615(70.0)	256(29.2)	7(.8)

Table 11 shows university academic staff's perceived effectiveness of protests control measures in public universities in South-west Nigeria. It is shown in the result that 593(76.5%) of the academic staff considered violence and coercion as a very effective measure of protest control, 173(22.3%) perceived it as effective while 9(1.2%) perceived it as partially effective. Their perception of negotiation and bargaining shows that 720(77.7%) perceived it as very effective, 197(21.2) as effective, 12(1.3%) as partially effective while 2(0.2%) perceived it as ineffective. Problem solving had 795(85.4%) of the academic staff that perceived it as very effective while 133(14.3%) and 3(0.3%) respectively perceived it as effective and partially effective. Only 2(100.0%) of the academic staff that indicated the use of mediation perceived its use as very effective. Also, 13(92.9%) of the academic staff perceived the use of negligence as very effective while 1(7.1%) perceived it as effective. Participatory decision had 504(99.2%) and 4(0.8%) of the academic staff that respectively perceived its use as very effective and effective. Furthermore, 615(70.0%) and 256(29.2%) of the academic staff respectively perceived communication network as very effective and effective measure of protest control while 7(0.8%) perceived it as partially effective. It could be deduced from the results in Table 11 that all the control measures are very effective as more than 69% of those that have chosen it choose very effective. It is also important to state here that meditation and negligence received low patronage as 2 and 13 academic staff out of 931 choose them respectively as very effective. Therefore, academic staff perceived students' protests control measures used by public universities in South west Nigeria as very effective.

> ***Research Question 4:*** *How effective are students' protests control measures as perceived by administrative staff in public universities in South west Nigeria?*

To answer this research question, administrative staff responses to the questionnaire items on the effectiveness of protest control measure used by public universities were coded, collated and entered into the SPSS data view after which the data were subjected to descriptive statistics analysis to obtain frequency and percentage of level of effectiveness of the control measures as perceived by administrative staff. Observed response in Table 12 reflects the total number of administrative staff that indicated the use of each students' protest control measures indicator upon which the analysis is conducted. The results obtained are presented in Table 12.

Table 12: Administrative Staff Perceived Effectiveness of Protests Control Measures in public universities in South-west Nigeria

Control Measures	Observed Response	VE(%)	E(%)	PE(%)	I(%)
Violence and Coercion	74	57(77.0)	15(20.3)	2(2.7)	-
Negotiation and Bargaining	82	56(68.3)	23(28.0)	2(2.4)	1(1.2)
Problem Solving	82	73(89.0)	9(11.0)	-	-
Mediation	-	-	-	-	-
Negligence	2	2(100.0)	-	-	-
Participatory Decision Making	45	43(95.6)	2(4.4)	-	-
Communication Network	81	60(74.1)	20(24.7)	1(1.2)	-

Table 12 shows university administrative staff's perceived effectiveness of protests control measures in public universities in South-west Nigeria. It is shown in the result that 57(77.0%) of the administrative staff perceived violence and coercion as a very effective measure of protest control, 15(20.3%) perceived it as effective while 2(2.7%) perceived it as partially

effective. Administrative staff's perception of negotiation and bargaining shows that 56(68.3%) perceived it as very effective, 23(28.0) as effective, 2(2.4%) as partially effective while 1(1.2%) perceived it as ineffective. Problem solving had 73(89.0%) of the administrative staff's that perceived its use as very effective while 9(11.0%) perceived it as effective. It is shown in this result that none of the administrative staff indicated the use of mediation as students' protests control measure in their universities. Only 2(100.0%) of the administrative staff that indicated the use of negligence perceived its use as very effective. Also, participatory decision had 43(95.6%) and 2(4.4%) of the administrative staff that respectively perceived its use as very effective and effective. While 60(74.1%) and 20(24.7%) of the administrative staff respectively perceived communication network as very effective and effective measure of protest control, only 1(1.2%) perceived it as partially effective. It could be deducted from the results in Table 12 that only mediation is not perceived to be effective control measure by administrative staff as no administrative staff choose it at all while the remaining six measures are considered to be very effective as more than 65% of those that have chosen it choose very effective. It is also important to state here that negligence received low patronage as 2 administrative staff out of 82 choose it as very effective. Therefore, students' protests control measures used by public universities in South west Nigeria are perceived to be very effective by administrative staff.

Research Hypotheses

> ***H$_{O1}$:*** *There is no significant difference in the perceived effectiveness of students' protest control measures among students, academic staff, and administrative staff in public universities in South-west Nigeria.*

In order to test this hypothesis, stakeholders' responses to 29 items measuring level of effectiveness of students' protests control measures were scored, collapsed and grouped such that scores of less than or equal to 29 were adjudged as ineffective, scores

of 30 to 58 as partially effective, 59-87 as effective while scores of 88-116 were adjudged

as very effective. These categories were then subjected to a Chi-Square test using

stakeholders as differentiating variable. The result is presented in Tables 13.

Table 13: Chi-Square test of significant difference in the perceived effectiveness of students' protest control measures among students, academic staff, and administrative staff in public universities in South-west Nigeria

Stakeholders	Perceived Effectiveness of Students' Protest Control Measures				Total	χ^2	df	P	Decision
	VE	E	PE	I					
Academic Staff	466	408	56	1	931				
	(76.3%)	(79.1%)	(70.0%)	(25.0%)	(76.9%)				
Admin Staff	41	37	4	0	82	17.37	6	.008	Reject HO₁
	(6.7%)	(7.2%)	(5.0%)	(0.0%)	(6.8%)				
Student Leaders	104	71(13.8%)	20	3	198				
	(17.0%)		(25.0%)	(75.0%)	(16.4%)				
Total	611	516	80	4	1211				
	(100%)	(100%)	(100%)	(100%)	(100%)				

VE=Very Effective, E= Effective, PE= Partially Effective, I= Ineffective

Results in table 13 show that out of 611(100.0%) of stakeholders that perceived

students' protest control measures, 466(76.3%) were academic staff while 41(6.7%) and

104(17.0%) were administrative staff and student leaders respectively. Similarly, out of 516

(100.0%) of stakeholders that perceived students' protest control measures used by public

universities as effective, 408(79.1%) were academic staff while 37 (7.2%) and 71(13.8%)

respectively were administrative staff and student leaders. Also, 80 (100.0%) of stakeholders

perceived students' protest control measures as partially effective out of which 56(70.0%)

were academic staff while 4 (5.0%) and 20 (25.0%) respectively were administrative staff and

student leaders. The overall Chi-Square test however indicated that indicated significant

difference in the perceived effectiveness of students' protest control measures among students,

academic staff, and administrative staff, χ^2 (n = 1211) = 17.37, df = 6, p = .008. Since the p-

value is less than .05 thresholds, we therefore reject the stated null hypothesis. This result

concludes that there was a difference in the perceived effectiveness of students' protest control measures among students, academic staff, and administrative staff in public universities in South-west Nigeria.

H_{O2}: There is no significant difference in the stakeholders' perceived effectiveness of students' protest control measures by state and federal universities in South-west Nigeria.

In order to test this hypothesis, stakeholders' perceived effectiveness of students' protests control measures was subjected to a Chi-Square test using university proprietorship as factor variable. The result is presented in Table 14.

Table 14: Chi-Square test of significant difference in the perceived effectiveness of students' protests control measures by State and Federal Universities

University Ownership	Perceived Effectiveness of Students' Protest Control Measures				Total	χ^2	df	P	Decision
	VE	E	PE	I					
State	253	52	74	4	383				Reject
	(41.4%)	(10.1%)	(92.5%)	(100%)	(31.6%)				HO₂
Federal	358	464	6	0	828	283.6	3	.00	
	(58.6%)	(89.9%)	(7.5%)	(0.0%)	(68.4%			0	
Total	611	516	80	4	1211				
	(100%)	(100%)	(100%)	(100%)	(100.0%)				

Results in table 14 show that out of 611(100.0%) of stakeholders that perceived students' protest control measures, 253(41.4%) were stakeholders from state universities while 358(58.6%) were stakeholders from federal universities. Similarly, out of 516 (100.0%) of stakeholders that perceived students' protest control measures used by public universities as effective, 52(10.1%) were stakeholders from state universities while 464 (89.9%) were stakeholders from federal universities. Also, 80 (100.0%) of stakeholders perceived students' protest control measures as partially effective, 74(92.5%) were stakeholders from state

universities while 6 (7.5%) were stakeholders from federal universities. Only 4(100.0%) of stakeholders that perceived students' protest control measures as ineffective were stakeholders from state universities. The overall Chi-Square test however indicated a significant difference in the stakeholders' perceived effectiveness of students' protest control measures by state and federal universities in South-west Nigeria, χ^2 (n = 1211) = 283.58, df = 3, p = .000. Since the p-value is less than .05 thresholds, we therefore reject the stated null hypothesis. This result concludes that there was a significant difference in the stakeholders' perceived effectiveness of students' protest control measures by state and federal universities in South-west Nigeria.

Summary of Findings

Based on the data collated, analyzed and interpreted in this study, the following findings were obtained:

1. Negotiation and bargaining (100%), problem solving (99.2%), communication network (94.7), and violence and coercion (83.5%) are used as students' protests control measures in the public universities in South west Nigeria.

2. Student leaders perceived participatory decision making (98.7%), problem solving (78.7%), communication network (73.9%), negotiation and bargaining (73.2%), violence and coercion (64.8%) as very effective students' protests control measures in the public universities in South west Nigeria.

3. University academic staff perceived participatory decision making (99.2%), problem solving (85.4%), negotiation and bargaining (77.3%), violence and coercion (76.5%), and communication network (70.0%) as very effective students' protests control measures in the public universities in South west Nigeria.

4. University administrative staff perceived participatory decision making (95.6%), problem solving (89.0%), violence and coercion (77.0%), communication network

(74.1%), and negotiation and bargaining (68.3%) as very effective students' protests control measures in the public universities in South west Nigeria.

5. There was a significant difference in the perceived effectiveness of students' protests control measures among stakeholders in public universities in South west Nigeria, $\chi = 17.37$, df = 6, p = .008.

6. There was a significant difference in the perceived effectiveness of students' protests control measures by State and Federal Universities, $\chi^2 = 283.58$, df = 3, p = .000

<center>**CHAPTER FIVE**</center>

<center>**DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**</center>

The study investigated the perceived effectiveness of students' protests control measures by stakeholders in public universities in South-west Nigeria. This chapter, therefore, deals with the discussion, conclusions and recommendations based on the findings of the study.

Discussion of Findings

One of the findings of this study revealed that negotiation and bargaining, problem solving, communication network, and violence and coercion are used as students' protests control measures in the public universities in South-west Nigeria. From this finding, it is shown that misunderstanding between the school management and the students cannot be completely eradicated but if the university management is proactive enough, the occurrence of protests can be minimized. This findings support the findings of Adeyemi, Ekundayo and Alonge (2010), Unigwe (2012) and Odu (2013),. Likewise, Ajibade (2013) found negotiation and bargaining as an effective intervention measure capable of controlling students' protest in public and private universities in Nigeria. It is shown that negotiation and bargaining as a protest control measures seems more popular among the public universities in the South west, Nigeria. This measure recorded a hundred percent of usage among the sampled universities. Negotiation and bargaining permits the school management and the students through their leaders have a round table discussion of how the causes of the protests can be discussed and nip in the board. As a result, both parties will be able to see to the situation on ground and jointly fashion out solutions that will be more acceptable than when one party takes decision as regard the protest all alone. Besides, involving students in peace making process also enhances the leadership skills in them and prepare them towards future challenges as leaders. Problem solving as students' protest control measure was found popular next to negotiation and bargaining. Since the focus of this

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measure is to find the root causes of the protest as well as removing the perceived obstacles, apart from controlling the current protest, it can also serve as a measure for forestalling a future recurrence of any protest.

When students are allowed to speak out to the authority on their grievances or whatever thing that can lead to disharmony, the occurrence of students' protests can be nipped in the bud before escalation. However, as it is revealed in the findings of this study, mediation and negligence is least used as students' protests control measures in the public universities in South-west Nigeria. Reasons for this are not far-fetched. Since university operates as a community on her own with a well-established hierarchy, recoursing to a law court or other arbitration panel on internal issues between students and the school authority may put dent on the administrative capabilities of the authority and every school authority will do every possible things to avoid such. Likewise, negligence may be a dangerous measure to control students' protest as the situation may go out of hand and cause more damages in the process than what could be imagined. Findings of Adeyemi (2009) further support this findings as it stressed that the use of negligence is a dangerous measure as it can cause more damages.

Also, findings of this study revealed that student leaders perceived participatory decision making, problem solving, communication network, negotiation and bargaining, and violence and coercion and negligence as very effective students' protests control measures in the public universities in South west Nigeria. It is possible for the perception of the individual stakeholders in the university system to be different most especially on the effectiveness of measures adopted to control students' protests. This is as a result of the fact that the responsibility attached to each stakeholder differs. While students will always want their needs to be met, the school management may focus on cost implications or other opportunity cost in meeting those needs. It is also possible that while the school authorities are putting heads

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together in resolving the cause or causes of students' unrest, students in their own thought may take the time lapse as insensitivity on the part of the management. It is also possible that within the time lapse before the school authority is able to attend to the grievances of the students, some students might have got tired and withdrawn their supports and thereby weakens the struggle. Other students' protests control measures perceived very effective in this study with exception of violence and coercion, are positive in orientation as they require give and take on the parts of both the school management and the students through their leaders. Even though negligence was allotted 100% for the fact that those (10) that choose it consider it very effective, it is still small considering the total number of students which is 198. This finding corroborates findings of Alabi (2002) and Obiayon (2003) that reported dialogue, involvement of students in decision making as well as communication between the representatives of students and school authorities as effective strategies for control and management of students' unrest in the universities.

Another findings of this study revealed that university academic staff perceived participatory decision making, problem solving, negotiation and bargaining, violence and coercion and communication network, negligence and mediation as very effective students' protests control measures in the public universities in South west Nigeria. It is also important to note here that though meditation and negligence received larger percentages, it is still not enough reason to consider them very effective as very few academic staff choose them. It is possible that the outcome of perception of effectiveness of students' protests control measures in the public universities by the academic staff to be mixed. This is as a result of the fact that considerable numbers of academic staff in the university performs a dual role. By the virtue of their profession, they are naturally academic but in real experience, majority of them also shoulder administrative responsibilities in the university. While lecturers so to say will take the position that students' demands should be met at all cost, those with dual role may have a

perspective different from their pure academic counterparts. Pure academic staff without any administrative responsibility may not care the means through which the issues are resolved whereas, those with administrative responsibilities as part of management may always consider the implications of the available measures. This finding supports findings of Fatile and Adejuwon (2011) that dialogue, effective communication between students and university administrators among others as the best ways of solving and preventing students protest and partially supports findings of Odu's (2013) study that recommended the presence of security agents to curtail and forestall students' crisis.

Findings of this study further revealed that university administrative staff perceived participatory decision making, problem solving, violence and coercion, communication network, negotiation and bargaining, and negligence as very effective students' protests control measures in the public universities in South west Nigeria. It is suffice to state in this finding that students' protests control measures such as participatory decision making, problem solving, and violence and coercion had more of administrative staff that perceived their use as very effective when comparing them with measure like negligence with just two individuals that perceived its use as very effective. As shown in this finding such students' protest control measures other than negligence, and violence and coercion are positive means of resolving crises emanated from misunderstanding between the school management and the students in the university. Management involvement of students in the peace making process enables the students through their leaders to be held accountable based on the decision jointly arrived at during the peace process. In addition, when the management felt that all demands that result to students' protest cannot be completely met based on the reasons well known to them, measure such as negotiation and bargaining becomes inevitable. In this process, the two parties can now see for themselves what may be possible or not considering the prevailing circumstances in the university. But the good of this measure is that students through their leaders will feel being

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carried along on the matter pertaining to them and give feedback to their members on the need to consider school management offer so as to lay to rest the causes of the crisis. This findings support the findings of Odu (2013), Ajibade (2013) and Unigwe (2012) on effectiveness of the identified protest control measures in the universities.

Furthermore, the findings of this study showed that there was a significant difference in the perceived effectiveness of students' protests control measures among students, academic staff, and administrative staff in public universities in South west Nigeria. In other words, the stakeholders in the university system significantly differ in their perception of the effectiveness of various students' protests control measures adopted to curb students' crises in the university. The finding of this study showed that academic staff perceived students' protest control measures examined in this study more effective than administrative staff and students' leaders. This finding tends to buttress the findings of Adeyemi (2009) that most of the public universities use the same measure to control students' crises.

Finally, the findings of this study showed that there was a significant difference in the perceived effectiveness of students' protests control measures by State and Federal Universities. Federal universities rated the assessed students' protest control measures as more effective than their state counterparts. However, it is important for these universities to identify the best workable approach(es) and adopt in their respective universities since both federal and state owned universities shared the same goal of promoting students learning in conducive environment devoid of rancour or crisis.

Conclusion

The study concluded that stakeholders in public universities in South-west, Nigeria perceived students' protest control measures in their various universities as effective. The implication is that the universities authorities may not see the reasons to trying other measures than what they are currently adopting as students' protest control measures. However,

university stakeholders most especially the university management can be more effective in controlling students crises if measures capable of forestalling future occurrence are often used than those that can temporarily deal with crises in the university system.

Contributions to Knowledge

The study investigated the perceived effectiveness of students' protests control measures by stakeholders in public universities in South-west Nigeria. The findings of this study have contributed to the existing knowledge on the best measures that can be adopted in controlling students' protests in public universities in South-west Nigeria in the following ways:

The findings of this study provide empirical information on the students' protest control measures in public universities in South-west Nigeria. This information has shed more lights on efforts and approaches of public universities management in the South-west Nigeria in addressing the occurrence of students' protests in the universities.

Also, the findings revealed the effectiveness of these control measures as perceived by the universities stakeholders comprising academic, administrative staff and students themselves. This finding provides a first-hand and ready-made information on the measures that can be adopted in controlling students' protests whenever the need arises. Besides students' protests in the universities, stakeholders in other public parastatal can also recourse to any of these measures in dealing with crises as the case may be in their organisation.

The findings of this study also revealed information on the measures students themselves perceived as effective in curbing cases of protests. As a result, the needed information as regard the best measures to deal with students' protest is at the disposal of public university management. Vital information is also available to stakeholders in other higher institutions in the country on measures to control the occurrence of students' protest.

Recommendations

Consequent upon the findings of this study, the following recommendations are made:

Public universities management should adopt more of students' protests control measures capable of curtailing and forestalling the re-occurrence of students' protests. Therefore, university administrators should focus more on the use of protest control measure that will involve all the relevant stakeholders.

The public universities management should endeavour to always engage students' leaders with protests' control measures they themselves perceive as effective. In so doing, less effort is dissipated in resolving crises involving management and students in the universities.

Since the universities operate as community, the universities management should consult and engage other stakeholders in their attempt to resolve students' protests in the universities.

The universities stakeholders should find the best workable approach in harnessing their divergent views on effective students' protests control measures for maintenance of friendly learning environment devoid of rancour and friction.

Stakeholders in the public universities should endeavour to identify and adopt the best students' protests control measures suitable or effective for their situation.

Limitations to the Study

One of the limitations to this study was delay experienced in retrieving the filled questionnaire as some of the respondents failed to turn in their copies of filled questionnaire and as a result collation of the data was delayed a bit. Another limitation was a dearth of literature on studies that investigated stakeholders' assessment of effectiveness of the students' protest control measures used in the universities. This has placed some limitations to robust discussion of the findings of this study. However, these observed limitations have not in any way negatively affect the overall findings of this study.

Suggestions for Further Research

This study investigated the perceived effectiveness of students' protests control measures by stakeholders in public universities in South west Nigeria.

1. A comparative study that will involve both the public and private universities can be carried out so as to enable comparison to be made between the perceived effectiveness of students' protests control measures by stakeholders in public and private universities.

2. This study can also be replicated in other geopolitical zones of Nigeria by other researchers. Findings from such studies can xray more light of the validity of the findings of this study.

3. This present study utilized only quantitative method of data collection, another study of this nature can be carried out in which both quantitative and qualitative methods of data collection can be employed.

4. Another study can be carried out in which the study will focus on protest control measures preferable by the students themselves. Findings of such studies can help the university administrators to be proactive in their approach towards controlling students' protests in the universities.