



Thesis

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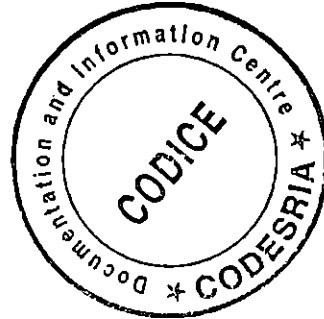
**OBAFEMI AWOLOWO
UNIVERSITY, ILE-IFE,
NIGERIA**

**THE MANAGEMENT OF INTERGROUP
CONFLICTS IN SELECTED
UNIVERSITIES IN SOUTHWESTERN
NIGERIA**

2006

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**THE MANAGEMENT OF INTERGROUP
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IN SOUTHWESTERN NIGERIA**



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BY

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**B.Sc. (Political Science and Public Administration), Benin,
M.Sc. (Public Administration), Benin.**

**THESIS SUBMITTED TO THE DEPARTMENT OF PUBLIC
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2006

CERTIFICATION

I hereby certify that this thesis was prepared by Osezua, Ehiyamen Mediayanose in the Department of Public Administration, Faculty of Administration, Obafemi Awolowo University, Ile-Ife, under my supervision.



.....
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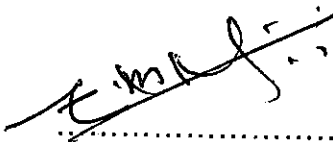
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AUTHORIZATION

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GLOSSARY

ACWA	-	Adventist College of West Africa
BU	-	Babcock University
CODPCM	-	Committee of Deans and Provosts of Colleges of Medicine
CORNU	-	Committee of Registrars of Nigerian Universities
CPC	-	Committee of Pro-chancellors
CU	-	Covenant University
CULNU	-	Committee of University Librarians of Nigerian Universities
CVC	-	Committee of Vice-Chancellors
FUTA	-	Federal University of Technology, Akure
IDI	-	Indepth Interview
JAMB	-	Joint Admission and Matriculation Board
LASU	-	Lagos State University
LFCW	-	Living Faith Church, Worldwide
NUC	-	National Universities Commission
OAU	-	Obafemi Awolowo University
PHCN	-	Power Holding Company of Nigeria
SAP	-	Structural Adjustment Programme
SPSS	-	Statistical Package for the Social Sciences
TMC	-	Total Man Concept
UNAD	-	University of Ado-Ekiti
WMA	-	World Missions Agency

ABSTRACT

This study examined intergroup conflicts in selected universities in Southwestern Nigeria and identified their causes. This was with a view to examine its effects on the universities and proffering appropriate management strategies in resolving them.

The study utilized primary and secondary data. Primary data were collected through questionnaires and in-depth interviews. Two types of questionnaires were used to elicit information from the students and the other from the academic and non-academic groups. Six universities consisting of two each of federal, state and private were purposively selected for the study, namely: Obafemi Awolowo University, Ile-Ife, Federal University of Technology, Akure, Lagos State University, Ojoo, University of Ado-Ekiti, Ekiti, Babcock University, Ilisan-Remo and Covenant University, Ota. The study populations of the selected Universities consist of students and staff. From each group 10 % of each was sampled, namely: students (1008), academic (302) and non-academic (583). A total of 1,893 questionnaires were administered. From the questionnaires distributed, 956 were retrieved from the students, 291 from academics and 560 from non-academics. A total of 72 key officers of the universities were purposively selected for the interviews. These comprised the Deputy Vice-Chancellors, Registrars, Deans of student affairs and Director of personnel affairs, while for the various groups in the universities were Presidents, Secretaries and Financial Secretaries. Secondary data were obtained from central administration of the six universities, the National Universities Commission (NUC) reports and the internet. Descriptive and inferential statistics were used for the analysis of quantitative data, while content analysis technique was used for the qualitative data.

The study showed that there was no significant difference among universities with respect to the identified causes of intergroup conflicts ($X^2 = 3.54$; $p > 0.05$). The results of the ANOVA also showed, that there was no significant difference of responses

between students and academics across the universities. They all traced the causes of conflicts to such things as incessant strikes, improper teaching and learning, sexual harassment and methods of discipline. Between academic and non-academic staff across the universities there was also not much variation in their opinion on such issues as, pay parity ($F = 0.73, P > 0.05$), welfare benefits / arrears and packages ($F = 1.04, P > 0.05$), promotional entitlements ($F = 0.36, P > 0.05$) selfish interest of the leadership ($F = 0.40, P > 0.05$). However on the matter of divide- and -rule tactics of university administration, the study showed significant difference among the universities ($F = 3.67, P < 0.05$). University administrations in Federal universities were perceived to have more inclination towards this tactics. Regarding their use of intergroup conflict management style, there was no significant difference across universities in their use of structural strategy ($F = 0.25, P > 0.05$). There was however variation among them in their use of communication strategy ($F = 12.79, P < 0.05$), process strategy ($F = 37.56, P < 0.05$) and formal dispute style ($F = 8.96, P < 0.05$). The study showed that State universities adopted more than others, the, process and communication strategies, while the private Universities employed the use of structural strategy. The Federal Universities were more disposed to the use of formal dispute strategy. Finally, the content analysis showed that the effects of conflicts as identified by the groups were negative and positive. The negative effects included mutual distrust, protracted academic session, loss of lives, destruction of properties and suspicion, while the positive effects were provision of better facilities, availability of more funds for the universities and fostering of better intergroup working relations.

The study concluded that although the identified causes of conflicts in the selected universities appeared similar, strategies engaged by university administrators differed significantly across the selected universities.

CHAPTER ONE

INTRODUCTION

1.1 Background To The Study

Any discerning observer of Nigerian higher education would have noticed the state of decline, which Universities have suffered in the last two decades. An attempt to capture this sorry state was described by Ridker (1994: 43) that the nature of the university experience today is profoundly different for many teachers and students, so different and inferior that some wonder if it can be rightly called university experience at all. The above assertion is a reflection of the state of Nigerian universities which is characterized by a decline in the glory and euphoria of the university experience. The university education had to its glory pride and honour, both intellectually and in character, by its recipients at its inception. This is no longer the case.

The universities in Nigeria were established with certain aims and objectives which have been articulated in the National Policy on Education (1981: 5) in consonance with the ideals of university which states that higher education should aim at the following:

1. The acquisition, development and inculcation of the proper value orientation for survival of the individual and society.
2. The development of intellectual capacities of individuals to understand and appreciate the environment.
3. The acquisition of both physical and intellectual skills.
4. The acquisition of an objective view of the local and external environment.

The aims and objectives were to be met by:

1. Teaching
2. Research
3. Dissemination of Information
4. The pursuit of service to the community
5. To serve as store house of knowledge

In performing the above stated functions and fulfilling the objectives as enunciated in the National Policy on Education, the harnessing of the human resources who constitute the various groups that make up the university is imperative. The activities of the groups in the university system such as the academic staff, non-academic staff, students and the university administration, could engender conflicts since they all have diverse interests, roles and goals. In theory, at least four levels of conflicts can arise in the university based on the groups mentioned below:

1. Academic staff versus Non-academics
2. Academic staff versus Students
3. Non-Academic staff versus University Administration
4. Non-Academic staff versus Students
5. Students versus University Administration
6. Academic staff versus University Administration.

Obiegbu (1994:217) attributed conflicts between the various groups in the universities to externally and internally induced factors. However, the causes of intergroup conflicts within the university seem to revolve around university

administrations management strategy, students welfare, allocation of resources between academic and non academic staff, ambiguous definition of the functions of staff, interaction between students and staff in teaching and learning and other activities. In the history of university education, there has been series of intergroup conflicts in the institutions. Some of them were mild and resolved amicably within the institution while others resulted in the closure of the institutions for a period of time. Worthy of note in the series of conflicts which culminated into major crises are the popular "Ali must go" crises that eventually degenerated to a confrontation between university administrations and students and also the 1986 crises in Ahmadu Bello University, Zaria (ABU), which was a confrontation between university administration and students. The cumulative effects of intergroup conflicts in the institutions are distrust and hostility among the various groups, poor academic performance of students, general inefficiency in the performance of duties by workers, blockage of the attainment of goals by the groups and inability to attain organizational objectives. To this end, university administration has been under severe criticism by the students, staff, government and the general public for perceived inability to reconcile the conflicting interests of the university groups.

In the 1960s, it seemed the management strategies of the university administration could curtail intergroup conflicts in the institutions. Thus between 1960 and 1970, there were very few reported cases of students' unrest in the universities. Since the 1980s there has been a phenomenal upsurge in conflicts in the universities which was attributed to the introduction of Structural

Adjustment Programme (SAP) during the military regime of Ibrahim Babangida (Mwira, 1992:14 and Ogunyemi, 1994:163). Even in the 1990s, the policies on education which some scholars consider to be politically motivated also brought about spates of conflicts (Zakka et al. 1993:10-16). This has led to investigate further into the management of intergroup conflicts in the Nigerian universities by closely examine the incidences of conflicts in these universities in the wake of the incessant strike actions and internal wrangling in these universities has become imperative.

1.2 Statement of Research Problem

In recent times, scholars have decried the obvious decline in the quality of education especially with respect to higher education in Nigeria. For instance, between 1993 and 2003, Nigerian universities lost a total of 32.5 months to strike (Olapaju, 2003: 2). The implication of this is instability in the academic calendar and distortion in the mental flow of both academics and students. This has led to loss of credibility, professionalism and integrity especially among the university staff.

Various forms of conflicts between the various groups which constitute the University: students, academic and non academic, as well as university administration, have become prevalent and have continually plagued Nigerian universities. The need for each group to defend its interest has continued to generate conflicts within the system. Consequently, strikes, counter-strikes and prolonged academic calendar are now characteristic features of the Nigerian

university. Most disturbing is the sporadic drop in the quality of graduates being produced by the Nigerian universities. Threats of non-recognition of Nigerian university degrees is no longer new. Furthermore, there has been massive brain-drain of academics in quest for greener pasture to Europe, America and most recently, to South Africa. This has had great implication for knowledge production in these universities, thereby making them derail from their esteemed objective of being knowledge production centres for the nation. Furthermore, the socio-economic condition of Nigeria had its toll on the university's well-being.

Considering the fact that the spate of unrest in the Nigerian universities is now on the increase, it will be pertinent to examine conflict management strategies, how effective they are in forestalling peace in universities, which is a sine-qua-non for genuine development in any nation.

While previous studies have focused on several aspects of university system in Nigeria, such as university administration, organizational structure and leadership without adopting a critical variable such as intergroup conflicts and ownership of institution. One may then ask; to what extent do these concerns inform the decisions of the university administration in their choice of strategies for managing intergroup conflicts? Obviously, there is a ripple effect as this can be considered the consequences of intergroup conflicts, which therefore make the subject of conflict management and strategies employed in managing conflict a vital area to be researched on.

This study therefore examines this phenomenon critically with a view to evaluating the various management strategies adopted by private, state and federal universities in managing such conflicts in their respective institutions.

1.3 Objectives of the Study

The broad objective of this study is to examine the management of intergroup conflicts in Nigerian Universities.

1.3.1 Specific Objectives of the Research

The specific objectives of the study are to

- (a) identify the causes of intergroup conflicts in selected universities in Southwestern Nigeria;
- (b) evaluate the procedures and strategies adopted in managing such conflicts; and
- (c) examine the effects of such conflicts on the universities.

1.1 Research Hypotheses

1. There are no significant differences in the common causes of intergroup conflicts in the various universities on the basis of ownership.
2. There are no significant differences in the possible causes of conflicts between students and academics in the various universities on the basis of ownership.

- 3 There is no significant difference between academic and non-academic staff among the various universities on the basis of ownership.
- 4 There is no significant difference between university administrations in federal, state and private universities regarding their use of intergroup conflicts management style.
- 5 There are no significant differences between the effects of intergroup conflicts on university administration in Federal, State and Private Universities.

1.5 Research Questions

In an attempt to achieve the stated objectives, the study addresses three basic questions, namely:

1. What are the causes of intergroup conflicts in Nigerian universities?
2. Do the groups differ in their perceptions of intergroup conflict management strategies utilized by the university administration?
3. What are the effects of intergroup conflicts in the university?

1.6 Scope of the study

The study covered six universities purposively selected from South Western Nigeria.

They are:

1. Obafemi Awolowo University (OAU), Ile-Ife.
2. Federal University of Technology (FUTA), Akure.

3. Lagos State University (LASU), Ojo.
4. University of Ado-Ekiti (UNAD) Ado-Ekiti
5. Babcock University (BU), Ilishan-Remo
6. Covenant University (CU), Ota.

The first two universities are owned by the Federal government of Nigeria. The next two universities are owned by the state governments while the last two are private universities.

1.7 Significance of the study

The significance of this study rests primarily on its attempt to identify the causes of intergroup conflicts and the management techniques, which the university authorities have adopted in managing them. This study also provides insight into the knowledge required for the reduction of intergroup conflicts. It is also hoped that this study will have some relevance for future government policies with regard to the management of intergroup conflicts in Nigerian universities. The conclusions reached and recommendations proffered identify issues and illuminate areas demanding further study.

1.8 Limitations to the study

The study however has some limitations. The most obvious of which is the scope. Since the universities are located in one geo-political zone of Nigeria. Also, the differences in the ages of our cases present problems of comparison.

Our first two universities (OAU and FUTA), though they are not close, permit simple comparison. The respective ages of our cases are as follows:

(i) Obafemi Awolowo University, Ile-Ife (formerly university of Ife until 1987)

– 44 years

(ii) Federal University of Technology, Akure - 25years

(iii) University of Ado-Ekiti, Ekiti - 24 years

(iv) Lagos State University, Ojoo - 21 years

(v) Babcock University, Ilisan-Remo - 7years

(vi) Covenant University, Ota - 5 years

Our third and fourth universities (LASU and UNAD) share almost the same age and therefore comparable in line with how intergroup conflicts are managed within the system. For our fifth and sixth cases (Babcock and Covenant), an attempted comparison could be advanced. Given the relative youth (in terms of establishment) of Nigerian universities, it might be argued that not much can be gained by attempting a comparison of intergroup conflicts in the universities since it takes as much as three hundred years for a structure to mature (Alfred North Whitehead in Erero, 1991:94)

1.9 Structure of the study

Following this introductory chapter, the rest of the study is divided into four chapters. Chapter Two reviews literature relevant to the study and adopts a conceptual framework for the study. Chapter three dwells on the research methodology that was employed for the study. Chapter Four is devoted to data,

presentation, analyses and discussion of findings. Chapter five which is the final chapter is the conclusion. It examines the major findings of the study and proffers some recommendations.

1.10 Definition of Terms

Thouless (1971:96) observes that distortions can easily arise when people try to communicate with one another. Therefore, for better understanding, there should be some ways of giving the meaning of such words that are used in this study. In order to avoid the problem of ambiguity and to achieve understanding regarding the meanings of important terms used in a study, operational definitions help to ensure clarity of ideas. This section therefore provides definitions and explanations on some key concepts used in the study.

Conflict: Conflict is a desire for a group to gain something one does not possess and to hold onto that which one does possess (Steinfalt and Miller, 1974:38). The word conflict implies a situation or context of interaction between two parties in which actions in pursuit of incompatible goals or interests result in varying degrees of discord. Conflict can be described as the pursuit of divergent interests, goals and aspirations by individuals and groups in a defined social and physical setting. Also, when there is a disagreement between groups over the reality of their inter-dependence due to differing positions in the organisation's authority, or status system, it is conflict. As conflict is a struggle over values and claims to scarce resources power in which the aims of the opponents are to neutralize injure, or eliminate their rivals.

Finally, in this study, it is a situation in which two or more persons desire a goal, which they perceive as attainable by one or the other, but not by both.

Inter-group conflict: It is a process in which effort is deliberately made by group A to upset the effort of Group B by some form of blockage that will result in frustrating group B in attaining its goals. Thus there is a friction between group A and group B.

Conflict situation: A social relationship between two or more parties e.g. persons, groups or empirically distinguishable entities, in which at least one of the parties perceives the other as an adversary engaging in behaviours designed to destroy, injure, thwart or gain scarce resources at the expense of the receiver.

Conflict management: Refers to measures taken in an open conflict with the aim of reducing the escalation of conflict as well as a way of handling an already open conflict. In this study, it is the way of handling conflicts productively. It may be to prevent conflict or to resolve it or to leave it unsolved by diminishing its intensity and increasing its duration, until it finally becomes a thing of the past.

University administration: The term comprises the Vice-Chancellor, the Deputy Vice-chancellors, (Academics and Administration), the Bursar, Librarian, Provosts, Deans, Directors and Heads of Departments in the university, who are directly involved in the governance and management of the university by taking decisions and implementing policies which are regarded as binding.

Strategies: These are predetermined procedures intended to attain set objectives in the light of the prevailing circumstance.

University group: These are the selected units within the social system which constitute the basis of the study. They have been categorized into three basic groups for the purpose of this research. They are the academic group, the non-academic group and students group.

University Administrators: These are administrative staff who implements decisions taken by the university administration for example, faculty secretaries, departmental secretaries, council secretary etc.

Academic Group: These are the teaching staff of the university. They are engaged in teaching and research activities.

Non-Academic Group: These are university staff that are not involved in teaching and research work. This group is further divided into two (2): senior staff and junior staff.

Student Group: A student is any one who studies or who is devoted to the acquisition of knowledge.

Management: This means the accomplishment of an objective or mission with the least input of material and human resources.

Crisis: Crisis can be defined as the role of perceived probability of war, these are necessary and sufficient conditions, that is, a crisis follow whenever there is conflict and whenever a crisis erupts it must be preceded by them (X always leads to Y and Y is always preceded by X) Snyder-Diesing (1997:7) The likelihood that these conditions will exist in an organizational system. Crisis also is a fallout of a conflict with a disruptive act or event which leads to a breakpoint

that creates crisis for one or more groups and ends with an act or event that denotes a qualitative reduction in conflictual activity.

Crisis can be described as an interaction process focused on both the perceptions and behaviour of the various groups within the organization. Crisis is a deciding turning point, a time of great danger or suspense. It can be understood as threat or event that creates chaos or stimulates confusion.

Policy: A planned course of action. It is also seen as a written agreement. In essence, a policy in the context of this work could be viewed as those laid down rules and regulations that guide the conduct of general activities.

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CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter is a review of relevant literature on the brief history of Nigeria university system, the concept of intergroup conflicts, types of intergroup conflicts identifiable within the University organization, consequences of intergroup conflicts and the different models of intergroup management strategies, which have been posited by various scholars as well as the conceptual framework.

2.1 Brief History of Nigerian University System

Various ecological and historical factors can influence the form and location of a university. This is why it is imperative to take into account the history of the Nigerian university system. The term university has been described by Bruce (1971:1) as:

a society of scholars, all of whom are learning but the senior scholars spend part of their time teaching the junior scholars, and they also increase their own knowledge by adding to the store of human knowledge. this they do by research.

Basic to the definition advanced by Bruce is the presence of scholars, whether junior or senior, but they are regarded crucial to the development of the university and the sustenance of its objectives. Another basic requirement which was identified as a feature is that a university seeks to

increase the bounds of knowledge, through research, act as a repository of such knowledge, and also endeavour to disseminate it (Okafor 1971:362-377).

The history of Nigerian Universities is relatively young with respect to higher education in Nigeria which dates back to 1943 when the British Colonial Government set up the Elliot Commission among other things to make recommendations regarding the future development of universities in West Africa. In the Commission's report, it was proposed that a University College, Ibadan should be established in special relationship with University of London. Therefore, the University College, Ibadan (now the University of Ibadan) was established in 1948. However, prior to the establishment of this first University, some prominent Nigerians had traversed various parts of the world in search of university education. These were the children of some affluent Nigerians who could afford to send their children overseas for education. The government later began to see the need to establish institutions of higher learning, motivated by the ideas of liberal education as canvassed by the then Christian missionaries.

In April 1959, the Federal Government of Nigeria set up another Commission under the chairmanship of Sir Eric Ashby, Master of Clare College, Cambridge, to survey the needs of higher education in Nigeria over the next twenty years. In its report which was submitted to the Federal Government of Nigeria in 1960 titled "Investment in Education", the Commission described

education as a tool for achieving national developments, economic expansion and social emancipation by the individual and recommended the establishment of three regional universities in addition to the existing University College, Ibadan such that one University will be for each region, that is, the Northern Region, the East and the third one in Lagos.

At independence in 1960, the output of graduates from the University College, Ibadan was far below the number which Ashby's report of 1960 had proposed would be required to meet Nigerian manpower needs. In view of the near impossibility of the existing University College to turn out the required number of graduates, the government accepted Ashby's proposal to establish at least a university in each region. By 1962, after independence, the University College, Ibadan had not only been upgraded to operate as a full-fledged university, four new Universities were also established. These were: the University of Nigeria, Nsukka (1960); Ahmadu Bello University, Zaria, (A.B.U) (1962); University of Lagos, Lagos (1962) and University of Ife (1962), now Obafemi Awolowo University, Ile-Ife. In 1970, the University of Benin emerged and this completed what many have tagged "first generation" universities.

Between 1975 and 1978 under the terms of the Third National Development plan, seven new universities were established. These were: University of Calabar, Calabar; University of Jos, Jos; Bayero University, Kano; University of Ilorin, Ilorin; Usman Dan Fodio University, Sokoto; University of Maiduguri, Maiduguri and University of Port-Harcourt. These constitute the "second generation" universities (Erero, 1991:2).

Under the Fourth National Development Plan (1981-1983), seven universities designated as Federal Universities of Technology were established. They were located at Bauchi, Makurdi, Owerri, Akure, Yola, Abeokuta and Minna, thereby constituting the "third generation" universities. Although, in 1984, four of these universities were merged with older universities, such as (Abeokuta with University of Lagos, Bauchi with Ahmadu Bello University, Makurdi with University of Jos and Yola with University of Maiduguri). They were later given autonomous status in 1987 and two of them (Abeokuta and Makurdi) were converted to Federal Universities of Agriculture and a third one Umudike was added in 1992. Several state universities have been established by state governments between 1979 and today.

In recent times, the Federal Government of Nigeria in a bid to increase and liberalize access to university education for a country with vast population of about 150 million, issued licenses for private universities. In 1999 – 2002, the Federal Government approved seven private universities, namely: Babcock University, Ilisan-Remo, Madonna University, Okija; Igbinedion University, Okada; Benson Idahosa University, Benin City; Pan African University, Lagos; Covenant University, Ota and Bowen University, Iwo. Nigeria has a total number of 73 universities, that is, 25 federal universities, 22 state universities, and 26 private universities (See appendix 4).

To this end, the power centers within the Nigeria university system are students, academic staff, non academic staff and the university administration. Although the role and function of these groups are seen as complementary,

Universities have witnessed unprecedented intergroup conflicts in the recent times. The three major dominant groups, academics, non-academics and students have fought openly, expressed disgusts, and they have turned the university system into a tension-laden environment. This is why it is pertinent to consider the concept of intergroup conflict and management strategies.

2.2 The Concept Of Intergroup Conflict

The university system is made up of different groups. Conflict becomes inevitable as each group has divergent interests, even though they are interdependent. Sanda (1992:79) puts it more succinctly, in describing the inevitability of intergroup conflict in Nigerian Universities:

Every complex organization has its peculiar problems, so do Nigerian Universities with its many groups which are co-angulated around diverse interests, thus, Nigerian Universities provide a fertile breeding ground for conflict. Indeed, conflict is normal, confrontation is frequent and crisis endemic to Nigerian Universities.

The reality of intergroup conflict in Nigerian universities can be inferred from the above assertion. Intergroup conflicts have been described as conflict between two or more groups who have divergent interests or incompatible goals yet are within an organization or institution with a set of defined goals to achieve (Fajana, 1990: 101 Armstrong, 1991:192).

Conflicts also arise from the pursuit of divergent interests, goals and aspirations by individuals and, or groups in defined social and physical environments. Changes in the social environment, such as contestable access

to new political positions, or perception of new resources arising from development in the physical environment, are fertile grounds for conflicts involving individuals and groups who are interested in using these new resources to achieve their goals. By thus recognizing the inherent nature of conflicts in heterogeneous and competitive situations, people, more or less compellingly, sustain their societies as ongoing social systems through the resolution, transformation and management of conflicts.

One of the most quoted traditional definitions of conflict regards it as " a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize, injure, or eliminate their rivals" (Cosser, 1956: 80-85). In this sense, conflict may be conceptualized as a way of settling problems originating

From opposing interests and from the continuity of society. Thus, conflict is designed to resolve divergent dualism and achieve some kind of unity even if it be through the annihilation of one of the conflicting parties. (Park and Burgess, 1921:134-139).

According to Lundberg (1939: 150), conflict is a conscious act involving personal or group contact and communication, together with, though distinct from competition, struggle, and contest.

Robbins (1989:369-384) views intergroup conflict as the process where a person deliberately makes an effort to block the efforts of another person and thereby frustrates the latter in his attempt to attain his goals or further his interest. Similarly, when there is disagreement between groups over the reality of their inter-dependence due to differing positions in the organization's authority, or

status system, it is conflict. In the same vein when the action of a person prevents, obstructs, interferes with, injures or, in some ways, makes it impossible for another person to carry out his/her desired actions, conflict persists. Fajana (1990:101) observes that conflict could be broadly perceived as a situation of disagreement between two parties. Therefore, a conflict situation is that in which the parties involved are unable to iron out their differences.

Armstrong (1991:192-201) emphasizes that conflict functions by means of adjustments and compromise among competitive elements in their structure and membership. Fajana (1990:111-115) expressing a similar view, observes that conflict in the organization is endemic though it is sometimes regarded as deviant behaviour. In the organization, conflicts could be of various types. It could be between individuals who are peers or between subordinates and super – ordinates. This type of conflict is interpersonal conflict. Conflicts could also be between groups in an organization. Such type of conflict is intergroup conflict. Armstrong (1991:198) cautions that conflict between individuals raises fewer problems than conflict between groups. This is because individuals can act independently and resolve their differences. On the other hand, members of groups may have to accept the norms, goals and values of their groups. In such situation, the individual's loyalty is geared towards the group rather than the organization.

There are three views about the occurrence of conflicts in an organization. They are the traditionalist, the human relations and the interactionist approaches. Robbin (1989:372) states that the traditionalists view conflict as detrimental to the

attainment of organizational goals. Therefore, conflict should be eliminated from an organization. The human relations school of thought sees conflict as a determining force of group performance. On the other hand, the interactionists view tends to encourage the occurrence or conflict in an organization. This school of thought contends that a harmonious and peaceful group is prone to become static, apathetic and not responsive to the need for changes and innovations. Therefore, its leaders are encouraged to maintain an on-going minimum level of intergroup conflicts in order to keep the group viable, less critical and creative.

2.3 Causes Of Intergroup Conflicts

2.3.1 Conflicts between University Administration and Students

The types of conflicts between University Administration and Students would be discussed under two sub-headings:

1. Conflicts between University Administration and Students which are externally induced; and
2. Conflicts between Students and University Administration.

According to Ogunyemi (1994:163) the internally motivated conflicts between students and other groups are induced by factors such as poor welfare services, inadequate teaching and learning facilities and official high-handedness in students and staff discipline matters. Mwira (1992:14-18) and Ogunyemi (1994:163-165) state that externally induced conflicts between students and other groups in the university border on government's economic policies,

perceived negative socio-political development (national and or international) and government's unfavourable policy pronouncements.

It is important to note that though the types of conflict between students and the university administration have been categorized in this study as internally and externally induced, they are not mutually exclusive. Internal factors which cause conflicts within the institutions can have their roots in government policy. For example, the conflict between students and some university authorities in 1988 had its root in the harsh economic conditions, which accompanied Government's introduction of the Structural Adjustment Programme (SAP).

Politics is a major source of internal conflicts in many Nigerian universities (Ojo, 1990:10-15). This is so because internal politics within the system revolves around the contests for positions by the students in Students Union, 'other students' organizations and the appointment of new Vice-Chancellors. In many instances, there are intrigues and open conflicts between various members of the university community when such leaders are to emerge. An example of this phenomenon is observed by Obiegbu (1994:218) who reports that in 1966, students rioted over the appointment of Professor Saburi Biobaku as the Vice-Chancellor of the University of Lagos. This was because a faction of the students was in support of another candidate. However, in the open conflict which ensued between the University Administration and the students, the Vice-Chancellor was allegedly stabbed by a Part II Law student of the University.

Again, immature behaviour on the part of students was also identified by Obiegbu (1994:218) as a source of conflict between students and university

administration. In many instances when there are frictions between the students and university administration, the students tend to engage violent means. They demonstrate immaturity and impatience by resorting to unruly behaviour, even before the expiration of the ultimatum they may have given the university administration.

Another crucial factor identified as a cause of conflict between student and university administration is poor socialization of these students. Ujo and Onwuejeogwu (1992:70-71) identify societal socialization of youths and adults into the culture of violence since the 1970s as a cause of intergroup conflicts in the universities. The scholars explain that at the inception of university education in Nigeria in the early sixties, there was tranquility and discipline in the nation's social environment. By the 1970s, there was a change in the behaviour of most Nigerians with regards to violence. The tendency of Nigerians towards the stated type of behaviour was attributed to the civil war, which engulfed the nation between 1967 and 1970. In addition, since the first coup in Nigeria in 1966, coups and counter coups have become almost annual rituals in Nigeria. The culture of violence and aggressiveness was inculcated by many youths, some of whom are students. Consequently, violence in the 1970s has been re-enacted in many facets of the society over the years, and it has become a way of life. Unfortunately, these negative traits are commonly exhibited by students in the university who believe that frictions between the students' body and university administration must be resolved through violent and aggressive means.

Modupe (1994:254) identifies cultism, religious intolerance and student's poor attitude to academic work as sources of conflict between students and other groups in the university community.

2.3.2 Conflict between University Administration and Academic Staff

The relationship between the academic group and the university administration can best be described as the proverbial cat and mouse relationship in many instances. Aminu (1986:7) observes that the academic group has become very critical of the university administration without due consideration for the principles guiding the operations of the university as an institution. He identifies the following factors as the causes of such intergroup conflict between university administration and academics;

- (i) undue concentration of power and authority in the university administration and their unwillingness to devolve responsibility to subordinates,
- (ii) inefficient and poorly co-ordinated administration,
- (iii) undemocratic style of leadership by university administration.

Other factors he identifies include nepotism, irregular staff appraisals, poorly managed housing allocation system, poor external image and misplaced priorities.

2.3.3 Conflict between Academic Staff and Students.

The conflict between academic staff and students usually revolve around teaching/learning activities. The harsh economic condition has had negative effect on the attitude of academics towards teaching and research. Nwanti (1992:31) observes that this attitude is critical to students educational

development and has tended to create mass failure, unequipped and unskilled students. Another factor responsible for the conflict between academic staff and students is what could be described as students poor attitudes to academic work. He explains that a common occurrence among students in Nigerian universities is to demand for the postponement of their examinations because they are not ready.

2.3.4 Conflict between Academic Staff and Non-Academic Staff

Conflicts between academics and non-academic staff, which have been constituted into separate groups for the purpose of this study, have their origin in the allocation of scarce resources and interdependence in their functions (Aina and Kehinde, 2001:109-115). The situation has been that both groups compete for relevance with regards to which group is more relevant in the university system. In some cases, one group has alleged unjust treatment in terms of policies and rewards or even punishments meted out on them. This according to Ehigie (1992:182-183) has led to continuous tension between the academic and non-academic groups in the university. A classical example was conflict between these two groups in September 1992. In this case, the Federal Government had earlier reached an agreement with the academic staff of Nigerian universities. This position was unacceptable to the non-academic group who considered it a slight, since they were excluded from the negotiation or agreement.

Although there are six levels of intergroup conflicts which can occur, only the four groups categorization employed in this study is utilized. It is important to mention here that most of the causes of conflict between the other groups that is

the non-academics and students and university administration and non-academics have not been documented.

The literature on types of conflict identified above can best be described as skeletal. This work therefore attempts to contribute in terms of literature to the other forms of intergroup conflict within the university. Another gap in the literature which this work will look at critically is the absence of any literature on intergroup conflicts in the private universities.

2.4 Consequences of Intergroup Conflict to the Group, the University Community and the Public

Intergroup conflicts in the universities have grave consequences for the students, staff, university community and the public. In the past, students and non-academic staff union members might have expressed grievances by embarking on supposedly peaceful demonstrations in cases of friction with other groups in the University. Unfortunately, such demonstrations have often degenerated into violence. Modupe (1994:1-39) observes that during such periods, the chanting of provocative slogans and songs leads to charged atmosphere. Mob action soon ensues, accompanied by wanton destruction of both public and private properties and in many cases, loss of lives of students and sometimes members of the public.

In 1971, a student lost his life during the student' crisis at the University of Ibadan. In May 1986, a number of students lost their lives at the Ahmadu Bello University, Zaria. In view of the aftermath of students riot in many parts of the country in 1988, Kehinde (1992:93) comments:

The evidence is everywhere; vandalized buildings; carcasses of burnt vehicles; mangled street light poles, cars were damaged, shops looted, offices vandalized and human beings killed. Although, official figures put death at seven, unconfirmed reports said no fewer than twelve people died.

In addition to the discussed public loss, at the end of the crises, students are either rusticated or expelled from the university. When students are rusticated, it involves withdrawal of students from the institution. The loss of time (that is, training period) might lead to frustration of students who might decide never to come back. If students are expelled, they might completely abandon their studentship.

Institutions where there are conflicts between groups are sometimes closed down. For example, in June 1992, Nnamdi Azikiwe University, Awka was closed down indefinitely barely a week after resumption. In 1992, the Lagos State University was closed down three times within a period of six weeks due to clashes between students and university authorities. All the universities in Nigeria were shut between May and October, 1992 due to strikes and counter strikes by the Academic Staff Union of Universities and Non-academic Staff of Nigerian Universities. The cumulative effect of frequent conflicts between the groups in the universities have been enumerated by Obiegbu (1994:219) as follows:

1. strained relationship between the parties involved in the conflict ;
2. the emergence of ineffective and inefficient workforce;
3. blockage of group's goal attainment efforts;

4. general suspicion of groups and non-cooperative attitude of members of various groups;
5. a stall in developmental efforts in the institution by the diversion of scarce resources to rebuilding or replacing damaged public buildings and properties; and
6. loss of time to all members of the university community and the nation as a whole.

2.5 Intergroup Conflict Management Strategies Of Nigerian University Administrators

The varied management styles in Nigerian universities especially during the last two decades have attracted substantial attention. For instance, Obiegbu (1994:220) states that a significant percentage of the conflict experienced in the universities are directly traceable to the poor management tactics or styles adopted by university administrators. Again, Ujo (1994:72) posits that Nigerian universities had inherited a colonial administrative technique, which was based on law and order. He consequently asserts that university administrators have failed to adequately manage the spates of conflict which they have experienced in recent times. He attributes this mainly to administrative incompetence.

Ekong (2001:5-15) describes the management strategies of university administrators as the peculiar or distinctive manner by which they organize, control or direct affairs in their institutions. Furthermore, he observes that the period (1992 – 2001) witnessed series of strike action embarked upon by the various groups in the university. This, he note, has become a prevailing trend in

the university. He advances that the place of the Vice –Chancellor is crucial in defining university administration, since the office of the Vice Chancellor is the office of power through which resources are allocated and controlled.

Earlier studies have identified two (2) types of management styles; the authoritarian and the democratic (Etzioni, 1975; Mann, 1964; Perrow,. 1972; Selznick, 1975). With specific reference to management style, Neave (1998:211) identifies two important concepts which he considers crucial in the discourse relating to management styles and leadership. One of the forms identified is the collegiate which is predicated on a premise that academics in campuses are primarily colleagues; it suggests a horizontal relationship, with the vice-chancellor as the *primus inter pares*.

He also observes that the period of the military government in Nigeria had its effect on the management style adopted by university administrators. Interestingly, management style cannot be divorced from leadership style of the Vice-Chancellor, who is given so much power to take decision and allocate resources. Erero (1991:126-127) maintains that there is a broad agreement that leadership styles engaged by university Vice-Chancellors directly affects their performance. He further emphasizes the place of flexibility as a major factor in determining quality leadership in universities. From the above, the management strategies are peculiar leadership qualities of the Vice-Chancellors who have major roles to play in reducing or exacerbating intergroup conflicts in Nigerian universities.

Administrative ability could be acquired through formal education in administration. Unfortunately, most Vice-Chancellors of Nigerian universities in the 1970s and 1980s did not seem to have acquired such education. At this juncture, it might be pertinent to examine the accounts of some incidence of conflicts and the management strategies adopted by some Vice-Chancellors during the period.

In 1980, there was a conflict between the Vice-Chancellor of the Ahmadu Bello University, Professor Ango Abdulahi, and the Students Union. According to Obiegbu (1994:221-223), procession of students was organized by the Students Union Caretaker Committee after permission was obtained from the University authorities. The procession was to commemorate the death of some students during the "Ali must Go" crisis of 1978. However, the procession was said to have gone by a female hostel which, according to the University authorities, was a contravention of the University rules and regulations. In addition, the students were alleged to have used a letterhead which was insulting to the University administration. For the stipulated reasons, the Vice-Chancellor threatened not to swear in the new Students' Union executive and close down the Students Union buildings. In the final analysis, two of the students in the Student Union Executive were expelled despite letters of apology tendered by them to the University authorities.

Ujo (1994:78-79) reports that in February 1971, the postgraduate students of a male hall at the University of Ibadan demanded for the removal of a catering staff member. The students' demand was backed up by a hunger strike by the

students. Three days later, the Vice-Chancellor of the University promised to look into the matter within a week. The student body lost patience with the University authorities and went on rampage. The Vice-Chancellor invited the police into the campus and the consequence of the action was the death of a student and sustenance of injury by four others.

The Kazeem Commission of Enquiry (1975:10) set up by the Federal Government indicted the University administration for poor management of the crisis. The identified causes of the conflict included:

1. non-participation of students in decision-making in the University;
2. lack of mutual confidence between the University administration and students;
3. the way the Vice-Chancellor managed the entire crisis.

The exercise of power by university administration has been identified as a contributory factor to the intergroup conflicts which occur frequently in the universities. The university administration by virtue of the position it occupies in the university hierarchy however is expected to induce participation of the members of the university system in accomplishing university purposes. Ajuogu (1994:291) maintains that this was important because in the absence of the participation of the sub-systems in the decision-making process of the university, there was bound to be strife as had been the case in Nigerian universities in recent years. Furthermore, he asserts that what is needed in the governance of Nigerian universities is a new value orientation, management initiative, vision and will to confront unacceptable behaviour by university administration.

The rationality of the university administration's decision could also be a source of conflict. In the past, many of the decisions taken by university administrations to resolve intergroup conflict escalated the crisis. An example is the "Ali must go" crisis in the University of Lagos in 1978. In this incident, the Vice-Chancellor, Prof. Ade Ajayi, was indicted by the Justice Usman Mohammed Commission for escalating the students crisis by the role he played.

2.6 Internal Management of Intergroup Conflicts In Organisations

Dennis (1996:314-321) opines that the university environment is fairly placid, regular and relatively uneventful, insinuating that it was relatively peaceful. However, today, the environment is more turbulent. This he attributes to the unprecedented fragmentation of groups within the university. This trend generates a lot of conflicting demands made on the university administration by the various groups, thereby making university governance a very difficult task.

The problems, he observes that poorly managed intergroup conflicts create in an organization are very grievous. Hence, Fisher (1994:81-85) describes such conflicts as destructive and the world's most intractable social issue. The author explains that destructive intergroup conflict saps resources, perpetuates injustice and wreaks horrendous costs to individuals and societies.

In view of the debilitating and resistant nature of intergroup conflicts in organizations, Bryan (1989:112-114) asserts that most organizations deliberately make conflict management procedure a central part of the industrial relations system. The primary purpose of such arrangement is to ensure that problems,

which arise between the groups, are resolved in a way that the organization could still function without interruption of its normal business. However, Fisher (1994:83-84) contends that to address a social issue as intergroup conflict there should be a social technology with both research and practice components. However, Deutsch (1994:113-118), in his own contribution, emphasizes that the prevention of destructive conflict as well as its management requires "particularized knowledge" of the conditions and circumstances which lead to a specific kind of conflict as well as a generalized knowledge of the factors that contribute to the escalation and reduction of such conflicts.

In organizational conflict management literature, the dominant discourses on the constructive management of organizational conflict are the structural, process, formal dispute and communication, (Donnellon and Kolb, 1994:139-155). A review of these strategies is not to use them as theoretical models in explaining this study, but an attempt to have adequate insight into some of this models which have been adopted by some scholars in their analysis of organization conflict management strategies.

2.6.1 Utilization of Structural Strategy in Intergroup Conflict Management

The structural strategy discourse posits that organizations can deal with conflicts by changing their structures. Gmelch *et al* (1991:107-123) explains that there are structures in the system which inherently create conflicts. These structures should be identified and strategies based on the theory of response mode should be applied. Some other supporters of this view are Kolb (1986:315-322), and Miles (1980:12). To this group, intergroup conflicts in

organizations could be managed by focusing on how to increase functional specialization with an adequate consideration of the inevitable conflicts that occur due to such structural arrangements and the type of structural changes needed to deal with conflicts which arise within the organizations.

Lawrence (1967:91) and Robbins (1989:380-384) asserts that the structural changes that are needed to manage intergroup conflicts should be the creation of specialized roles and lateral groups such as task forces and teams, which could be superimposed on existing functional structures. Robbins (1989:387) advises that in situations where intergroup relations become too complex to be coordinated through plans, task and teams, an organization might create integrating departments. Integrating departments are permanent features of the organizations' structure where members are assigned the task of integration between two or more departments.

In support of the use of structural changes in the management of intergroup conflicts, Lyons (1985:54) did a case study of a Banking Industry where two departments had a persistent intergroup conflict. The proposal for a third party to mediate in the conflict was rebuffed by the two groups. Therefore, the Unions were requested to appoint two officials. The lay officials from the two groups were asked to be involved in the activities of the opposing groups for a period of time. They became part-time members of the different departments. The representatives of the two groups were encouraged to discuss their observations of the work schedule and problems of the opposing groups with their members. After a period of time, an evaluation of the intervention strategy

revealed that the two groups had better knowledge of each other's work schedule and activities and the dispute ceased.

Similarly, Kontz *et al* (1986:60-63) explain that making structural changes in the organization could involve the following:

1. modifying and integrating the objectives of groups with different views;
2. a clarification of the authority – responsibility, relationship of the groups;
3. evolving new ways of coordinating work activities; and
4. the re-arrangement of work and tasks locations.

Some of the suggested strategies were practicalised by Huse and Cummings (1971:189-201) who report that attitudinal change intervention was adopted to effect improved relationship between research managers and operators' personnel in a transportation firm in Vancouver. The intervention process adopted was structural. Managers were rotated between the two departments for a period of about six months after which they were transferred back to their initial schedule. The researchers reported great improvement in the relationship between workers in the two units after a period of about one and half to two years.

Similarly, Golembiewski and Blumberg (1967:525-547) did a study which involved exchange of images among organizational units in a marketing division of a large firm. An attitude questionnaire was used for the pre-and post-tests. The results obtained from the tests were compared and it was found that units, which were more deeply involved in the organisation's image, reflected more positive attitudes towards collaboration and had greater feelings of commitment. In

support of the need to use the structural strategy, Deutsch (1994:113-114) hypothesizes in his crude law of social relations that the characteristic processes and effects elicited by a given type of social relationship (that is, Cooperative or competitive) also tend to elicit that type of social relationship.

Cooperation tends to evolve among groups when the members perceive that they are similar in beliefs and attitudes as members of various groups develop similar beliefs and attitudes by working together as a team. Thus improvement in intergroup relations and reduction in the incidence of conflicts amongst groups in an organization are reported by Huse and Beer (1971:103-113). The interview which they had with participants proved that periodic cross departmental meetings, whereby members of various groups could discuss perceptions, expectations, and strong and weak points about each other, yielded positive results.

Huse (1965:8-16) did another study among different groups in an organization. His findings are that when representatives of different groups are made to work together on a common work related problem, there is a marked improvement in the relationship among the groups. The findings of the discussed studies suggest that there is the tendency for them to develop traits such as a readiness to help one another, openness in communication, trusting and friendly attitudes and sensitivity to common interest. In addition, there would be a de-emphasis of opposed interests and an orientation toward enhancing mutual power rather than differences. On the contrary, when groups are distinct and have no opportunity of interacting as a group, a competitive spirit is developed.

2. permission of interaction on issues where superordinate goals prevail and decision-making rules have been agreed to before-hand; and
3. separation of grounds with use as integrators individuals who are seen by both groups as justifying high status for the job, possessing personal attribute consistent with both groups' ideals and having expertise necessary for understanding each groups problems.

However, Huse *et al* (1985:32-39) state that behavioural interventions seem most applicable in situations where task interdependence between the conflicting groups is relatively low and predictable. The researchers intend to note that the first two methods could be difficult to apply in the University environment. This is because there are very frequent interactions among the groups. The third (3) could be plausible and applicable in the university environment. Morrel (1994:50-54) suggests that a way an integrator of two groups could promote harmony among groups and minimize the incidence of intergroup conflicts in the university is to get such a person involved in the retirement plan of the groups. Morrel exemplifies the suggestion by stating that the College or university's human resources' manager could be positioned as representative of the university administration. In the human personnel capacity, he is expected to seek the welfare of both the employees and the administration. Thus he can aid the administration to plan for the financial

security and independence of the workers, thereby affecting the employees' financial well being by effective retirement fund management.

The use of group linkages (integrator) to enhance intergroup relationship in the universities is amplified by Shippy (1991:135). Furthermore he cautions that there should be an analysis of the expectations held for the interacting roles and the areas of ambiguity and potential conflicts should be identified and properly defined. In a situation where pre-analysis of the roles are not undertaken, consensus regarding role definitions can be assumed to exist when in reality it does not. Such a misconception among the interacting groups can lead to their inability to develop viable relationships.

Baldrige (1971:105) asserts that the complex organizational framework of the university provides a network of official structures, which could serve as avenues for channeling conflicts, resolving disputes, formulating policies and executing decisions. The groups in the universities are distinct though not independent of one another. The separation of groups tends to reduce the incidence of conflicts when there is no direct competition between them. Furthermore, he maintains that the formal structure of the university could provide an avenue for the adjudication and resolution of conflicts. The author asserts that the structural arrangements and legitimate procedures provide the paths for conflict resolution. Again, the bureaucratic structure makes provision for the mechanisms for balancing competing claims, adjusting disputes and resolving conflicts.

Reliance on the formal structural arrangement for the attainment of conducive intergroup relations may not be adequate for peaceful coexistence of the university groups. Hence Dimowo (1991:96-97) suggests that to minimize the incidence of intergroup conflicts in the universities, a Joint Consultative Assembly (JCA) should be established. The body should consist of a specified number of elected members by each union and those appointed by the university administration. The body should meet regularly to discuss matters of mutual interest and those likely to generate intergroup conflicts in the system. Flanders (1975:111) notes:

The consultative assembly is meant to provide a single joint body in which employers (management) and trade unions would deal with all matters of mutual concern with a common objective.

In view of the influence of positive school climate on incidence of intergroup conflict, Friend (1992:210) proposes that school professionals should develop and use knowledge and skills needed to develop and sustain positive school climate. To this end, strategies such as professional collaboration, conferences including team sessions were suggested. Similarly, Williams (1994:72) emphasizes that a major strategy to manage intergroup conflicts in the educational environment is to develop positive school climate. Therefore, he proposes that educational administrators should be familiar with the strategies and information needed in the institution to induce the various groups to function in harmony. He opines that if the suggestions are adopted and practicalised, a safe and orderly environment would be provided where groups and individuals would be open to criticism, praise and learning without fear of intergroup crisis.

Williams also develops an instructional guide for educational managers aimed at providing lessons for students, to enable them have opportunities for building a sense of belonging to the group, that is, the university system. Huse (1992:39-42) emphasizes that if the groups in the university develop shared commitments to university goals, then there would be mutual trust and confidence among them. Such a relationship would minimize the occurrence of intergroup conflicts as well as provide conducive environment for conflict resolution.

Fisher (1994:84) observes that a way of aiding the groups to have a sense of belonging in the systems is to create decision making procedures, social policies and organizational structures necessary to transform existing conflicts within the context of a renewed relationship between the parties.

2.6.2 Utilization of Communication as an Intergroup Conflict Management Strategy

The utilization of effective communication as a tool of conflict management is discussed by Meyer (1994:4). It is observed that if a basic course in communication was taken by students in tertiary institutions, they would become aware of the kind of communication which can lead to problem solving. In addition, students could become familiar with communication techniques such as awareness of perceptions, active listening, empathy, non-verbal communication, organized and clear presentations. The proper application of the listed communication techniques by members of the various groups in an organisation could reduce incidence of conflicts.

Fri (1992:33) examines the ways in which school principals and supervisors of community health centers managed conflicts. Interviews were conducted with 15 Canadian schools of nursing. The findings were that both groups of principals and the community health care supervisors most often handle conflicts by managing the common information base while the nursing education directors attempted to manage the organizational climate.

The exploration of the use of informal channels of communication in organizations as related to the management of intergroup conflicts was investigated by Williams (1991:106-109). The researcher did a case study involving the interview of two principals and five staff members at a Tennessee High School. The transcript excerpts were reviewed considering the principal's use of humour through four frames – structural, human resource, political and symbolic. The findings indicate that the use of humour facilitate an informal school climate, increased social bonding, conflict resolution and increased commitment. Thus humour is identified as an important device for improving administrator/teacher relationships and thereby reducing incidence of conflicts.

Similarly, the relationship between the strength of informal relations and dispute processes was investigated by Morill (1992:5-6). The researcher developed an instrument to study organizational conflict management as a dispute process involving the social escalation from grievance to conflict and dispute stages. The finding is that differences exist in dispute process according to different strengths of informal relations. The findings on the influence of informal relationship on intergroup relations point to the fact that when

administrators use the process strategy as a conflict management technique, adequate provision should be made for utilization of the informal channels of communication in the organization.

In view of the usefulness of the application of communication strategy to manage intergroup conflicts, Egelhoff (1992:14-15) develops a contingency model for managing a variety of corporate crises. To Egelhoff, crisis management is an information – processing situation and institutions have to resolve and tackle crisis as information process systems. He advocates that attempts should be made by administrators to fit appropriate information processing mechanisms to different categories of crisis to obtain resolutions of such crisis.

2.6.3 Utilization of Process Strategy for the Management of Intergroup Conflicts

Donnellon (1994:142-145) notes that the newest emphasis in the process discourse is the development of less hierarchical organizational forms. To this end, Bazerman (1983:51-67) suggests that in the decision-making of such organizations, groups with relatively equivalent power but different interests and resources should be aided to develop negotiation skills in order to establish their influence and control to secure what they need in the work situation. The assumption underlying the suggestion is that there is need for individuals in groups to acquire skills necessary to deal constructively with conflicts as they arise in normal work activities.

In support of the need for organization group members to acquire conflict resolution strategies, Allen and Hutchinson (1992:1-12) devise a training model to provide proactive and intervention strategies for managing classroom conflicts. They state that the impetus for the creation of the model was from a workshop collaboratively developed by the students, teachers and University Faculty. The training model, which is designed for prospective and practicing teachers, utilizes a variety of approaches, including simulations and role-play. The issues to be negotiated could be those which involve more or less routine issues in the workplace such as task responsibilities, resources allocations, performance evaluations and schedules.

Fisher (1994:85) emphasizes that resolution of conflicts through negotiation should provide built-in legacies in the system. For the organization to attain this, it is suggested that the negotiation process should evolve mechanisms by which a mutually acceptable process for managing differences can become an integral part of the democratic social organization.

Conflict analysis, according to Fisher, is the first step of the negotiation process and is in various stages. Primarily, there must be a focus on the sources and types of conflict and the processes of interaction and escalation that have brought the conflict to its present state. (It is important to note that intergroup conflicts are usually rooted in a number of different objective and subjective sources. Therefore, it is important for management to aid the conflicting parties to gain an understanding of the underlying determinants).

Deutsch (1991:111) advises that it is important to know the type of conflict (zero-sum, mixed motive or pure cooperative) before the parties get involved in the negotiation process. This is because different types of conflict must be approached differently. In view of this, Nocotera (1993:46) studies the conflict handling behaviours of the employees within organizations in an inductive investigation. The aim was to overcome problems of assuming two dimensions of conflict behaviour.

Conflicts could escalate due to the inexperience of the parties involved in the negotiating team. Whilst mixed motives are involved in the issues at stake, the parties could approach the negotiating table with a win-lose attitude, since the negotiating parties' attitude becomes the factor, which escalates conflicts, and make the groups to become more hostile and divided.

Another stage of conflict analysis is the awareness by the parties of the needs, values, interests and their positions in relation to the major issues in question. Burton (1990:16) emphasizes that it is necessary for the parties to understand the role of basic human needs in the causes and resolution of conflicts. Lawe (1991:84), observes that it is when such factors are taken into consideration that a deeper and fuller analysis of the causes and resolution of intergroup conflicts could be done. On the contrary, if human needs are not considered, superficial resolution would be attained by the conflicting parties.

Furthermore, Lawe says that it is necessary for conflict analysis to focus on the perception, cognitions, needs, fears and goals of each party and provide opportunity for the exchange of clarifications, acknowledgements, assurances

and potential contributions between the parties. This would enable the conflicting parties to share and clarify perceptions, articulate their needs, allay their fears and articulate goals, which could be set with a variety of means.

In addition, honest communication is desirable for the parties to acknowledge common errors in perceptions and cognition and thereby develop empathic understanding of each other. Burton (1990:35) emphasizes that conflicting parties should be encouraged to engage in controlled communication and be dissuaded from the usual adversarial, debating and legalistic style of interaction. Fisher (1972:92) and Kelman (1986:56) advise that negotiation between conflicting parties should be presided over by an impartial third party which should consist of a team of consultants. The team is expected to build a trusting relationship between the parties, create a conducive environment, which allows the parties to engage in the analysis process and at the same time enforce the norms required for successful negotiation.

The next stage after the conflict analysis in the negotiation process is conflict confrontation. Fisher (1972:93) explains that conflict confrontation involves direct interaction between the conflicting parties. The parties are aided to explore the issues involved and work towards mutually acceptable solutions through a process of collaboration and joint problem-solving. Blake (1964:21) asserts that confrontation as a technique of conflict management is appropriate in intergroup conflicts where the parties have a lot at stake but agreement is still possible.

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In addition, Fisher (1972:73) is of the view that conflict confrontation between the conflicting parties should involve a face-to-face interaction under norms of mutual respect, shared exploration and commitment to the resolution of the conflict without a fixed agenda. In this regard, Armstrong (1991:193) states that both parties need to have incentives to resolve the dispute. In support of this view, Kelman (1986:57) contends that direct interaction between the parties enables each to understand the psychological elements of its opponent and how its own behaviour affects these. This realization would enable both parties to recognize possibilities for change. Similarly, Deutsch (1994:113) also emphasized the importance of direct confrontation of conflict between the involved parties as well as the need for them to respect each other's interest. Furthermore, conflict confrontation should take place under facilitation of intergroup contact. It is proposed that parties should be of equal status with his acquaintance and between the negotiators. There should be positive institutional support, and a cooperative task and reward structure for the subgroups in the organization. In addition, it is suggested that competent and well-adjusted individuals should be the negotiators for the parties. However, Fisher (1992:76) warns that contact between conflicting parties can have positive, negative or neutral effects. Therefore, it is necessary for the administrator to discern when interaction between the parties would foster understanding and respect between the parties.

Also, conflicting parties are advised to engage the strategy of collaboration and see the conflict as a mutual problem to be solved during the confrontation

process. In view of the emphasis on the use of collaboration in conflict resolution, Allen (1992:9), proposes that teachers should undergo training in the art of proactive and intervention strategies to be able to manage classroom conflict. To aid the negotiation process between conflicting parties, McCoy (1994:58) designs a package, which could be used by administrators or consultants to facilitate the constructive dialogues between the conflicting parties. Similarly, Hill (1993:101) devises a document to promote constructive dialogue about racial problems and solutions. It comprises the following stages:

1. sharing racial experience and beliefs;
2. defining the terms of discussion and the nature of the problems; and
3. alternative remedies for racial inequality.

On the other hand, Rubin (1994:50) examines two different models – mutual gains and concession – convergence that have emerged in literature for the understanding of negotiation. However, on the contrary, Downs (1992:11) warns against the use of confrontation at the onset of intergroup conflicts. He suggests that teachers should avert or resolve conflicts with students by adopting the following procedures:

- a) examining the groups' own contribution to the conflict;
- b) conferring on a neutral setting;
- c) finding common ground;
- d) using cooperative learning exercise;
- e) avoiding defensiveness;
- f) talking with colleagues;

- g) integrating problem solving into lessons;
- h) using direct confrontation only as a last resort; and
- i) effective intergroup problem-solving and integrative bargaining.

Blake (1964:22) states that the stages and criteria that should be followed in intergroup problem-solving are:

- a) problem definition accomplished by and through intergroup contact involving a mutual search of issues;
- b) alternatives are to be developed from the various groups' point of view; and
- c) evaluation of solution should be completed by the combined groups.

Conflict resolution is described by Fisher (1972:94) as the transformation of conflicts in an enduring manner rather than settling disputes or suppressing differences. This explanation implies that there is the possibility that conflicts can be resolved that is; de-escalated and terminated in ways that are mutually satisfactory to the parties involved and the relationship, which evolves therein, would be sustainable over time.

Deutsch (1994:114) asserts that leaders of institutions can at every level adopt strategies to prevent destructive intergroup conflicts in the organisation. It is important to note that prompt intervention to help conflicting parties when they need assistance could reduce the chances that a conflict will spread and escalate. Though some administrators are not interested in being educated in mediation when they feel that they have the power to get their way. Ways in which the management of an organisation can reduce conflicting situations are:

1. articulating and supporting a normative framework for encouraging constructive rather than destructive conflict resolution. (This process can be popularized among groups by making it widely known, salient and popular);
2. serving as a good model in the way intergroup conflict is managed and providing good leadership;
3. developing and providing incentive for constructive behaviour among groups and deterrents for destructive behaviours;
4. developing and providing opportunities for the acquisition of the skills involved in constructive conflict resolution through education and training; and
5. developing and providing third party facilities for dispute resolution such as conciliation, mediation, arbitration and judicial procedures.

Deutsch (1994:115) suggests that there should be in a government a well-developed organ for bringing to the attention of the administration emergent social problems. This is because in an organization, there could be difficult conflicts which disputing parties may not be able to resolve constructively without the help of third parties such as a mediator. To deal with such issues, administrators could have officials who are trained in the organization as mediators.

Mediation as a strategy of conflict management is explored by Arai (1990:41), Burrell (1990:2) and Davis (1986:69). Their studies were among elementary, middle school and college settings. Conflict mediation programmes

were introduced to the schools for a period of several months to two years. The schools were situated in large urban, large to small, sub-urban and small rural school districts. The students were from diverse ethnic and cultural backgrounds. On completion of the programme by the students, the evaluation of the impact of the programme on the students revealed that about 85 – 95 percent of conflicts mediated by the students resulted in lasting and stable agreements. However, not much detail is reported on the methodology of the studies.

Huse and Cummings (1985:45), are of the view that intergroup relationships could be greatly improved and thereby minimize intergroup conflicts by adopting the strategies advanced by Blake and associates. The procedure involves the use of an outside consultant as a third party to mediate between conflicting parties in an organization. The consultant is expected to work with the representatives of the groups involved in the conflict by:

1. describing the purpose and objectives of the meeting;
2. exploring the perceptions the groups have of each other; and
3. developing plans for improving the relationship between the two parties.

The usefulness of intervention in managing intergroup conflicts is demonstrated by Bennis (1969:62). He utilized the method to improve relationships between the high level administrative officers and officers in the foreign service of the state department offices. The researcher reports that initially there was mutual distrust, negative stereotyping, blocked communication and hostility between the two groups. French and Bell (1978:48-49) mediated among three key groups in an Indian tribal organization. The researchers asked

each group to indicate what they perceived of themselves and the other two groups. The lists of the three groups were shared among the groups and by the process of confrontation the differences in the groups' perceptions were worked out. They assert that this method reduce intergroup problems and frictions, in addition to increased communication and interactions. It is the researcher's opinion that if this strategy is employed in Nigerian universities, intergroup conflicts would be minimized as well.

Weaver (1991:91) suggests that the possession of skills such as observation and listening as intervention strategies by mediators are paramount in dealing directly with complaints, conflict and criticisms. In view of the utilization of the stipulated strategies, Langley (1992:255) advises that controversies and divisive issues on college campuses require swift action from the public relations personnel because of the importance of preserving a sense of community within and among alumni, friends and supporters of the institution.

French (1987:146) emphasizes that intergroup relations are very important to the success of the organization. Therefore, it is necessary for groups to be able to cooperate in solving shared problems and to manage the differences that may arise due to the day-to-day operations of the organization. For the organization to function effectively, it is necessary for the management and the various units to pay attention to the quality of their relationship with the other units.

Chan (1981:74) reports on his study which examined the intergroup conflict between two groups in four aerospace companies. The sample comprised 153 subjects consisting of 66 non-managerial members of technical staff and 87

managers. The instrument administered to the subjects elicited information on the conflict management, vis-à-vis the frequency of conflicts among the groups. The findings reveal that both sharing and accommodation were inconsistently related to conflict frequency, while competition and avoidance were found to have exacerbated the frequency of conflict occurrence among the groups in the organizations. Chan also adds that factors such as competition and avoidance in the resolution of conflicts among subgroups could have increased the frequency of conflicts in the Nigerian universities.

French (1987:147) advises that management could employ a facilitator to mediate in conflicts which might arise between groups in the work place. Also, Reece (1984:19) is of the opinion that the leader should show empathy and equality but not neutrality when mediating in conflicts. The leader is encouraged to treat every party with equal respect and consideration. He notes that it is in the interest of the organization for the leader to encourage people to view conflicts objectively and find points of common agreement.

Bresnaham (1992:52) did a study on the effects of adviser style on overcoming client resistance in the advising interview. The researcher scrutinised the texts of 14 actual advising interviews between college students and faculty to determine how two factors (advisor role dilemma/role coalescence and use of foot-in-the-door and door in the face strategies) contribute to the genesis and escalation of conflict between students and faculties. The findings of this study reveal that the ability of the conflict consultant to empathise with the client's situation is of great importance in the conflict management process. It is

the researcher's intended opinion that if lecturers in Nigerian universities can empathise with the students' situation, the occurrence of conflicts between students and lecturers would be minimised.

The importance of the leadership possessing qualities such as consistent leadership, empathy and shared communication in the organization as a mediator of conflict among groups is emphasized by Rucci (1992:3-8). The use of general conflict management techniques for teachers and administrators such as problem prevention, listening and understanding verbal messages are recommended as effectual traits of mediating in intergroup conflicts. The mediative role of the administration as an aspect of the process technique of intergroup conflict management was investigated in the University by Rajagopul and Far (1993:67-81). The researchers examine the mediative roles assumed by management in three specific areas of part-time employment policy.

2.6.4 Formal Dispute System as a Strategy for Intergroup Conflict Management

The formal dispute system is the fourth form of discourse on constructive conflict management. Grievance procedures have been features of unions and management in organizations for a long time. Reynolds (1974:99) observes that in the employment situation, unions are formed by workers to protect their interest from being abused by employers. Unions pursue their interests through the process of collective bargaining. The workers enter into the employment contract with the agreement to provide their labour. Employers, on the other hand, accept to provide conducive working condition and remuneration for the supply of their efforts.

The goals of unions and those of management in organizations sometimes vary. Unions are mostly concerned with the salaries and conditions of work of members, while employers are mostly concerned with the increase in productivity. The frictions, which result in the variance of interests, are expected to be resolved through the formal dispute system provided for in the organisations.

Donnellon (1994:148) observes that more recently, in addition to the union – management arrangement, many organizations have installed complaint systems, which are designed to give employees opportunity to express their grievance to management. Examples of provisions in the organization for groups to address conflict through the formal dispute system are the availability of:

1. ombudsman
2. peer complaint board and/or
3. multistep grievance procedure.

Furthermore, he asserts that a few studies that have investigated how these procedures are used showed that relatively few disputes find their way into the formal channels and that negative consequences attend their use. He further note that though the structure of the formal complaint system encourages individual complaints, it is possible for professionals to re-define the problem in more institutional or group terms.

Ofei (1994:63) argues that if disciplinary committees, which are established to address intergroup and individual complaints, are adequately utilized in the university system, members of the various groups would be

guaranteed of fairness. This would foster a sense of community on campus, which is conducive to an effective educational environment. He advises that in times of major disturbance, or an emotionally charged incident, the orderly procedures of mandatory mutual justice could temper the administrator's impulse to impose rash penalties. In addition, adherence to due process in addressing intergroup conflicts would provide the administrator with a shield to fend off possible retaliation from critics within or outside the university.

In all organizations, there are procedural rules to be followed in the settlement of disputes between the individuals or groups in the organization. The substantive rules could be in reference to the group's behaviour as regards the working hours or other job terms and conditions in the area of employment covered by the agreement. Robbins (1989:380) observes that procedural rules are intended to regulate the behaviours, which can generate conflict between parties to collective bargaining. However, in situations where rules and procedures are flouted by conflicting parties, Robbins also states that the use of organization's hierarchy becomes the primary method of managing intergroup conflicts.

The literature review reveals that intergroup conflict is endemic in Nigerian universities. Conflicts are between the students, the academic staff, non-academic staff and University administration.

In conclusion, Woodward (1970:95) observes that "problems of forms and structure that arise in an organization are made visible through the behaviour of people within and through the relationships established between them".

Furthermore, earlier researches conducted by Wamala (1980:108), Obiegbu (1994:217-218), Aina and Kehinde (2001:107-111), Garba *et al* (2001:161-164) reveal that relationship between academics and administration is strained. They also conclude that certain circumstances led to conflict situation between the groups hence, Ojutiku (1986:36) examines organizational structure of some Nigerian universities, to determine the effect, and structure of the university in exacerbating intergroup conflict in Nigerian universities. Moreover, Erero (1991:126-127), Ekong (2001:5-15) identify the leadership styles of Vice-chancellors, as crucial determinant of the nature, frequency of intergroup conflict. Essentially, these studies mentioned above examine the circumstances surrounding the establishment of the universities, their growth and development of the organizational structures, conflicts between university administration and the two groups (academics and non-academics) but do not take into account ownership of the university and the geographical location is limited.

This thesis therefore, fills the gap in literature by extending the scope of intergroup conflict to the students as well as the staff (academic and non-academics, based on the university ownership: Federal, State and Private. This is against the backdrop that private universities are considered literarily as direct solution to the incessant conflict in the Federal and State Universities. This is therefore a pioneering attempt to compare and evaluate the management strategies adopted by Federal, State and private Universities in managing intergroup conflict in southwestern Nigeria.

2.7 Conceptual Framework

In an attempt to examine the management of intergroup conflicts, we have adopted a conceptual framework in explaining conflict relations in an organization, that is, the universities.

2.7.1 Pluralistic Management Framework

There are two contrasting conceptual frameworks in the behavioural sciences, for the examination of conflict management strategies adopted by organizational managers. The two frameworks, were advanced by Fox (1973:90-98) are the unitary and pluralistic.

The unitary framework of conflict management assumes that within the organization, there is just one source of authority and focus of loyalty. The organization is conceptualized as comprising a team of workers with all employees striving towards the attainment of organizational goals.

The pluralistic framework conceptualizes the organization as comprising:

many related but separate interests that exist in a rough equilibrium and its management's job to balance these competing demands on resources. Rival sources of leadership are expected and the common purpose is linked more by instrumentality and interdependence than by any moral agreement to one set of overriding aim. Rival groups cannot be unified, liquidated or integrated totally into or out of the system Purcell, (1979:107-108).

According to some scholars such as Baldrige (1971:105), Adamolekun(1975:16-17), Anderson (1979:152-154), Easton. (1965:22) and Katz and Khan (1966:95), this framework has been aptly described as pluralistic with

various groups in network of relationship acting and reacting to one another yet interdependent.

In the pluralistic framework, the existence of unions in the organization is fully recognized. They are seen as providing valuable services for their members through the processes of collective bargaining over remuneration and representation in grievance, disciplinary or dispute machinery. In addition, management recognizes that employees are loyal to and are under the authority of leaders other than the central management. In this regard, Purcell (1979:109) observes that management encourages members of the organization to affiliate with unions and the unions are clearly defined as bargaining units and given recognition. Also, management promotes the viability of unions and accepts them as alternative sources of loyalty by providing check-off agreements for deduction of union dues at source, help with clerical matters and facilities and training for worker representatives.

The pluralistic framework recognizes that a certain degree of conflict is inevitable in the organization. This is because the components are made up of people with varied interests, values and goals. Fox (1973:96-99) explains that the unions do not introduce conflict into the organizational scene; rather they simply provide "a highly organized continued form of expression for sectional interests which exist any way".

The pluralistic framework provides for the willingness of management to accept curbing of power in the face of workplace representation. Management accepts the role of an alternative body in the work place. Thus management

believes in the policy of working with the unions to reconcile issues and achieve best possible solutions to problems. Management accepts the role of joint agreed procedures. The procedural element in arriving at decisions is seen as vital to the functioning of the organization. In the words of Fox (1973:98), management sees the unions as participating with management in a process of joint decision-making on issues of day-to-day management. The key issues in management's stand in the pluralistic framework are the attainment of unions' commitment to issues through adherence to joint procedures.

The pluralistic framework has been criticized for the following reasons:

- (i) The framework is based on the assumption that there is a rough balance of power between the competing interest groups. Critics assert that this is not true since some groups are more powerful than others in an organization; and
- (ii) Fox and Hyman (1973:101-103) in their criticism of the pluralistic framework observed that it could serve as a conservative legitimate institution and ultimately as a cloak for essentially repressive programmes.

The flaws of the pluralistic framework notwithstanding, its relevance to the study is based on:

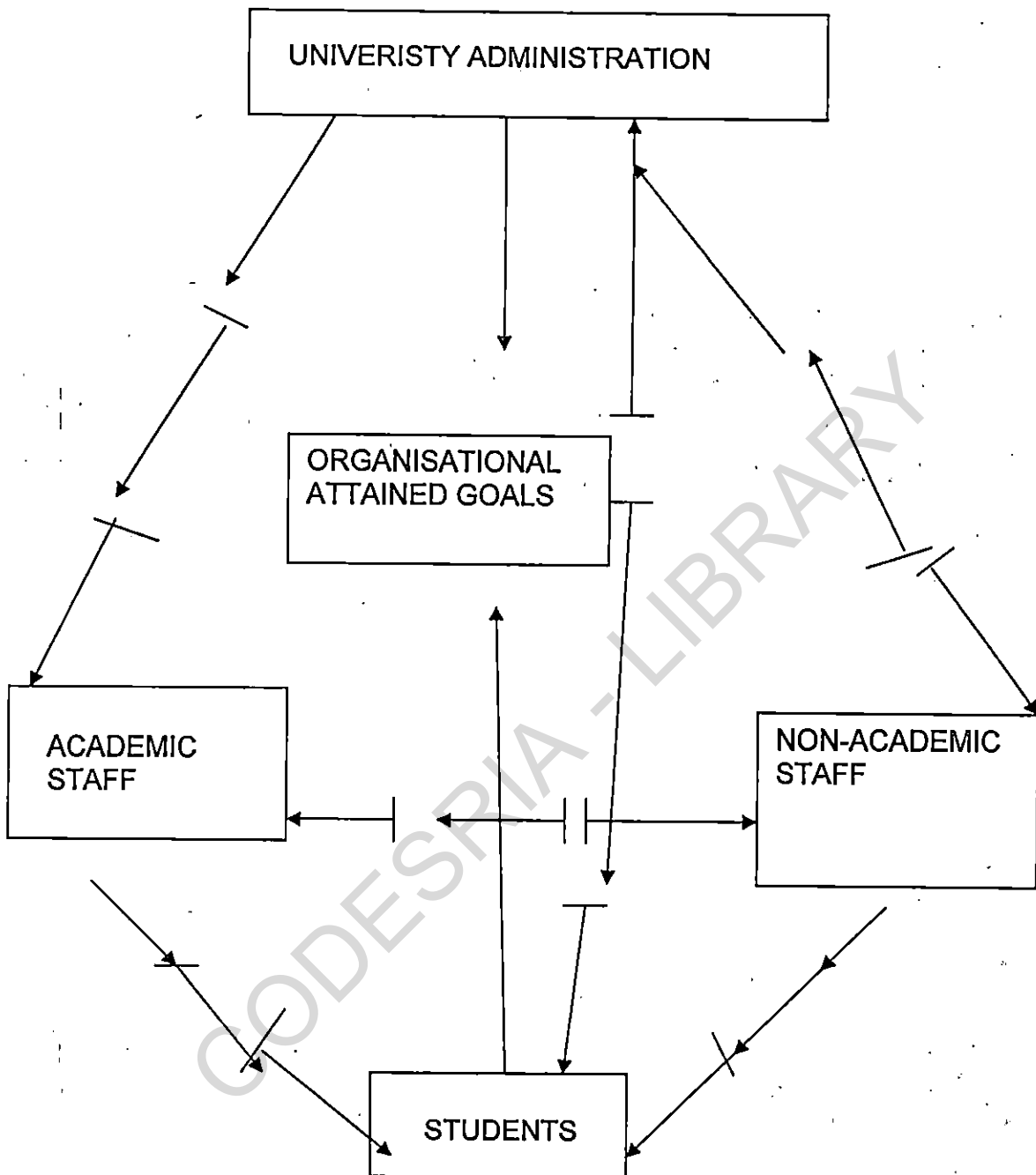
1. organizational management's recognition of the diversity of the interests, values and goals of the various groups in the organization;
2. organizational management's awareness that intergroup conflict is inevitable in complex organizations; and

3. it offers management the challenge to plan ahead and be committed to development of joint procedures, which may bring about industrial peace in the organization.




The application of the pluralistic framework to this study could be better illustrated with a consideration of the intergroup conflict management diagram of Nigerian universities as developed by the researcher and shown on the next page.

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Figure. 2.1: A Schema Showing the Relationship between the Various Groups in the University



KEY

-  Conflict during the process of interaction between the group
-  Smoothened conflicting situations with the adoption of appropriate intergroup conflict management strategies
-  Appropriate strategies adopted by University administrators.

2.7.2 Application of the Conceptual Framework

As could be observed from the schema (figure 2.1) above, the university is indeed a complex organization consisting of various groups in a network of relationship, acting and reacting against each other. The four distinct groups in the universities: academic staff, non-academic staff, students and the university administration have divergent values, interests and goals. For example the academic group is saddled with the responsibility of ensuring academic excellence in the university by active involvement in teaching and research. On the other hand, the non-academic staff perform varied functions but all are geared to ensure the smooth running and co-ordination of all the activities in the university, both infrastructural and at policy level.

The students are the recipients or beneficiaries of the knowledge being produced by the university, that is, by the academic staff. They are in the universities to achieve academic excellence and are also preoccupied with passing in examinations, hence their goal is different from the other groups identified. The university administration ensures the initiation and implementation of university policies on academic matters, staff appointment and promotion, research, welfare, university finance and public image of the university, and providing conducive environment to function.

All the groups identified above, with the exception of the university administration, are organized into various unions and have representatives in the institutions administrative level. As was posited by the pluralistic approach, each of these unions is directly concerned with how to achieve its goals and further the

interest of its members. It is however very important to note that though these groups are distinct, they are dependent in functions which they perform in the university. For example, if the non-academic staff in the universities do not ensure that minutes and other logistics are put in place for the university administration for an important meeting like the senate, then the university administration can hardly achieve its desired goals to formulate and implement policies. The academics also need the service of the non academics at the departmental level to ensure the prompt execution of all administrative tasks in the departments. Therefore, during the process of interaction between the groups, intergroup conflicts are inevitable.

In view of the situations, the "pluralistic university administrator" willingly accepts to work with the representatives of the groups to reconcile issues and achieve best possible solutions to problems. The university administration accepts the challenges to plan ahead strategies which are committed to developing joint procedures with the various groups. Thus when such strategies are applied in intergroup relations, there is likely to be minimal conflicting situations. Thereby, the goals of the university could be attained.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the study area, sampling and data collection methods. It is divided into the following sections:

3.1 Rationale for Selection of the Study Area and the Universities

They are all located in the south western part of the country as the title of the thesis readily suggests for the purpose of the study, southwestern Nigeria comprised of the following states: Osun, Oyo, Ondo, Ogun, Lagos and Ekiti. Limiting the study area to southwestern Nigeria was dictated primarily by the pre-eminence which the area enjoys regarding the introduction of, and the development of western education in Nigeria. For instance, out of 73 universities in Nigeria, South western has a total of 25 universities in this order: federal (5), state (6) and private (14) which amounts to 34.2% see appendix IV. The long and sustained experience of the study area with western education makes it a logical choice for the study. In addition, the study area is not only culturally but linguistically homogenous. Finally, the proximity of the study area to the author's base at Ile-Ife was expected to be of advantage regarding accessibility, logistics and finance.

As regards, the cases, the major rationale for their selection is comparability and ownership. Hence, Nigeria premier university, the university of Ibadan for instance was not selected because its experience is so unique and different from the others that meaningful comparison will be difficult to make. Our

first two cases Obafemi Awolowo University, Ile-Ife (OAU) and Federal University of Technology, Akure are both conventional first generation university and first specialized university respectively in the south west which are federally owned institutions. Our third and fourth cases (LASU and UNAD) are first generation state universities located at Lagos and Ekiti States respectively which share almost the same age and therefore comparable in line with how intergroup conflicts are managed within the system. Finally, our fifth and sixth cases (Babcock and Covenant), are both privately owned faith based universities an attempted comparison could be advanced. Giving the relative youth (in terms of establishment) of Nigeria universities, it might be argued that not much can be gain by attempting a comparison of intergroup conflicts in the universities since it takes as much as three hundred years for a structure to mature (Alfred North Whitehead in Erero, 1991:94).

3.2 Study Area

The study area for this work comprise six universities located in southwestern Nigeria. They are Obafemi Awolowo University (O.A.U.), Ile-Ife in Osun State, Federal University of Technology (FUTA) in Akure, Ondo State. Both are federal universities, except that O.A.U. is a conventional institution while FUTA is a specialized university. Lagos State University located at Ojo in Lagos State and University of Ado-Ekiti, UNAD, are owned by state governments. The other two, Babcock University in Illisan-Remo, Ogun State and Covenant University at Ota, also in Ogun State are privately owned universities – the former by the

Seventh-Day Adventist Church World Mission Agency and the latter by an arm of the Living Faith Ministries (Winners Chapel).

3.2.1 Obafemi Awolowo University (O.A.U), Ile-Ife

Obafemi Awolowo University, Ile-Ife was established in 1962 and is situated in Ife Central Local Government Area of Osun State. It is one of the first generation universities in Nigeria and it is about 80km north-east of Ibadan in Oyo State. The site of the campus comprises about 5,605 hectares of which 1,012 hectares are developed as the central campus and 1,214 hectares areas set aside for the teaching and Research farm and another 2,023 hectares earmarked for the commercial farm (University of Ife Calendar, 1984-1986). The University currently has a student population of 22,742 and a total of 1,411 academic staff and 3,134 non-academic staff. The University runs 86 academic programmes in 13 Faculties: Arts, Agriculture, Law, Administration, Social Sciences, Science, Basic Medical Science, Clinical Science, Dentistry, Environmental Design and Management, Pharmacy, Technology and Education.

3.2.2 Federal University of Technology (FUTA), Akure, Ondo State

Federal University of Technology, Akure, Ondo State was licensed to operate as a government owned specialized University in 1981. The sole purpose of its establishment was in line with the national policy on education, with respect to technical and scientific training, namely: to develop, at every stage of the educational system, a scientific and technological attitude in preparation for the nation's technological take-off. The University runs 28

academic programmes in four schools namely, Science, Agriculture/Agricultural Technology, Engineering/Engineering Technology, Environmental Technology, and Sciences. The University has an academic staff strength of 380, a non-academic staff strength of 480 and a student population of 5579.

3.2.3 Lagos State University (LASU) Ojo, Lagos

Lagos State University, Ojo, Lagos State, was established on July 10th, 1984 as a State-owned University by the Lagos State Government. As Lagos State is the most cosmopolitan of all the states in the federation, this University does not experience some of the problems that perennially plague other state-owned universities, such as shortage of funds to pay staff salaries. It is not surprising, therefore, that it is among the fastest growing state-owned universities in the country.

The University runs 38 academic programmes in nine Faculties and has a total of 507 academic staff and 950 non-academic and a student population of 16,274.

3.2.4 University of Ado-Ekiti (UNAD) Ado-Ekiti, Ekiti State

The University of Ado-Ekiti, Ado-Ekiti, Ekiti State was established as Obafemi Awolowo University on March 30th, 1982. By the 1985 session, the University was renamed Ondo State University by an edict. On November 3rd, 1999, the University was renamed University of Ado-Ekiti to reflect its ownership. The philosophy and objectives of the University are basically "developmental" for

the effective application of higher education to problems of development in the state through applied research, technical assistance, and providing ready access for citizens of the state to higher education regardless of social origin or income. The University is a conventional one and is owned by the Ekiti State Government. It currently has a student population of 11, 732 and an academic staff strength of 420 and 850 non-academics. The University runs 27 academic programmes, has 7 faculties that is. Agricultural Science, Arts, Education, Law, Management, Social Sciences, Science.

3.2.5 Babcock University, Ilishan-Remo

Babcock University, Ilishan-Remo, Ogun State was licensed to operate as a private University on May 10, 1999. It was based upon a concept of Christian education as perceived by the Seventh-Day Adventist Church. This concept emphasizes the harmonious development of the physical, the mental, social and the spiritual powers, which prepares the student for joyful service to God and humanity. Its mission is to offer higher quality academic, pre-professional, general and vocational education to prepare men and women for responsible, dedicated and committed service to God and humanity. The University maintains 22 academic programmes in eight (8) faculties, namely: Management, Social Science, Science, Technology, Arts, Education, and the Humanities. The University has a total of 164 academic staff, 200 non-academic staff and a student population of 3,546.

3.2.6 Covenant University (CU) Ota, Ogun State

Covenant University (CU) Ota, Ogun State was licensed to operate as a private University on February 12, 2002. Covenant University (CU) is a residential mission University, established by the World Mission Agency (WMA), an arm of Living Faith Church Worldwide (LFCW). The goal of the University is to develop the Total Man Concept (TMC). This is what constitutes the core concept of its academic programmes. This concept centers on developing the man that will develop his world. Currently, the University has 33 academic programmes, 18 Departments in 3 Colleges that is, Business and Social Sciences, Human Development, Science and Technology. It has a student population of 3,852, 142 academic staff and 220 non-academic staff.

3.3 Research Design

The study adopted a survey research design. The research design involves the use of both qualitative and quantitative methods. The sample population for the qualitative aspect consisted of key officials of the identified groups: academic, non academic and students. Some key officers of the university administration were also sampled. The respondents were purposively selected. Specifically, the indepth interview was used to elicit information from the respondents in all the groups (academics, non-academics, students and university administration).

For the quantitative component, the multi-stage sampling technique was used to select sample, which consisted of 1008 respondents for the student

group, 302 for the academic group and 583 for the non-academic group, all drawn from the six southwestern universities selected. Semi-structured questionnaires were employed in eliciting data from the academic, non academic and student groups of the six selected universities.

3.4 Population of the Study

The population of this study comprised all academics, non-academics and the students of the six selected universities. The six selected universities and their identified groups are shown in the table 3.1 below.

Table 3.1: Number of Academic, Non-Academic and Students Group Population and Year of Establishment

Ownership	Institutions	Year of Establishment	Academic	Non Academic	Student
Federal	Obafemi Awolowo University, Ile-Ife	1962	1411	3134	22,742
Federal	Federal University of Technology (FUTA), Akure	1981	380	480	5579
State	University of Ado-Ekiti (UNAD), Ado-Ekiti	1982	420	850	11,732
State	Lagos State University (LASU), Ojo	1984	507	950	16,274
Private	Babcock University (BU), Ilisan Iremo	1999	164	200	3,546
Private	Covenant University (CU), Ota	2002	142	220	3,852
	Total		3,024	5,834	63,725

Source: Fieldwork January, 2005.

3.5 Sampling Method and Sample Size

From the six selected universities, multi-stage sampling technique was used to select the respondents. The first stage was to select the student group.

This involved listing all faculties in all six universities which summed up to 51 with OAU having thirteen (13); FUTA, four (4); LASU, nine (9); UNAD, seven (7); Babcock, eight (8) and CU, ten (10). Three faculties were randomly selected from each of the universities making a total of eighteen (18) faculties.

The selected eighteen (18) faculties comprised of ninety two (92) departments, out of which two (2) departments were selected, giving an overall total of thirty six (36) departments.

The second stage involved listing all students in the thirty six departments which totaled up to 10,080 students, out of which 10% of all the students were selected on systematic basis. Only 10% of the population was considered, due to the large size of the population and for convenience. A total of one thousand and eight questionnaires were administered to the students, that is, O.A.U. (300); LASU (250); UNAD (200); FUTA (100); CU (89) and Babcock (69).

Another group identified in this study is the academic group. Also, out of a total number of three thousand and twenty four (3,024) academic staff from the six selected universities, a total of 301 was sampled. Hence, using the proportional sampling technique, 132 academic staff of O.A.U, 16 of Babcock, 16 of CU, 57 of LASU and 42 of UNAD were selected.

The last group which was sampled is the non academic group. A total of five hundred and eighty three (583) respondents were selected using proportional sampling technique. Hence, a total of five hundred and eighty three (583) questionnaires were administered, that is, O.A.U. (316) Babcock, (18), CU (23), LASU, (93) FUTA (46) and UNAD (87).

Thus, a total of 1,893 questionnaires were administered in all, that is student group (1008), Academic staff (302) and non-academic staff (583).

3.6 Data Collection Techniques

Both primary and secondary data were employed for the study. The primary data involved the use of questionnaires and indepth-interview (IDI). The questionnaires were administered to selected respondents, that is, the students (1008), the academic staff (302) and the non-academic staff (583).

3.7 Research Instruments

3.7.1 Questionnaire Design

The semi-structured questionnaire comprising open-ended and closed-ended questions was used to collect quantitative data. There were two types of questionnaires: student questionnaire and staff (academic and non academic) questionnaire.

The student questionnaire was divided into three main sections. The sections are socio-demographic characteristics of student respondent, perceived cause and stimulants of intergroup conflicts and effects of intergroup conflicts. The staff questionnaire is also divided into three main sections. The first section contains the socio-demographic characteristics of respondents, the second section identifies the causes of intergroup conflict as perceived by both academic and non-academic group and the third section measures the procedures of managing intergroup conflict.

Table 3.2: Number of Questionnaires Distributed

University	University groups		
	Student	Academic staff	Non-academic staff
Obafemi Awolowo University Ile-Ife	300	132	316
Federal University of Technology, Akure	100	42	46
Lagos State University, Ojo	250	57	93
University of Ado-Ekiti, Ekiti	200	42	87
Babcock University, Ilisan-Remo	69	16	18
Covenant University, Ota	89	16	23
Total	1008	302	583

3.7.2 Retrieval of Questionnaires

Out of a total of 1008 closed and open-ended questionnaires administered on the students group, 956 (95%) were retrieved. Also, out of 302 closed and open-ended questionnaires administered to the academic staff group, only 290 (96%) were retrieved. Out of 583 closed and open-ended questionnaires administered to the non-academic staff group, 560 (96%) were retrieved. Therefore, of the 1893 questionnaires administered 1807 were retrieved. The information collected during the indepth-interview discussions helped in supplementing that which was obtained from the use of questionnaires.

Table 3.3: Retrieval of Questionnaires

Institution	Academic Group		Non-Academic		Students Group	
	Distributed	Retrieved	distributed	Retrieved	Distributed	Retrieved
OAU	132	128	316	303	300	277
FUTA	38	35	46	41	100	88
LASU	57	55	93	90	250	240
UNAD	42	41	87	85	200	195
C.U	16	16	23	23	89	88
BAB	16	15	18	18	69	67
TOTAL	302	291	583	560	1008	956

3.7.3 Indepth-Interview Guide

The second research instrument used was the indepth interview guide. The interview guide was administered to all the categories of the respondents; students, academic, non-academic and university administration. Questions bordered on the causes of intergroup conflict, the procedures of managing intergroup conflict and the effects of intergroup conflict.

A total number of 72 indepth interviews were conducted in this research. The table below shows how the interview was conducted.

Table 3.4: Distribution of Indepth-Interview to the Groups

Institution	University Groups			
	Academic staff	Non-Academic staff	Students	University Administration
O.A.U, Ile-Ife	3	3	3	3
FUTA, Akure	3	3	3	3
UNAD, Ado-Ekiti	3	3	3	3
LASU, Ojo	3	3	3	3
BU, Ilisan-Remo	3	3	3	3
CU, Ota	3	3	3	3
Total	18	18	18	18

3.8 Methods of Data Analysis

Data collected through the questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS). The chi-square was used to measure the relationship between categorical variables and the ANOVA (analysis of variance) was also used to identify the degree of relationship between the variables. The quantitative data was presented in frequency tables, percentages and pictorial charts. The qualitative data which were obtained through the use of indepth-interview guide were analyzed using the content analysis. The results were presented using the z-y index table.

Secondary data were extracted from relevant books, academic journals, articles, official documents such as university records on students and staff environment for each university, academic records from departments and newspaper publications and internet documents.

CHAPTER FOUR

ANALYSES OF DATA AND DISCUSSION OF FINDINGS

This chapter presents and analyses both the quantitative and the qualitative data collected for the study. These are presented at two levels in form of descriptive and inferential statistical procedures. The descriptive aspect utilized frequency distribution tables, percentages and pictorial chart, to present and interpret the quantitative data. The generated qualitative data, after being reviewed and coded independently, were subjected to content analyses. The results are presented with the *quantitative* analyses in order to fill the gap which the *quantitative* method adopted could not sufficiently address.

Table 4.1: Frequency Distribution of Student Respondents by Institution

Institution	Frequency	Percentage (%)
OAU	285	29.8
LASU	238	24.9
UNAD	168	19.5
FUTA	96	10.0
CU	85	8.9
BABCOCK	66	6.9
TOTAL	956	100

Source: Fieldwork, January 2005

Table 4.1 reveals that the highest number of students' respondents were drawn from O.A.U. Ile-Ife which accounts for 29.8% of the entire students respondents. This is closely followed by LASU, (24.9%). The least number of students respondents is from Babcock University, which accounts for just 6.9% of the entire student respondents and followed by CU, Ota, with 8.9%.

Table 4.2: Frequency Distribution of Student Respondents

Ownership	Frequency	Percentage (%)
Federal	381	39.9
State	424	44.4
Private	151	15.8
Total	956	100

Source: Fieldwork, January 2005

The table 4.2 shows the student respondents from the state universities (UNAD and LASU) had the highest student respondents, accounting for 44.4% of the entire student respondents. This is expected since it supports the literature that state universities admission processes are more flexible when compared to the federal universities. The state universities were established to cater for those who were denied admission in federal universities because of the low admission quota allocated to such states by JAMB.

The private universities have the least number of (5.8%) of the students respondents. This is due to the relatively few number of students in both universities, Babcock and CU, since they are less than eight (8) years old.

Table 4.3: Frequency Distribution of Academics and Non Academics by Institution

Institution	Academic		Non-Academic	
	Frequency	Percentage	Frequency	Percentage
OAU	155	53.40	245	43.80
LASU	49	16.90	106	18.90
UNAD	43	14.80	78	13.90
FUTA	23	7.90	71	12.70
CU	11	3.80	30	5.40
BABCOCK	9	3.10	30	5.40
TOTAL	291	100	560	100

$$X^2 = 11.34 \text{ 5df, } P = 0.045$$

Source: Fieldwork, January 2005.

The table 4.3 reveals that O.A.U, Ile-Ife, has the highest percentage of selected academic staff 155, that is, (53.40%) which is followed by LASU, 49 (16.90%). UNAD and FUTA account for 14.80% and 7.90% respectively. Babcock has the least number of academic staff, 9(3.10%) closely followed by CU, Ota (3.80%).

For the non-academic group, OAU, Ile-Ife, also accounts for the highest percentage of selected non-academic respondents (43.80%), followed by LASU with 18.90% of the entire non - academic group. Again, Babcock and CU have the lowest number of non-academic staff selected for this study, accounting for 5.40% in each case. Also, there is a significant association between ownership of university and distribution of academic and non academics by institution.

Table 4.4: Frequency Distribution of Academic and Non Academic Staff by Ownership

Ownership	Academic		Non-Academic	
	Frequency	Percentage	Frequency	Percentage
Federal	178	61.4	316	56.4
State	92	31.7	184	32.9
Private	20	6.9	60	10.7
Total	294	100	560	100

$$X^2 = 3.84 \quad 2df \quad p = 0.15$$

Source: Fieldwork, January 2005.

Table 4.4 shows that the highest number of academic staff selected for this study was drawn from the federal universities (OAU and FUTA), which was 61.4% of the academic group. This was followed by the state universities with 31.7% and the private universities accounted for only 6.9% of the group. Among the non - academics, 56.4% are from the federal universities, (O.AU. and FUTA),

32.9 from state universities (UNAD and LASU), while 10.7% of the non-academics were from private universities (Babcock and CU).

Table 4.5: Socio-Demographic Characteristics of Student's Respondents

	Characteristics	Frequency	Percentage
A	Sex		
	Male	470	49.2
	Female	486	50.8
	Total	956	100
B	Age in Groups		
	18 – 24	424	51.5
	25 – 29	337	40.9
	30 – 35	30	3.6
	36 – 42	33	4.0
	Total	824	100
C	Marital status		
	Single	863	92
	Married	70	7.5
	Divorced	5	0.5
	Total	938	100
D	Religion		
	Christianity	758	80
	Islam	188	19.9
	Total	946	100
E	Length of year Spent in the University		
	Less than 3 years	201	22.4
	3 years and above	697	77.6
	Total	898	100

Source: Fieldwork January 2005.

The table 4.5 shows the socio-demographic characteristics of the student respondents. Out of the 956 students, 470 (49.2%) are male while 486 (50.8%) are female. The highest number of student respondents, 424 (51.5%), are between 18 and 24 years. This is closely followed by those in the age bracket, 25 – 29 years which accounts for 40.9% of the 824 student respondents. Out of the 938 students who responded to this question 92% are single, 7.5% married and 0.5% divorced.

Majority (80.1%) of the student respondents are Christians, while 19.9% are Muslims. Only 22.4% of the students have spent less than three(3) years, while 77.6% have spent 3 years and above. Since this category of students have spent some time in the university, they are more likely to be familiar with intergroup conflict matters.

Table 4.6: Frequency Distribution of Student Respondents by Sex

	Ownership of University					
	Federal		State		Private	
Sex	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	197	51.7	201	47.4	72	47.7
Female	184	48.3	223	52.6	79	52.3
Total	381	100	424	100	151	100

$$X^2 = 1.64 \quad 2df \quad p = 0.44$$

Source: Fieldwork, January 2005.

Table 4.6 shows the distribution of respondents by sex. Most of the student respondents in the federal universities are male (51.7%), and 48.3% are females. The state universities (UNAD and LASU) have a higher percentage of females (52.6) while 47.4% of the respondents are males. The private universities also had 52.3% of the respondents as females, while only 47.7% are males. There is therefore a higher percentage of female students respondents in both state and private universities when compared to the federal universities.

Table 4.7: Frequency Distribution of Student Respondents by Age

Age	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
18 -24	164	50.3	187	51.2	73	54.9
25- 29	132	40.5	153	41.9	52	39.1
30- 35	12	3.7	12	3.3	6	4.5
36- 42	18	5.5	13	3.6	2	1.5
Total	326	100	365	100	133	100

$$X^2 = 5.13 \quad 6df \quad p = 0.53$$

Source: Fieldwork, January 2005.

Table 4.7, shows that more of the student respondents fall within the age bracket of 18-24. Hence, federal universities (50.3%), state (51.2%) and private (54.9%) are in the 18-24 age bracket. About 40.5% of respondents from the federal universities, 41.9% from state and 39.1% from private universities are within the age bracket of 25 – 29. The least number of students states that they are within the 36 – 42 age bracket; federal (5.5%), state (3.6%) and private (1.5%).

Table 4.8: Frequency Distribution of Students Respondents by Marital Status

Marital Status	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Single	337	91.1	387	92.4	139	93.3
Married	33	8.9	28	6.7	9	6.0
Divorced/ Separated	-	-	4	1.0	1	0.7
Total	370	100	419	100	149	100

X^2 not completed because of fewness of data.

Source: Fieldwork, January 2005.

Most of the respondents are single, with private universities (CU and LASU) having the highest percentage of single student respondents (93.3%).

Table 4.9: Frequency of Distribution of Student Respondents by Religion

Religion	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Private	Percentage
Christianity	300	79.4	339	80.7	119	80.4
Islam	78	20.6	81	19.3	27	19.6
Total	378	100	420	100	148	100

$$X^2 = 0.39, 2df \quad p = 0.82$$

Source: Fieldwork, January 2005.

Table 4.9, shows that a large number of the respondents are Christians, with state universities having the highest percentage (80.7%), private (80.4%) and federal universities; (79.4%). State universities (LASU and UNAD) also account for the least percentage of Muslims with a percentage of (19.3%), followed by the private universities (BU and CU) with 19.6%. The highest percentage of Muslims are from the federal universities (OAU and FUTA).

Table 4.10: Frequency Distribution of Student Respondents by Length of Year in the University

Length of years spent	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 3yrs	90	24.4	80	20.0	31	21.8
3 yrs and above	265	74.6	321	80.00	111	28.2
Total	355	100	401	100	142	100

$$X^2 = 3.19, 2df \quad p = 0.203$$

Source: Fieldwork, January 2005.

Table 4.10 indicates that only 24.4% of federal, 20.0% of state and 21.8% of private university students have spent less than three years in their various institutions. However, 74.6% of respondents from federal universities, 80% of those from state universities and 28.2% of students from private universities constitute the majority of student respondents who have spent three years and

above. This is important, since it helped the researcher in eliciting relevant information for this study, based on the experiences by student as a result of their length of stay in the universities.

Table 4.11: Socio-Demographic Characteristics of Academic Staff

Characteristic	Academics	
	Frequency	Percentage
Sex		
Male	223	76.9
Female	67	23.1
Total	291	100
Age in groups		
21-30	123	58
31-40	63	29.7
41-50	22	10.4
50 and above	4	1.9
Total	187	100
Marital status		
Single	117	40.5
Married	172	59.5
Total	291	100
Educational qualification		
Secondary	-	-
NCE	-	-
Bachelors degree	144	49.7
Masters degree	121	41.7
Ph.D.	25	8.6
Total	291	100
Length of yrs spent in the univ.		
1-5yrs	218	75.2
6-10yrs	65	22.4
11-15yrs	7	2.4
Above 15 yrs		
Total	291	100

Source: Fieldwork January 2005.

Table 4.11 shows the socio-demographic characteristics (sex, age, marital status, educational qualification, length of years spent in the university) of academic staff respondents. Out of the total number of academics (290), 223 (76.9%) of them are males, while only 67(23.1%) are females

This supports the general trend in universities and other corporate organizations, where there is obvious gender imbalance with regards to employment of females. The highest number of academic respondents, 123 (58.0%) fall within the age bracket of 21 – 30. However, 63 (29.7) accounts for those who are 31 – 40 years, while the age bracket of 41 – 50 has only 22(10.4%) and 50 years and above, 4(1.9%). More than half of the respondents are married (59.5%), while 40.5% are still single. This is because many of the respondents were between the age bracket of 21–30.

Furthermore, 49.7% of the respondents were first degree holders (many of them were doing their Masters degree but have not completed it as at the time of this study). Though 41.7% have completed their masters degree and 8.6 are Doctorate degree holders. Again, majority of the academic respondents (75.2%) have spent between 1-5 years, while 22.4% have spent between 6 – 10 years. Only 2.4 % have spent 11-15 years and above.

Table 4.12: Frequency Distribution of Academic Staff by Sex

Sex	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Female	38	21.3	22	23.9	7	35
Male	140	78.7	70	76.1	13	65
Total	178	100	92	100	20	100

$$X^2 = 1.94 \quad 2df \quad p = 0.38$$

Source: Fieldwork, January 2005.

The table above reveals that more female academic respondents were in the private universities (35.0%) followed by 23.9% of females in the state universities and 21.3% in the federal university. On the other hand, more male

academic respondents were in the federal universities (78.7%), closely followed by state universities (76.1%) and private universities (65%).

Table 4.13: Frequency Distribution of Academic Respondents by Age

Age	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
21 – 30	73	60.8	43	59.7	7	35
31 – 40	33	27.5	20	27.8	10	50
41 – 50	11	9.2	8	11.1	3	15
50 and above	3	2.5	1	1.4	-	-
Total	120	100	72	100	20	100

Source: Fieldwork January 2005.

The highest percentage of those within the age-bracket, 21 – 30 are found in the federal universities (60.8%), which is closely followed by 59.9 percent in the state universities. The private universities have the highest number of those who are 31 – 40 years of age, followed by those in the state (27.8%) and then federal (27.5%). This can be explained since federal universities usually recruit graduate assistants who fall between the age bracket 21-30. However, the private universities (CU) do not employ graduate assistants, since one can only be employed as an Assistant Lecturer and above. Hence, a larger percentage of those within 31 – 40 are found in the private universities.

Furthermore, a higher percentage of those in the age bracket, 41 – 50 years are found in private universities (15.0%) followed by state (11.1%) and then the federal universities (9.2%). There was no respondent from the private universities within the age-category of 50 years and above.

Table 4.14: Frequency Distribution of Academic Respondents by Marital Status

Marital status	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Married	113	63.5	50	54.9	9	45
Single	65	36.5	41	45.1	11	55
Divorced	-	-	-	-	-	-
Total	178	100	91	100	20	100

$$X^2 = 3.70 \quad 2df \quad p = 0.157$$

Source: Fieldwork, January 2005.

Majority of the respondents who are married are in the federal universities (63.5%) followed by 54.9% in state and 45.0% in private universities. On the other hand, most of the single respondents (55%) are in the private universities followed by 45.1% in state and 36.5% in the federal universities.

Table 4.15: Frequency Distribution of Academics by Highest Academic Qualification

	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Bachelor degree	91	51.1	48	52.2	5	25
Masters degree	74	40.2	37	41.6	10	60
Ph.D.	13	8.7	7	6.2	5	1.5
Total	178	100	92	100	20	100

$$X^2 = 9.71 \quad 4df \quad p = 0.045$$

Source: Fieldwork, January 2005.

The table 4.15 shows more respondents from the state universities have Bachelors degree as their highest qualification, closely followed by the federal universities (51.1%). The private universities account for a higher percentage (60%) of those who have been awarded their Masters degree, followed by the state universities (41.6%). From the table, a higher percentage of academic

respondents with a Ph.D. and above are in the federal universities (8.7%) followed by state universities with only (6.2%) and 1.5% from private universities.

Table 4.16: Frequency Distribution of Academic Respondents by Length of Stay

Length of stay	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1 – 5 years	134	75.3	64	69.6	20	100
6 – 10 years	37	20.8	28	30.4	-	-
11–15 years	7	3.9	-	-	-	-
Total	178	100	92	100	20	100

Source: Fieldwork January 2005.

Table 4.16 shows that most respondents in the federal universities (75.3%) have spent about 5 years in the university as members of staff, while all respondents in the private university (100%) have also spent 5 years. A higher percentage of academics from state universities have spent age bracket 6-10 years, that is, 30.4%.

Table 4.17: Socio-Demographic Characteristics of Non-Academics

	Frequency	Percentage %
(a) Sex		
Male	273	51.2
Female	260	48.8
Total	533	100
(b) Age in Group		
21-30	15	3.6
31-40	320	76.9
41-50	81	19.5
Total	416	100
(c) Marital Status		
Single	149	27.3
Married	396	72.7
Total	545	100
(d) Educational Qualification		
Secondary	72	12.8
N.C.E	164	29.3
Bachelors Degree	168	30
Masters Degree	156	27.9
Ph.D	-	
Total	560	100
(e) Length of years Spent in University		
1 – 5 years	249	44.5
6-10 years	195	34.8
11-15 years	98	17.5
Above 15 years	18	3.2
Total	560	100

Source: Field Work January 2005.

The table 4.17 shows the general information on socio-demographic characteristics of the non-academic respondents. The table indicates that majority of the respondents are females who account for 51.2% of the entire number of respondents. Hence, the male respondents are 48.8%. Many non-academics are females since they are basically administrative staff of the universities. A higher percentage of the non-academics (76.9%) are within the age bracket of 30 – 40 less than 3.6% of those who are 21 – 30 years old. We also have a reasonable percentage of the non-academics (19.5%) within the 41-50 age-bracket; majority of them are married and this accounts for 72.7%, while 27.3% were still single as at the time of this study. There is an even spread of non-academics in the various qualifications spelt out, but the highest where NCE

holders and its equivalent, (29.3%) also followed closely by the bachelor degree holder (30.0%). Furthermore, there is a significant percentage of non-academics (27.9) who have already had their masters degree. Many of the respondents have spent between 1-5 years (44.5%) followed closely by those who have spent 6-10 years (34.8%).

Table 4.18: Frequency Distribution of Non-Academics by Sex

Sex	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	154	51.2	79	44.4	27	50
Female	147	48.8	99	55.6	27	50
Total	302	100	178	100	54	100

$$X^2 = 2.09, 2df \quad p = 0.351$$

Source: Fieldwork, January 2005.

Table 4.18 shows that the highest percentage of male respondents (51.2%) were drawn from the federal universities, followed by the private universities (50%) and then state universities (44.4%). On the other hand, the state universities had a higher percentage of female respondents (55.6%) followed by the private universities (50%) and then federal universities (48.8%).

Table 4.19: Frequency Distribution of Non-Academic staff by Age

	University Ownership					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
21-30	8	3.4	6	4.4	1	2.2
31-40	183	78.2	103	75.7	34	73.9
41-50	43	18.4	27	19.9	11	23.9
Total	234	100	136	100	46	100

$$X^2 = 1.28, \quad 4df \quad p = 0.865$$

Source: Fieldwork, January 2005.

The table 4.19 reveals that majority of the respondents in all the universities were between the age-bracket of 31-40. Hence, federal universities have 78.2%, state universities account for 75.7% and private universities 73.9%. This contrast with the younger age of 21-30, where only 3.4% of federal respondents, 4.4% of state universities and 2.2% of the private universities fall within the age bracket.

Table 4.20: Frequency Distribution of Non Academics by Marital Status

Marital Status	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Married	230	74.7	124	69.7	42	71.2
Single	78	25.3	54	30.3	17	28.8
Total	308	100	178	100	59	100

$$X^2 = 1.50, \quad 2df \quad p = 0.47$$

Source: Fieldwork, January 2005.

The table 4.20 above shows that the higher percentage of non-academic respondents (74.7%) are from the federal universities and are married. Meanwhile state universities have the highest number of single respondents among the non-academics (30.3%).

Table 4.21: Frequency Distribution of Non Academic by Highest Academic Qualification

Highest academic qualification	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Secondary	41	13	23	12.5	8	13.3
NCE	86	27.2	61	33.2	17	28.3
Bachelors	98	31	51	27.7	19	31.7
Masters	91	28.8	49	26.6	16	26.7
Total	316	100	184	100	60	100

$$X^2 = 2.17, \quad 6df \quad p = 0.904$$

Source: Fieldwork, January 2005.

Table 4.21 shown above, non academic respondents from the private universities account for the highest number of respondents with a bachelors degree as the highest qualification (31.7%) which is closely followed by the federal universities (31%). The state universities have the least percentage (27.7%) of academics with a Bachelors degree as the highest qualification. The federal universities however have the highest percentage of non-academics with masters degree as the highest qualification (28.8%). This is closely followed by the private university with 26.7% and then state, 26.7%.

Table 4.22: Frequency Distribution of Non Academics by Length of Stay in the University

Length of Stay	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1-5 yrs	142	44.9	85	46.2	34	56.7
6-10yrs	110	34.8	59	32.1	26	43.3
11-15yrs	52	16.5	36	19.6	-	-
16-20yrs	12	3.8	4	2.2	-	-
Total	316	100	184	100	60	100

Source: Fieldwork January 2005.

Table 4.22 shows the distribution of non-academic respondents on the basis of the length of their stay and ownership of the universities. A higher percentage of the respondents in the non-academic group (56.7%) have spent 1-

5 years in their universities. This is because the two universities under consideration (Babcock and CU) are less than eight (8) years old. This is followed by the state universities (44.2%) and then federal (44.9%). The private universities also account for the highest percentage of those who have spent between 6 – 10 years (43.3%). The reason for this is because, non -academics in these universities were first recruited to help facilitate the recruitment of academic staff and to make the university functional. This is closely followed by federal universities (34.8%) and state universities (32.1%). The university non-academics who have spent between 16-20 years were 3.8% of the respondents in the federal category, 2.2% in the State, while private had no record of such.

4.1 Qualitative Data

Table 4.23: Socio-Demographic Characteristics of Students Group Leaders in all the Six Universities Categorized as Federal, State and Private Universities

Socio-demographic Category	Federal						State						Private					
	O.A.U			FUTA			LASU			UNAD			BU			CU		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Age	24	25	27	25	22	23	24	24	26	26	24	27	19	24	25	20	23	27
Sex	M	F	M	M	F	M	M	F	M	F	M	M	M	F	M	M	M	F
Part/Level	4	4	4	4	3	3	4	4	3	4	4	4	4	3	4	3	3	3
Student Status	Pre	VP	Sec	Pre	V.P	Sec	Sec	V.P	Pro	V.P	Sec	Pro	Pres	SAG	Sec	Pro	V.P	Sec

Source: Fieldwork January 2005.

Key

Age – In year

Sex – Female

– Male

Part/Level – Part or Level which students are currently.

Pre – President

- V.P. – Vice-President
- Sec – Secretary
- P.R.O – Public Relations Officer
- SGA – Sergeant – at – arms

The table 4.23 explains the total number of students interviewed in this study. A total number of 18 students were targeted. They are the members of their various students group/unions and associations in their respective universities. The median age of all respondents is 24 years. Out of 18, 12 of them are males, while the rest 6 are females. Their offices which they occupied during the time of this study are well spelt out in the key.

Table 4.24: Socio Demographic Information on Academic Staff Leaders Respondents by Ownership

Category	Federal						State						Private					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Age	49	45	44	45	43	46	51	41	46	49	-	-	47	48	45	45	44	44
Sex	M	M	M	M	M	M	M	M	M	M	M	F	M	F	M	M	M	M
Status	Pre	Fln	A.M	Pre	Sec	PRO	Chm	Sec	Ass	Chm	Sec	Pro	Chm	V.C	Pro	Chm	V.C	Pro
Highest Qualification	PhD	PhD	PhD	PhD	PhD	Phd	Phd	M.Sc	M.Sc	Phd	M.Sc	M.Sc	PhD	M.Sc	M.Sc	PhD	Msc	M

Source: Fieldwork January 2005.

The table 4.24 shows the academic staff leaders targeted for this study, who were interviewed. Again, 18 of the academics staff leaders drawn from the selected universities with a median age of 46 years were interviewed. The table also shows that 16 of the total number of interviewees are males, while only 2 are females. More than half of them have bagged their doctorate degrees, while 8 of them are Masters degree holders. The positions of those interviewed ranged from Chairman, Vice chairman, Secretary to Public Relations Officer.

Table 4.25: Socio-Demographic Characteristics of Non Academic Leaders Respondents by University Ownership

Category	o.a.u Federal			FUTA			LASU STATE			UNAD			BABCOCK PRIVATE			CU		
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Age	48	47	46	46	44	44	49	44	42	46	41	40	45	43	41	44	42	43
Sex	M	M	M	M	M	M	M	F	M	M	M	F	M	M	M	M	M	M
Status	Chair	PRO	Fin	Chm	Sec	PRO	Chm	Sec	VC	Chm	Sec	Fin. Sec	Chm	Liason Officer	Vice-chair man	Chm	PRO	Sec
Highest Qualification	B.A	B.A	MPA	MPA	B.A	B.A	MBA	MBA	MBA	B.A.	HND	B.SC	B.A	B.ED	B.SC	MPA	B..A	B,a

Source: Fieldwork January 2005

Table 4.25 shows that a total number of 18 interviewees were drawn on the basis of ownership. Out of these, 2 are females, while the others are male. The average age of the respondents is 49. Their status range from Chairman, Vice-chairman, Public Relations Officers and Secretary. The key adequately shows the status of the respondent.

Table 4.26: Socio-Demographic Characteristics of Universities Administration by Ownership

Category	Federal						State						Private					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Age	61	60	58	58	-	-	47	-	54	-	-	50	41	42	44	43	42	41
Sex	M	M	F	M	M	F	M	M	F	M	M	M	M	M	M	M	M	M
Status	Dir	Dir	Reg	Dean	Dvc	Reg	Dean	DVCr	Dir	Dean	Dir	Dir	Dean	Dean	Dir	Dean	Dir	Dir
Highest Qualification	PhD	PhD	M.A	PhD	Ph,D	MA	PhD	M	M	PhD	M	M	PhD	M	M	PhD	M	M

Source: Fieldwork January 2005.

Key

M – Male

Dir – Director

DVC – Deputy Vice-Chancellor

F – Female

Reg – Registrar

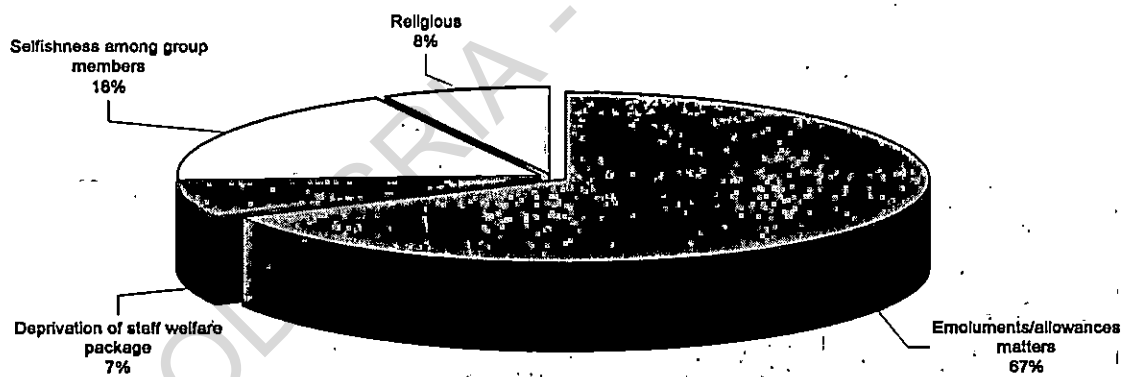
A total number of 18 Universities administrators were interviewed, out of which 5 are females and the other 13 are males. Some of the respondents

simply describe themselves as adults. However, the median age of this group is 49 years. Their status ranged from Directors of Institutes or Centres, Deans Deputy Registrars, among others. The lowest academic qualification of this group is a Masters Degree.

4.2 Objective I

Identify the causes of Intergroup conflicts in selected universities in Southwestern Nigeria.

Figure. 4.1: Common Causes of intergroup conflicts experienced among the Universities

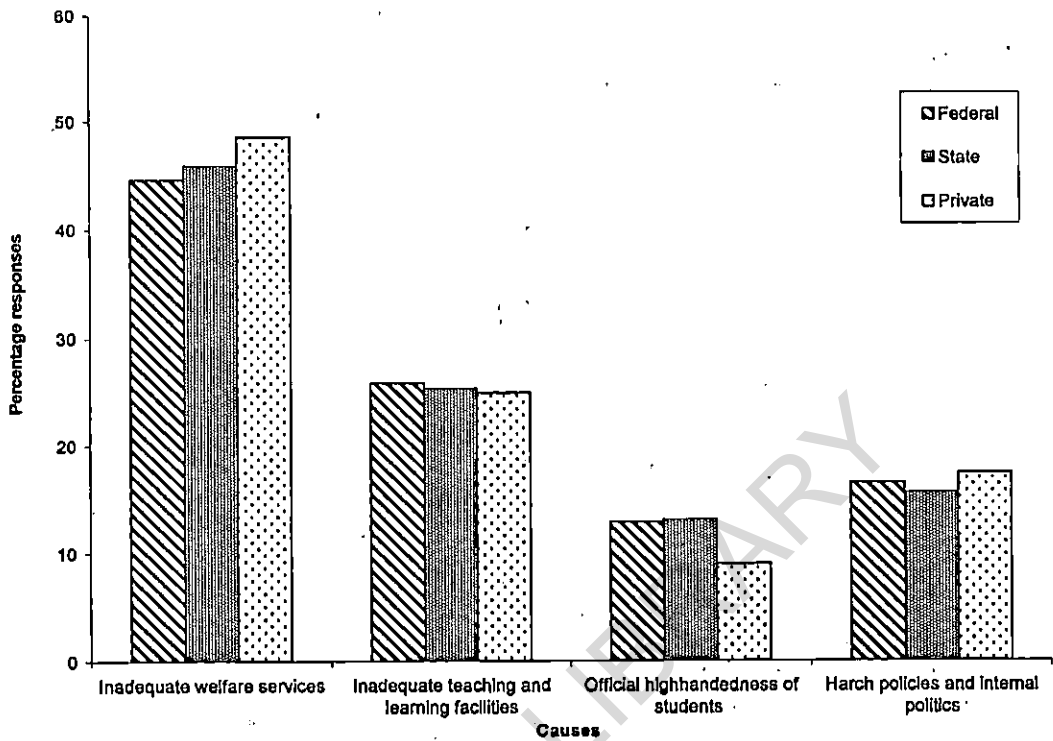


Source: Fieldwork January 2005.

Figure 4.1 shows the identified common causes of intergroup conflicts experienced among the selected universities. Inadequate emoluments and allowances constitute the major cause of intergroup conflicts identified in the

selected universities. Hence, in private universities 67.4% account for the highest percentage of respondents who consider emolument /allowances matters as the major cause of intergroup conflicts. This is closely followed by the state universities (67.2%) and then federal; (67.1%). Only 5.8% of federal, 7.6% of state and 9.1%, of the private universities identified deprivation of staff welfare as the cause of intergroup conflict. Among the federal and state universities, the chart reveals that the least cause of intergroup conflicts is deprivation of staff-welfare package, which is 5.8% and 7.6% respectively of the total respondents in this category Religious Issues (7.6%) is the least cause of conflict in private universities. The data reveals that emoluments and allowances are the commonest causes of intergroup conflicts. For instance, developmental dues and tithes are deducted at source from the staff salaries. Furthermore, the in-depth interview reveals that the federal and state universities have a well established welfare packages for their staff when compared with the private universities. Hence, issues which border on staff welfare like retirement plans, health policies for members of the families, housing allowances, transportation allowances are better handled in the government owned universities since there are standards in government owned universities.

Figure 4.2: Common Causes of Conflicts between Students and University Administration



Source: Fieldwork January 2005.

Figure 4.2 shows that the universities identified inadequate welfare services as the major cause of conflicts between the students and university administration. For instance, 44.6% of the respondents in the federal universities, 45.9% in the state and 48.8% in the private universities all agreed that this is the major cause of conflict between students and university administration. Similarly, all the universities agreed that harsh policies and internal politics is the least cause of this kind of conflict. Figure 5.2 also reveals that there are differences in the causes of conflicts between students and university administration across the various universities.

In this section, the qualitative data was presented in the z-y index table which shows the identified causes of conflicts between students and university administration.

Table 4.27: Identified causes between Students and University Administration

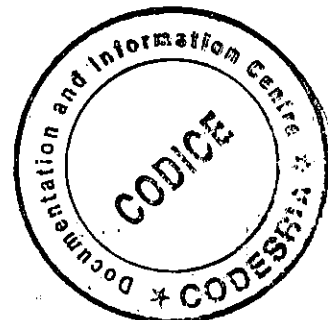
	Categories	Federal	State	Private
1.	Lack of defined communication channel	++	++	+-
2.	Incessant increase in tuition and other fees	++	++	-
3.	Poor students welfare	+	+	+
4.	High-handedness of university administration	++	++	-+
5.	Enacting strigent rules and Policies	+-	+-	+-
6.	Inadequate infrastructures /facilities	++	++	-
7.	Lack of religious freedom	-	-	++
8.	Immature behaviour of student leadership	++	+	-
9.	Students are political puns	+-	++	-

Source: Fieldwork January 2005.

Key

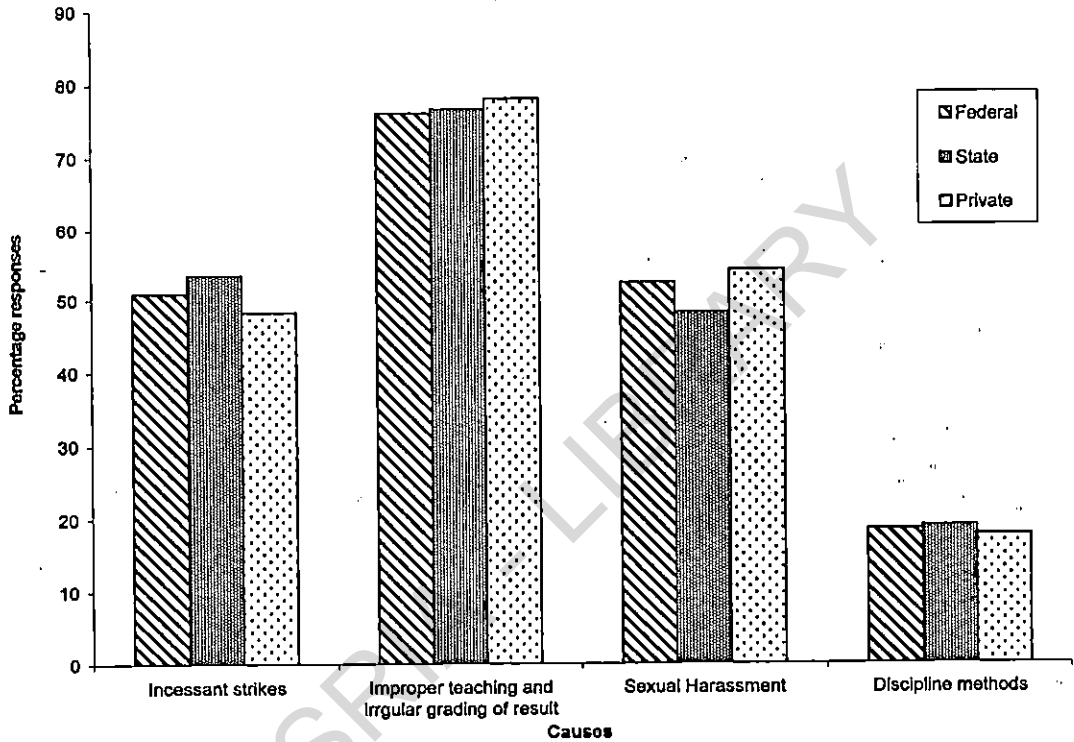
- ++ where opinion was expressed by both universities in the category
- + - where only one of the Universities expressed opinion
- where opinion was not expressed at all.

The qualitative data in table 4.27 reveal that lack of defined common communication channel and incessant increase in tuition fees are those identified by the students as the causes of conflict between them and university administration. The major cause identified by the private universities is religious intolerance. This is further confirmed by the fact that students of the Babcock university, are expected to conform to the values of the University in terms of worship and even in eating habits. The university administration's opinion of the



causes of conflicts between them and students are that students exhibit immaturity and they are usually used as political puns by politicians.

Figure 4.3: Possible Causes of Conflicts between Students and Academic staff



Source: Fieldwork January 2005.

Figure 4.3 reveals that improper grading and teaching accounts for the highest cause of conflicts between students and academics. For example, 38.7% of the entire student respondents affirmed this position. This is closely followed by incessant strike (26.1%). Again, sexual harassment is identified by 25.6% of the respondents. These responses are students opinions about the possible sources of conflicts between students and academics without considering their universities. This explains why respondents in the state

universities noted that strike could cause conflict between students and academic staff.

From the qualitative data, the student respondents from the federal category (O.A.U and FUTA student leaders) noted that harsh conditions under which students are subjected to learn cause conflicts between them and academic e.g. lack of adequate teaching aids and reading materials, victimization and favouritism displayed by some academic staff.

In the state universities, there is a strong expression of poor interpersonal relationship between students and academics. Both University student leaders (UNAD and LASU) identified extortion of money for handouts and victimization as the main cause of conflict. The private universities strongly expressed that enactment of stringent rules by academic staff often caused "bad blood" between them and the academics.

4.3 Causes of Conflicts between Academic staff and Non-Academic staff

Figure 4.4 (see Appendix 5) shows the causes of conflicts between academic and non academic of the selected universities. Respondents from the federal university (78.0%) account for the highest number of respondents who noted that welfare benefit and arrears are the causes of conflict between them. This is closely followed by the state universities (74.6%), while private university is 70.1%. The figure reveals that apart from the university divide and rule politics, all the universities across the different categories have similar responses in respect to causes of conflicts between academics and non-academics. The

least cause of intergroup conflicts identified by these respondents is promotional entitlements. Also worthy of note is the place of government policies as shown in the table by the private universities. This is because the National Universities Commission still has some measure of influence over their operations. It is responsible for accrediting faculties/colleges and also, as the case may be, determining the accepted number of those to be recruited with specific regards to the academic staff. This is a measure of control.

Table 4.28: Identified causes of academic and non academics conflicts

	Categories	Federal	State	Private
1	Pay parity	++	+-	--
2.	Partial treatment in favour are group over the other in terms of infrastructural provision	++	++	-+
3.	More rapid promotion for non-academics	++	++	--
4.	Academics have superiority complex	++	++	+-
5.	Divide and rule politics of University administrators	++	++	+-
6	Imbalance in power sharing between the two groups	+	+-	-
7	Too much influence, wielded by non - academic	++	++	--

Source: Field work, January 2005

Key

- ++ where opinion was expressed by both universities in the category
- + - where only one of the universities expressed opinion
- where opinion was not expressed at all.

The union leaders from both federal and state universities interviewed identified pay parity as the cause of intergroup conflict but strongly expressed their opinion in support of partiality by university administrations, which is demonstrated in terms of infrastructural provision and the rapid promotions enjoyed by non-academics as at when due. They also felt strongly about the

government policies which favoured a group over another. For instance: A 47 year old, male, married and an academic union leader, O.A.U, Ile-Ife said

Go to an office of an average academic staff and compare it with that of a non-academic staff of the same level, and find out for yourself... Even when you look at the furnishing, you will know that they are given preferential treatment. I think they have this illusion that we are so busy working on publications that we don't care where we stay.

This extract is an indication that academics believe that there is a preferential treatment given to the non-academics in terms of infrastructural provision like office space, office equipment and supporting staff with other amenities which they enjoy at the expense of the academic group.

A 44 year old, male, married, a non-academic staff leader in LASU asserted that

The academic people carry themselves as though the university belongs to them.

This goes to support the claims of the non-academics that the academic staff exhibit superiority complex in the university.

One of the non-academics in Babcock university stated that the university administration discriminated between the two groups in terms of the attention and commitment given by the University administration to events or ceremonies, which are conducted by academic staff. He posited that the University administration delegated subordinate officers to attend functions which are organized by the non-academics.

Table 4.29: Identified Causes of Conflict between Academics and University Administration by Ownership

	Categories	Federal	State	Private
1	Lack of adequate communication	+ -	++	+ -
2	University administration distrust for academic	++	+	--
3.	University administrations role as political agents	++	++	--
4.	Self centered policies by university administration	++	++	+
5.	Academics are implacable and cynical	- +	- +	--
6.	Management style of university administration	++	++	+ -
7	Academics lack of empathy	+ -	--	--

Source: Fieldwork, January 2005.

Key

- ++ where opinion was expressed by universities in the category
- + - where only one of the universities expressed opinion
- where opinion was not expressed at all.

Table 4.29 above shows the responses of the academic staff and university administration in the in-depth interview. All the universities (federal, state and private), especially state, agreed that inadequate communication is a cause of conflict between the two groups. The academic leaders in state universities, for example (UNAD), noted that the university administration rarely followed the laid down rules for channeling information. They also are inaccessible in settling controversial issues. An academic leader in LASU stated that University administrators prefer propaganda as a tool. In the private universities one of the academic leaders (CU) observed that the communication flow is one-way. The open-door policy which is being projected by the university administration is not feasible in the current prevailing situation.

All the universities especially federal and state, considered management style of the University administrators as a very crucial determinant of the frequency, nature and intensity of intergroup conflicts in the university. The academics in the private universities stated that university administration initiated self-centred policies in matters which directly concerns their welfare. One of the academic leaders in CU observed that they were made to sign bonds which they consider as off shoot of a self centred policy. They also stated that their continuous submission of lesson notes which were vetted do not give room for the expression of academic freedom.

The university administration in one of the federal universities described academics as portraying the attitudes of Oliver Twist, especially with regards to their demands. A university administrator in a state university claimed that the academics lacked adequate empathy in order to appreciate the precarious position of most university administration on issues which border on finances in the private universities.

Table 4.30: Identified Causes of Conflict between Non-Academics and University Administration

	Categories	Federal	State	Private
1	Problem of inadequate communication	+-	+	--
2	Enacting laws and formulating policies in favour of a group	+-	+-	--
3.	university administrations engage divide and rule tactics	+-	+-	--
4.	Constitutes committees without non - academic inputs	+	++	--
5.	Financial insensitivity to non-academics	+-	+-	--

Source: Fieldwork, January 2005.

Key

++ where opinion was expressed by both universities in the category

+ - where only one of the universities expressed opinion

-- where opinion was not expressed at all.

From table 4.30, the private universities did not express any opinion with regard to non-academics and university administration. However, the Non-academics in the federal universities strongly expressed the opinion that the university administration employs divide and rule tactics between them and academics. Also strongly expressed by the state universities is the way in which committees or panels are instituted without adequate representation of the non-academic group.

4.4 Objective II

Evaluate the Procedures and Strategies Adopted in Managing such Conflicts

The second objective of this study was to evaluate the procedures and strategies adopted in managing conflicts in the various universities. On the different strategies employed by university administration in managing intergroup conflicts, academic and non-academic respondents stated what strategies were "used" and those which were not used in their various universities.

The student group also identified the different strategies which university administration employed in managing conflicts. The strategies which students identified were based on those commonly perceived by them which the universities administration employed.

Table 4.31: Student Responses on School Closure as a Strategy Employed by University Administration by University Ownership

	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
No	141	37	137	32.3	48	31.8
Yes	240	63	287	67.7	103	68.2
Total	381	100	424	100.	151	100

Source: Fieldwork January 2005.

Table 4.31 shows the highest percentage of students from the private universities (68.2%) considered school closure as the possible strategy which university administration would employ in the face of a conflict. This is closely followed by 67.7% of the state universities. In all the universities, less than half the entire respondents opined that the universities would not be closed down by the University administration in the face of intergroup conflicts. This underscores

the prevalence of this strategy and the general perception of students with regard to this method employed by the university administration.

Table 4.32: Use of Police as a Possible Strategy of Resolving Intergroup Conflicts by University Ownership

	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
No	171	44.9	154	36.3	58	38.4
Yes	210	56.1	270	63.7	93	61.6
Total	381	100	424	100	151	100

Source: Fieldwork January 2005.

Table 4.32 shows the highest percentage of respondents who affirmed that university administration were likely to use police force and actually used police force in resolving intergroup conflict were from the state universities (63.7%). This is followed by the private universities (61.6%) and then 55.1% from the federal universities. More respondents from the federal universities (44.9%) therefore opined that Universities administrators were not likely to use the police force.

Table 4.33: Dialogue as a Possible Strategy of Resolving Conflicts by the University

	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
No	176	46.2	196	46.2	65	43.5
Yes	205	53.8	228	53.8	86	57
Total	381	100	424	100	151	100

Source: Fieldwork January 2005.

Table 4.33 shows that about half of all the respondents especially in the private universities (57%) agreed that the university administration would employ dialogue to resolve intergroup conflicts. However, 42.6% of federal universities,

46.2% of state universities and 43.5% of private universities disagreed that university administration employed dialogue in resolving intergroup conflicts.

Table 4.34: Arrest and Detention of Student as a Possible Strategy of Resolving Intergroup Conflict

Ownership of University						
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
No	175	45.9	172	40.6	66	43.7
Yes	206	54.1	252	59.4	85	56.3
Total	381	100	424	100	151	100

Source: Fieldwork January 2005.

A higher percentage of student respondents from the state universities (59.4%) opined that arrest and detention of students were means of resolving intergroup conflicts in the universities. This is closely followed by the private universities which account for 56.3% of respondents who shared the same views with the state. More respondents from the federal universities dissented from this opinion, hence 45.9% disagreed that this strategy should not be employed in resolving intergroup conflict.

Table 4.35: Threats by University Administration as Strategy of Managing Intergroup Conflicts

Ownership of University						
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
No	216	56.7	225	53.1	78	51.7
Yes	165	43.3	199	46.9	73	48.3
Total	381	100	424	100	151	100

$$X^2 = 1.56, 2df \ p = 0.457$$

Source: Fieldwork, January 2005.

The table 4.35 reveals that student respondents from the federal universities (56.7%) agreed that threat was a possible strategy employed by university administration in resolving intergroup conflicts. Over 50% of the respondents from private and state universities also shared the same opinion.

Table 4.36: Structural Strategy Utilized by University Administration

Ownership of University						
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
Used	296	80.9	158	78.4	52	82.5
Not used	70	19.1	41	20.6	11	17.5
Total	366	100	199	100	63	100

$$X^2 = 0.353, 2df \quad p = 0.838$$

Source: Fieldwork, January 2005.

The table 4.36 reveals that more respondents from the private universities (82.5%) admitted that structural strategy was used in resolving intergroup conflicts. This is closely followed by 80.9% of respondents from federal universities and 78.4% respondents from private universities. This has to do with altering or changing certain structures which are inherently conflictual. It also involves evolving new ways in which tasks can be carried out, different from what is in operation. The private universities are therefore more flexible in terms of making structural changes when compared with the state and the federal universities. The cross tabulation shows that ownership of the university is not significant in the utilization of structural strategy in the universities.

Table 4.37: Communication as a Strategy Utilized by University Administration

Ownership of University						
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
Used	413	97.2	219	98.2	65	97
Not used	12	2.8	4	1.8	2	30
Total	425	100	223	100	67	100

$$X^2 = 0.698, 2df \quad p = 0.705$$

Source: Fieldwork, January 2005.

The table 4.37 shows that there is a unanimous affirmation by all the universities, federal (97.2%) state (98.2%) and private (97.0%) respondents

agreed that communication strategy was being widely engaged in the management of intergroup conflicts. This position runs contrary to earlier observations made by both academics and non-academics in identifying communication as problem in the course of the indepth interview conducted with the groups. For instance, the academics in the private universities alleged a one way communication; the state universities opined that the university administration used propaganda as a potent tool in masking their ineffectiveness. The only way one can explain the general consensus of the respondents that communication is a widely utilized strategy is that managers of University administration are slow to communicate their decisions and recommendations, hence leading to some forms of intergroup conflicts, whereas, they are quick to respond in terms of setting up panel of investigation; holding meetings regularly and channeling the information on the outcomes of such panels, when there is a conflict situation at hand. Furthermore, the result does not indicate at what point in time communication strategy is engaged.

Table 4.38: Process Strategy Employed by University Administration

	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Used	251	66.2	129	64.8	40	61.5
Not used	128	33.8	70	35.2	25	38.5
Total	379	100	199	100	65	100

$$X^2 = 0.570, \text{ 2df } p = 0.752$$

Source: Fieldwork, January 2005.

Table 4.38 shows the differences in opinion held by respondents from the federal universities (66.2%), state universities (64.8%) and private universities (61.5%) on the use of process strategy in resolving or managing conflict. While

the private universities accounts for the least percentage where process strategy is not used, process strategy involves ensuring that there is inbuilt mechanism within the various groups through which conflict resolution can take place in stages. These are usually well-defined and spelt out like definition of the conflict, development of alternative viewpoints of the various groups, evaluation of the solution being suggested. These step by step activities which characterize the management of conflicts are what process strategy entails. This may explain why this is not commonly used by the private universities because of the organizational structure which confers some power on their private owners to take decision they deem best in the face of prevailing conflicts. This they can do in line with the basic objectives and mission of the Universities.

The state universities account for 35.2% of those who posited that process strategy is not employed by the university administration.

Table 4.39: Formal Dispute Strategy as means Employed by University Administration

	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
Used	312	78.2	153	75.7	48	76.2
Not used	87	21.8	49	24.3	15	23.8
Total	399	100	202	100	63	100

$$X^2 = 0.504, 2df p = 0.777$$

Source: Fieldwork, January 2005.

The formal dispute system show that majority of the respondents agreed that formal dispute system is widely used in managing intergroup conflicts. Hence, (78.2%) of federal universities 75.7% of state universities and 76.2% of private universities agreed to this position. These are instituted complaint

systems which help employees to channel their grievances to the university administration. There are procedural rules which guide individual's decisions and operations and strict adherence to due process.

4.5 Objective III

Examine the effect of such Conflicts on the Universities

The effect of such intergroup conflicts will be a direct function of the type of intergroup conflict under consideration; students vs academics, non-academics vs academics. Hence, the quantitative data of the student respondents will be presented. This will be supported by qualitative data where necessary. The tables below show students respondents on effects of intergroup conflict.

Table 4.40: Violence as Effect of Intergroup Conflict

	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
No	215	56.4	245	57.8	86	57
Yes	166	43.6	179	42.2	65	43
Total	381	100	424	100.	151	100

$$X^2 = 0.15, 2df \ p = 0.927$$

Source: Fieldwork, January 2005.

All the respondents in the federal, state and private universities disagreed that violence and wanton destruction are effects of intergroup conflict in the selected universities. Hence, federal (56.4%), state (57.8%) and private (57.0%) expressed this view. A slightly higher percentage of respondents from the federal (43.6%) and private (43.0%) affirmed that violence and wanton destruction are the effects of intergroup conflicts.

Table 4.41: Loss of Lives as an Effect of intergroup conflict

	Ownership of University					
	Federal		State		Private	
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage
No	200	52.2	222	52.4	80	53.0
Yes	181	47.5	202	47.6	71	47.0
Total	381	100	424	100	151	100

$X^2 = 0.02, 2df \quad p = 0.991$

Source: Fieldwork, January 2005.

Table 4.41 shows that respondents from all the universities observed that loss of lives is not an effect of intergroup conflicts; federal (52.5%) state (52.4%) and private 53.0%. A reasonable percentage also believed that the consequence or effect of intergroup conflict could result in loss of lives. Hence, the response rate is higher in the federal universities (47.6%), closely followed by both state and private with (47.5%) in each case. These responses may have an implication in determining students unwillingness to engage in intergroup conflicts, which may lead to loss of lives.

Table 4.42: Expulsion of Students as an Effect of Intergroup Conflicts by University Ownership

Category	Ownership of University						
	Federal		State		Private		
	Frequency	Percentage	Frequency	Percentage	Frequency	percentage	
Expulsion intergroup conflict	No	178	46.7	178	42	64	42.4
	Yes	203	53.3	246	58	87	57.6
	Total	381	100	424	100	151	100

$X^2 = 2.00, 2df \quad p = 0.367$

Source: Fieldwork, January 2005.

Table 4.42 reveals that a higher percentage of student respondents in the federal universities (46.7%) disagreed that expulsion of students is an effect of intergroup conflict, while 53.3% maintained that it is an effect. Furthermore, the students opined that expulsion is an effect in the state universities with the highest percentage subscribing to this being 58%.

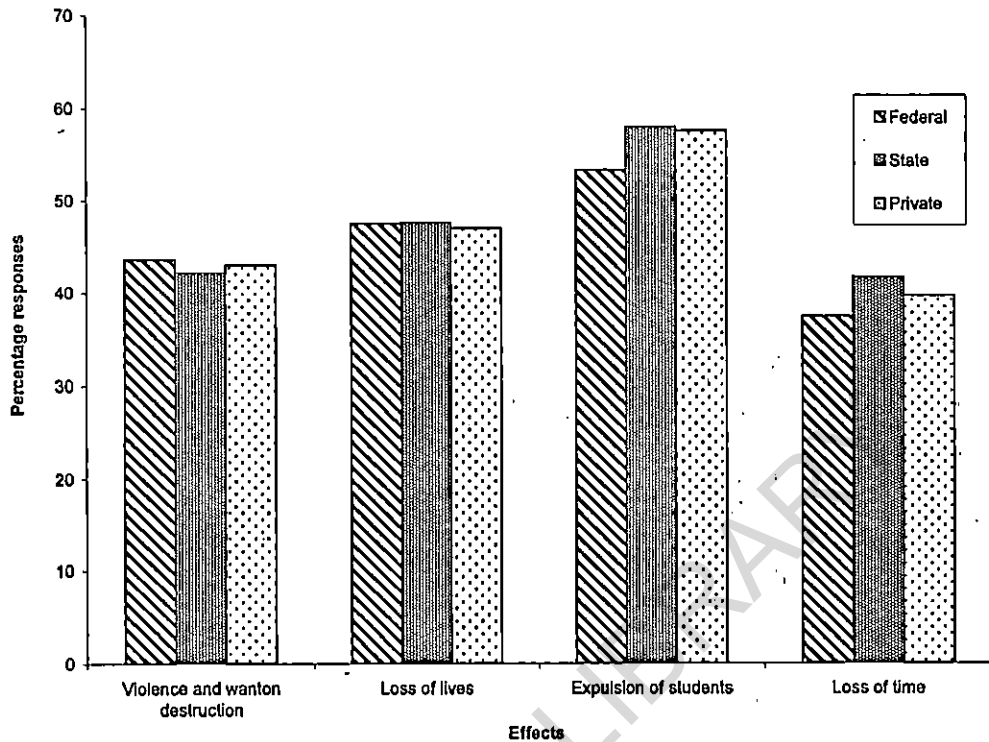
Table 4.43: The Ranked Effects of Intergroup Conflict by Students Group

		Federal	State	Private rank
1	Violence	1 st	2 nd	3 rd
2	Loss of lives	1 st	2 nd	3 rd
3	Expulsion of students	3 rd	1 st	2 nd
4	Loss of academic session (time)	2 nd	1 st	3 rd

Source: Fieldwork January 2005.

Table 4.43 is the ranked effects of intergroup conflicts as identified by the student respondents. Violence and loss of lives ranked as highest effects of intergroup conflicts in federal universities, while, expulsion of student and loss of time ranked highest as the possible effects of intergroup conflicts in the state universities. In the private Universities, violence, loss of lives and loss of academic session were identified and ranked as "third as in relation to other universities as possible effects of intergroup conflicts in the Universities.

Figure 4.4 Shows the Effects of Conflict between Students and Universities Administration



Source: Fieldwork, January 2005.

From the figure 4.4 shown, a higher percentage of respondents from the federal university stated that hostility, between the two groups and poor working conditions were the consequences of intergroup conflicts followed by the private and then state universities. The least consequence as shown in the table was physical destruction of properties. Other effects mentioned were mutual distrust between both groups concerned, outright –physical confrontation and verbal assaults.

The qualitative data presented in the z – y index table is a summary of responses of the effects of intergroup conflicts as identified by all the groups under consideration: students, academics, non-academic and the university administration.

Table 4.44: Responses of the Effects of Intergroup Conflicts as Identified by all the Groups

	Categories	Universities		
		Federal	State	private
1.	Protracted University academic session	++	++	--
2.	Destruction of properties	++	++	--
3.	Loss of lives	++	++	--
4.	Mutual distrust and suspicion	++	++	--
5.	Low productivity on morale of workers	++	+-	+-
6.	Incarceration of group executives	++	++	-
7.	Psychological trauma and frustration	+-	+-	-
8.	Intra group allegiance	-	+-	-
9.	Improved condition of services for worker	+-	--	-
10.	Provision of better facilities	+-	+-	-
11.	Enhances conflict machinery	+	++	-
12.	Creates check and balance	-	-	++
13.	Provision of more funds by government	+	+	-
14.	Better industrial relation fostered between group	++	+	+

Source: Fieldwork January 2005.

Key

- ++ where opinion was expressed by both universities in the category
- + - where only one of the university expressed opinion
- where opinion was not expressed at all.

The effects of the conflicts as identified by the leaders of the various groups under consideration can be divided broadly into positive and negative effects of conflicts. Some of the positive effects of conflicts include: provision of better facilities, enhancement of effective conflict management which is put in place to provide avenues for checks and balances in the group concerned, availability of more funds for the universities, and fostering of a better industrial and working relations among groups. The negative effects are spelt out above

and they include; protracted academic session, destruction of properties, loss of lives, mutual distrust and suspicion. Others include: incarceration of group executives, psychological trauma, and frustration and intra-group allegiance.

4.6 Hypothesis 1

There is no significant differences in the common causes of intergroup conflicts in the various universities on the basis of ownership.

Table 4.45a:

	Value	df	Significant
Pearson chi-square	3.545	6	.738
Likelihood ratio	3.567	6	.735
Linear by linear association	.424	1	.515

Source: Fieldwork January 2005.

* minimum expected count is 4.42 xx .733 > 0.05 which is the $p \leq 0.05$ significant.

H₀: There is no significant difference in the identified common causes of intergroup conflicts among various universities on the basis of ownership.

H₁: There is a significant difference in the identified common causes of intergroup conflicts among various universities on the basis of ownership

The estimated chi-square value and the level of significance of the identified common causes of intergroup conflicts such as religion, selfishness among various groups, deprivation of staff welfare packages and emoluments or

allowances as shown in table in figure 1 do not differ significantly as causes of intergroup conflicts among the various universities on the basis of ownership. The p.value .738 is greater than 0.05 which is the alpha level of significance. The chi-square value less than 4.42 i.e. 3.545. Decision Reject H1 and accept H0 since p value>0.05. Interpretation: the rejection of the alternate hypothesis and sustenance of the null hypothesis (H₁) indicates that among the various universities selected on the basis of ownership, the identified common causes of intergroup conflicts did not vary from one University to the other. Hence the hypothesis is sustained.

4.7 Hypothesis 2

There is no significant difference in the possible causes of conflicts between students and academics among various universities on the basis of ownership.

Table 4.45b:

ANOVA						
Categories		Sum square	of df	Means sq	F	Sig
Academic staff incessant strikes	Between group	.336	2	.168	.672	.511
	Within group	238.396	953	.250		
	Total	238.732	955			
Improper teaching and irregular grading of result.	Between group	4.461E-02	2	2.231E-02	.124	.883
	Within groups	.170.982	953	.179		
	Total	170.982	955			
Sexual Harassment	Between group	.548	2	.274	1.094	.335
	Within group	238.368	953	.250		
	Total	238.915	955			
Difference in discipline methods	Between group	1.715E-02	2	8.57E-03	.056	.945
	Within groups	145.467	653	.153		
	Total	145.484	955			

Source: Fieldwork January 2005

In verifying the hypothesis stated below, the one-way analysis of variance was employed.

H₀: There is no significant relationship in the possible causes of intergroup conflicts between students and academics among the various Universities on the basis of ownership.

H₁: There is a significant relationship in the possible causes of intergroup conflicts between students and academics among the various Universities on the basis of ownership.

The various causes of intergroup conflicts between students and academic groups which include; academic staff incessant strikes, improper teaching and irregular grading of results, sexual harassment and difference in discipline methods engaged by academics, the degree of freedom as shown in table 4.46a showed that the level of significance is very low (significant level is ≤ 0.06) at the alpha level).

Hence, the table showed that for each of the cause identified in the table, there is no significant difference of it being the cause of conflict in other universities on the basis of ownership.

Decision: Reject H₁ and sustain H₀.

Interpretation: From the one-way analysis of variance carried out to determine the relationship between possible causes of intergroup conflicts among students and academics on the basis of ownership, the result indicated that there is no significant difference between the causes of student/academic conflict

highlighted in the study and the university ownership. Hence, this null hypothesis is sustained in this study and alternate hypothesis is rejected.

4.8 Hypothesis 3

There is no significant difference between academic and non-academic staff among the various universities on the basis of ownership.

Table 4.45c

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Pay Parity	Between Groups	.357	2	.179	.730	.482
	Within Groups	207.473	847	.245		
	Total	207.831	849			
Welfare benefits/arrears packages	Between Groups	.379	2	.189	1.041	.354
	Within Groups	154.140	847	.182		
	Total	154.519	849			
Promotional entitlements	Between Groups	7.079E-02	2	3.540E-02	.359	.699
	Within Groups	83.534	847	9.862E-02		
	Total	83.605	849			
Prestige/status attached to the group	Between Groups	3.217E-02	2	1.608E-02	.114	.892
	Within Groups	119.573	847	.141		
	Total	119.605	849			
Government policies favouring one group over another	Between Groups	.318	2	.159	.639	.528
	Within Groups	210.741	847	.249		
	Total	211.059	849			
University administration's divide and role games	Between Groups	1.812	2	.906	3.669	.026
	Within Groups	209.163	847	.247		
	Total	210.975	849			
Selfish interest of the leadership of the group	Between Groups	.135	2	6.770E-02	.401	.670
	Within Groups	142.895	847	.169		
	Total	143.031	849			

Source: Fieldwork January 2005

The one-way analysis of variance was used to determine the degree of relationship between causes of conflicts in the various universities based on ownership.

The null hypothesis is

H₀: There is no significant difference in the possible causes of conflicts between non-academics and academics among the various universities on the basis of ownership.

H₁ is the alternative hypothesis.

H₁: There is a significant difference in the possible causes of conflicts between non-academics and academics among the various universities on the basis of ownership.

Table 4.47c shows the various causes of conflicts between academics and non-academics which include pay parity, welfare benefits/ arrears packages, promotion entitlement, prestige / status attached to the group (i.e. academic and non-academics) and government policies. Others are university administration's divide and rule game and the selfish interest of group leaders. The result indicates that the degree of freedom in all of the causes listed is very low, hence the significant level exceeded the required 0.05 value.

However, only university administration's divide - and - rule game with a degree of freedom .3669, and a significant level of 0.26 are identified as having a significant difference in the various universities as a cause of conflict. This is corroborated by the indepth-interview in Table 4.28 where the federal and state universities strongly expressed that there was divide - and - rule method in the universities. This can be explained since, the Vice-chancellors who dictate the type of management style to adopt, whether autocratic or democratic, are usually employed by government; state government as in the case of state universities and federal government as in the case of the federal. Hence, such Vice-

Chancellors loyalty is between the University and the government who appointed him. Therefore in matters, which have to do with the two groups (academic and non academics), the university administration may not be able to take a decision without due recourse to government. Hence, in the state and federal universities the use of this divide and rule tactic is prevalent, when compared to the private universities.

We therefore say that there is a significant relationship between the university administration's with regard to their use of divide - and - rule tactics as the cause of intergroup conflicts among various universities on the basis of ownership. Hence, we reject the null hypothesis and accept the alternative hypothesis.

4.9 Hypothesis 4

There is no significant difference between university administration in federal, state and private universities regarding their use of intergroup conflicts management style.

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Table 4.45d:

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Structural strategy	Between Groups	3.869E-02	1	3.869E-02	.247	.620
	Within Groups	98.261	626	.157		
	Total	98.299	627			
Communication as a strategy	Between Groups	.309	1	.309	12.790	.000
	Within Groups	17.238	713	2.418E-02		
	Total	17.547	714			
Process strategy of conflict management	Between Groups	8.064	1	8.064	37.564	.000
	Within Groups	137.597	641	.215		
	Total	145.661	642			
Formal dispute style	Between Groups	1.557	1	1.557	8.956	.003
	Within Groups	115.104	662	.174		
	Total	116.661	663			

Source: Fieldwork January 2005

The H_0 is the null hypothesis

H_0 : There is no significant difference between university administration in federal, state and private universities regarding their use of intergroup conflict management style.

H_1 : There is a significant difference between university administration in federal, state and private universities regarding their use of intergroup conflict management style.

Test of Hypothesis

The analysis of variance was used to test this hypothesis. The result as shown in Table 4.46d indicates that there is a significant difference between the use of communication as a strategy, process strategy and formal dispute system in conflict management at very high level of significance, when significance level is 0.05. However, the use of structural strategy in managing intergroup conflicts in the universities is not significantly different on the basis of ownership of

universities. This result confirms the earlier observation made in the qualitative data (indepth interview analysis) where there were divergent opinions expressed by the federal, state and private universities with regard to the use of communication strategy in managing conflicts (See Table 4.39 on the process strategy). Table 40 also shows that in the private universities, there is a little possibility of using this strategy because it entails stage by stage discussion and in-built mechanisms through which such matters must be channeled. This makes it impracticable for private universities since the owners of the universities can take sudden decisions, which are always predicated on the interest of the university's mission, aims and objectives.

Again, the formal dispute systems as practised in the private universities, state universities are significantly different. While the state accounts for a minimal use of formal dispute systems (see Table 4.40), the private universities have a fairly higher percentage of those who identified the use of formal group systems as strategies of managing conflict. The private universities usually rely on prayers as a way of handling some of the intergroup conflicts.

In conclusion, there are significant differences in the type of strategy adopted in managing conflicts, on the basis of university ownership. Hence, we reject the null hypothesis and sustain our alternative hypothesis.

4.10 Hypothesis 5

There is no significant difference between the effects of intergroup conflicts on university administration in federal, state and private universities.

Test of Hypothesis Five

The chi-square test was carried out to ascertain the degree of relationship between effects of intergroup conflicts on university administration on the basis of ownership.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.394 ^a	2	.498
Likelihood Ratio	1.395	2	.498
Linear-by-Linear Association	1.359	1	.244
N of Valid Cases	845		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.37.

Source: Fieldwork January 2005

At an alpha level of 0.05, the chi-square value is too low (1.394), when the minimum count is 29.37. This indicates that there is no significant relationship or difference between the effects of intergroup conflicts on the basis of ownership.

This is further confirmed by the survey data which is shown below:

Table 4.46: Effects of intergroup Conflict on the University Administration

Federal		State		Private	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
82	24.2	80	19.7	26	22.2
257	75.8	294	78.6	106	80.3
339	100	374	100	132	100

Source: Fieldwork January 2005

Table 4.46 shows that there are no significant differences in perception on effects of intergroup conflicts in university administration on the basis of ownership. We therefore reject the alternative hypothesis (H_1) and sustain the null (H_0) hypothesis.

4.11 Discussion of Findings

Bearing in mind that reports from statistical findings cannot fully convey their full implication, therefore, the explicit meanings are provided in this segment, and the discussion of findings are presented in this order

4.11.1 Socio-demographic Characteristics of Respondents

The distribution of student respondents revealed that 51.4% were within the age range of 18-24, while 40.9% of them were within the age bracket of 25 - 29 years of age. This lends credence to the fact that they were active agents in the university and there was therefore likely to be overt manifestation of youthful exuberance, as manifested by those within this age bracket. This is a time when young people want their decisions to be considered, and they want their opinions sought because, at this stage, there is a general thinking that they are now adults. This position is further buttressed by Eden (1993:97) who opined that students must be adequately represented in decision making processes since they are not resentful of policies which emanate from them. This was further supported by a student from one of the private universities as identified when he states that "the university treats us like children in primary school.

Furthermore, 92.0% respondents were single. This implies that these students did not have direct responsibility of a family attachment which could restrain some of their youthful exuberance. The personality differences which include marital status, religious affiliation, socio-economic status have direct bearing on students decision to get into any form of conflict. The study further reported a high proportion of Christians (80.0%) in the selected universities.

The academic staff group respondents revealed that there was an obvious ratio of 1.3 for both male and female academics which could be assessed as adequate. This again lends credence to the reality that less number of female academics were employed in the universities. The study made known the fact that 49.7% of the respondents were Graduate Assistants with (bachelors degree) while 41.7% with masters degree. Only 8.6% of the entire academic respondents have Ph.D. and above. This has two implications, the first is that there was a general prevalence of younger academics within the graduate assistantship, assistant lecturer and lecturer II cadres while those at the middle were very few in the selected universities. Secondly, there could be those who were senior lecturers and above category but were not willing to express their opinion through a survey research of this nature. However, in both cases, this may have an implication on the results which will be generated. This is because most of the academic respondents are experienced in their career, and those who were interviewed are "older" academics who are well experienced in the day to day running of the university. Be that as it may, the survey and indepth interview from the academics helped to provide rich insight into the study.

The non-academics had a higher percentage of male respondents (51.2), representing 48.8% of the non-academic staff sampled. The findings here indicate that there were more females among the non-academics than the academics. This explains why 72.7% of the non-academics are married when compared to only 59.5% of academics who are married. Only 30% of the non-academics have a Bachelors degree and 27.9 have a Masters degree and above.

4.12 Causes of Intergroup Conflicts

Findings on the causes of intergroup conflicts in selected universities revealed that there are varied causes of intergroup conflicts, which are determined by the nature of the group. This is similar to Omoluabi's (2001:52) assertion that the characteristics or nature of conflicts essentially derived from the cause. The underlining assumption is that the nature of the group, has a way it determines the cause of conflicts. This is why the causes of conflicts as identified by the student respondents are significantly different from those stated by the academics and non-academics respondents.

On conflicts between students and university administration, all the universities identified inadequate welfare services as the major cause of conflict between them and university administration. A higher percentage of respondents (48.8%) from the private universities agreed that this is a major cause. This is not connected with infrastructural provisions but ability of students to be part of what decisions are being reached in the University. Hence, welfare services include

opening defined communication channel through which students can fully express what they need and not what the university thinks they need. This explains why the percentage is higher in state universities. Furthermore, the federal universities and state universities have evolved over time, with students continuously communicating their demands to the university administration in terms of welfare needs.

The findings also revealed that religious intolerance can cause conflict between the students and university administration. Both private universities under consideration were of the Christian faith, with well laid out mission statements which they expect students to conform to. The findings revealed that the universities do not have respect for other peoples religious inclinations which ordinarily should be respected. Hence, students in these universities (Babcock and Covenant) were being made to attend services which are initiated by the university administration.

Lack of defined communication channel was strongly expressed by all the universities (federal, state and private) as a cause of intergroup conflict. This is similar to Smith's (1966:106) view that muddled up communication channel can result in intergroup conflicts, especially when there is lack of shared perception among members of the university since they belong to different groups. This adequately captures, why there are frequent students and university administration conflicts.

On students and academic staff conflicts, the highest cause of conflict between students and academics is improper grading of scripts with about 38.7%

of the entire respondents agreeing to this view. This has an implication that students believe that academics do not objectively grade their examination or test scripts and that they use other subjective assessments in grading them. Furthermore, the findings revealed that sexual harassment accounted for 26.0 as the third major cause of conflict in all the universities. Even in the private universities incidences of sexual harassment is very high. This also has an implication since majority of the student respondents (50.8%) were females. Another important cause of conflict between the academics and students which was identified by the student respondents is extortion of money especially in the state universities (UNAD and LASU). From the findings above, while students have alleged that academics have subjective forms of assessment, existing literature has denied the poor attitude of students to academic work as the major cause of students poor performance in recent times (Nwanti, 1992:31). There is need to examine indepth some of these observations being made by the students group since, it will further heighten the level of distrust between them if not investigated. On students and non-academics conflicts, the majority of student respondents viewed university administration as integral parts of the non-academics.

Welfare benefits and arrears were the major causes of conflicts between academic and non-academic staff in all the selected universities. This finding is very similar to that of Aina and Kehinde (2001:107) who observe that allocation of economic resources is the major cause of conflict between these groups. The findings also support other scholars findings on the cause of intergroup conflicts,

being majorly scarcity of economic resources (Deutsch, 1973:112 and Wilson, 1990:7). The qualitative data further identified causes of conflicts as identified by the leaders of both academics and non-academic groups. They include; pay parity, partial treatment of one group by university administration in favour of the other, more rapid promotion enjoyed by one group over the other, superiority complex as exhibited by one of the groups (academics). Others included divide and rule politics by university administration and the overwhelming influence wielded by non-academics in administrative matters. In the study, it was discovered that there was a greater tension between academics in federal and state universities than in the private universities. However, one of the private universities observed that there is a partial treatment in favour of the academic group. There is however a higher degree of acrimony between academic and non-academic staff. The reason for this may be that there is a more flexible environment in which groups can express their displeasure or grievances over issues more readily than in the private universities, where security of job is not guaranteed. This may indicate why there are no overt expression of hostilities between the two groups.

In this study, the issue of pay parity, problem of welfare / arrears benefits continue to rear their heads as causes of conflicts between these two groups. Even in the federal universities there is a higher percentage of response, (78.0% of its occurrence), followed by the state universities (74.6%). The government has looked into this phenomenon by setting up various panels.

Indeed, both groups believe that their university administrations have not allayed these suspicions, but further use the situation to their advantage by encouraging divide and rule games between them. The partial treatment being metted out by the university administration in terms of infrastructural provision, where the non-academics are given preference in terms of office space and infrastructure, was pointed out by the academics as a partial treatment which is not healthy. This was continually generated ill-feelings between the two groups which must of a necessity work together. Hence, these ill-feelings which are usually concealed and "managed" already pervading the relationship and usually erupt within the slightest provocations.

Other levels of conflicts identified in this study are the academics and the university administration. The causes of conflicts as revealed by this study and identified by the non-academics did not differ according to university ownership. Further revealed is that university administration considered academics as implacable in their demands and usually cynical with respect to administration. One of them quoted described the academics as contemporary "Oliver-twist". There seems to be a less hostile and relationship between university administration and non-academics, when compared to the relationship which exists between them and the academics. This case is especially true in the federal and state universities.

4.13 Procedure and Strategies Adopted In Managing Conflict By The Groups

Just as Omoluabi (2001:54) explains that the causes of intergroup conflicts is useful in deriving the essential strategies in resolving such conflicts, the finding of this study supports this position. This implies that the type of conflicts will determine how it is resolved. Examples of the students and University administration conflicts engaged different strategies from the academics and university administration conflicts.

The findings revealed that students' perceived procedure for resolving conflicts did not differ significantly with respect to university ownership. Their perception about what the university administration will do in the face of a conflict situation was the same. On the whole, the students identified various strategies which they perceived university administration use in resolving conflicts. They include the use of the Police force, dialogue, clamping down on student group activities, arrest and detention of student leaders and the use of threats.

Contrary to the impression that students in private universities were not used to what "obtains" in the federal universities with regard to endemic conflicts experienced by these universities, their perception in resolving conflicts in their universities did not differ significantly. For instance, in Babcock University, the students group had a disagreement with the university administration over the continued closure of the school's second gate which is at the back of the institution which the university administration considered a wise decision based on security reasons. The students, especially those who were non-residential differed from the opinion held by the university administration, hence they

insisted that the gate be opened. The crisis was at the verge of degenerating into a violent confrontation, hence, the school was closed down for a few days. Ring leaders of the protest were handed over to the Police. From the above, students in the University felt that when there are serious conflicts in the university, the university administration's response to such conflicts will be those which they have identified in the survey.

The academics and non-academics response to strategies utilized, in managing conflicts. The academics in the private universities utilized the structural strategy (82.5%) more frequently than the federal, (80.9%) and state (78.4%) $X^2 = 0.353$, $df=2$, $p>0.05$ in managing conflict. Federal and state universities have more complex structures which are more enduring with formidable unions activities. The case of the private universities is contrary in the sense that the structures are less flexible and power is centralized in such a way that there are no adequate measures for checking any excesses by the head of the university administration. Furthermore, the "unions" in such schools are in the formative stages, without much influence on the university administration especially as regards issues which boarder on their well-being.

Communication strategy is more utilized in the state universities (98.2%) followed by (97.2%) $X^2 = 0.698$, $df=2$, $p > 0.05$ in federal while it is less used in the private universities (97.0%). This may not be unconnected in the sense that there are various stakeholders in the state universities since they were primarily established due to political considerations. For example, the Lagos state university has among other functions "to provide ready access for citizens of the

state in particular to higher education regardless of social origin or income, to serve as a creative custodian, promoter and propagator of the states socio and cultural heritage and resources". Without a doubt, in carrying out these functions, many stakeholders in the university, as well as the current political government machinery in place, will have vested interest in the affairs of the university. Hence, communication with series of stakeholders, negotiations and explanations are likely to be more frequent in the state universities than the federal and then is least used in the private universities. This is supported from the evidence in the indepth-interview, where it was stated that the communication in the private Universities is "one-way" with no feedback measure put in place. Hence, University administration always, communicated the decisions of the Board of Regents or the Senate to the academics without expecting much response or reaction to their views.

Process and formal dispute strategies are more utilized in the federal universities than the state and private universities. This again can be attributed to the formidable organized structure which is in place in these universities. Getting people involved in group decision becomes paramount in ensuring that the University runs smoothly. This result runs contrasts with the report of the indepth interview held with members of the non-academic group who accused the university administration of not adequately involving the group in sensitive decision. Furthermore, it contradicts the report of the Kazeem Commission (1978:8) where the university administrations were indicted for not engaging this form of strategy. However, the use of this strategy is highly dependent on the

university Vice-Chancellor's administrative style. In one of the federal universities an academic leader described the university administrations utilization of strategies for managing conflict as essentially dependent on the personality of the Vice-Chancellor. He opined that if you have a Vice-Chancellor who is democratic, it will reflect in the adoption of strategies engaged in managing incessant university Conflict if not it will also show.

In the private universities, there is also an emphasis on the spiritual aspects of managing conflicts between the various universities. For instance, in Babcock university, university administration meets with groups regularly. During such meetings, issues which were considered hazy were brought to the fore and prayed about. The university Pastor was one of the principal officers in the management of these Universities. They considered prayers potent tool through which human differences were resolved. For them in the universities, it worked. They also stated that only God could permanently rest a case which caused conflicts among them. The spiritual dimension of managing conflict was very peculiar to these private universities which were studied, that is, Babcock and Covenant universities.

4.14 Effects of Such Conflict on the Groups In The University

The effects of intergroup conflicts on the various groups are diverse, depending on the nature of the relationship such a group has with the University administration. The student group identified the effects of such intergroup

conflicts to include wanton destruction of properties, loss of lives, expulsion of student and loss of academic session.

In Table 4.44, violence and loss of lives ranked highest as the effects of intergroup conflicts in the student group, while expulsion and loss of academic session ranked highest in the state universities. The implication is that students in the federal universities are likely to engage in the destruction of properties of the university than those in the state universities and private universities. It also follows that in a bid to stop such conflicts by the armed men, loss of life may become inevitable. In all of the effects identified, the private universities did not have the highest effect of any factor identified by the respondents. This can be explained by the fact that these universities are still basically young, hence they are still in their formative stages of operation.

The effects of intergroup conflicts on the other groups in the university was well presented by the z-y index table. Interestingly, there were some positive effects of intergroup conflicts which the academic, non-academic and university administration identified as the positive effects of such conflicts. For instance, one of the university administrations in Federal University of Technology, Akure opined that these conflicts between academics and non academics have brought about intervention by the Federal Government which is empowered to come up with recommendations to re-asses the ASUU agreement of 1992. Hence, the Kayode Eso Panel, the Sultan Dasuki and Kalu Anya panel, were all set up. The panel positions are obvious indications that conflict has the inherent ability of

ensuring that the government and even the university administrations become responsible to their duties.

This view was contradicted by the generality of the academics in the federal and state universities who maintained that the government has not responded adequately to the reports of these Commissions. Other positive effects of conflicts in the academics and non-academic group in the universities are provision of better facilities, enhancement of effectiveness of the conflict management machinery in the various institutions and fostering of better relations within the various groups. Furthermore, the private universities differed significantly on the effects of intergroup conflicts by university administration. For example, the negative effects identified by the private universities were only mutual distrust and suspicions, low productivity and low morale of workers. On the other hand, the private universities identified the positive effects of intergroup conflicts as ensuring check and balance and fosters industrial relation among the various groups.

4.15 Interpretation of Findings on Hypotheses

On the common causes of conflicts identified by the various groups, there is no significant difference on the basis of ownership of the University in the responses of the respondents. This can be supported from the evidences in both the survey and the qualitative data where religion, selfishness, deprivation and emolument or allowances are the identified common causes of conflicts. This means at one point in time in the universities under consideration any of these factors was identified as a cause of conflict by any of the groups, that is

academic, non-academic and students. Hence, the null hypothesis is sustained. This supports Hanna's (1990) identification of several factors which cause intergroup conflict in an organization. However, the findings contradict Wallace's (1992) major causes of conflicts: confusion, concealment, power and communication.

The findings on hypothesis reveal that there is no significant difference in the possible causes of conflict between students and academics on the basis of university ownership. Again, the alternative hypothesis is rejected and the null hypothesis is sustained. This finding is in consonance with Nwanti (1992:31) and Eden's (1991:98) discovery that the economic situation has brought about negative attitude by both academics and students towards teaching and research. This may actually be more pervasive than we had considered, since many people had imagined that private universities were the direct solutions to the problems and challenges faced in the federal and state universities. Furthermore, students generally want to be involved in the making of decisions which relate to them, hence, in all the universities, responses of the students group are similar with respect to students and academic intergroup conflicts.

There is also no significant difference on the basis of university ownership with regards to academic and non-academic intergroup conflicts. However, the findings revealed why divide and rule game of the university administration is significant. This means that there was no general consensus among the different universities that divide and rule is a cause of intergroup conflicts. This factor is directly connected with the Vice-Chancellor whose personality and administrative

style will determine whether he will engage in divide and rule or not. For example Erero (1991:126) observes that management style depends on the leadership qualities of the Vice-Chancellor, and leadership qualities play major roles in reducing intergroup conflicts.

The findings of the hypothesis revealed that there were significant differences in the use of the communication, process and formal dispute system engaged by the university administration as perceived by the academics and non-academic staff. The results indicated that the structural strategy was less frequently used in all the universities except in private universities. Even at that, the difference is not reasonable. The minimal wage of structural strategy in these Universities is traceable to the university administration's reluctance to maintain the status quo. This position is in consonance with Ujo's (1994:71) position that Nigerian universities have inherited a colonial administrative technique which is based on law and order. Simply put, it is conservative.

The hypothesis findings finally revealed that there is no significant relationship or differences in the effect of intergroup conflict on the various Universities by ownership. The findings with respect to effect of intergroup conflicts on the selected universities did not vary on the basis of ownership.

In conclusion, the cause of intergroup conflicts appears the same without consideration to the ownership status of the Universities, yet, the strategies engaged by the university administration differed significantly from one university to the other. Finally, the effects of intergroup conflicts as perceived by the various Universities appear similar.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study set out to examine the management of intergroup conflicts in selected Southwestern Universities in Nigeria.

Findings of the study revealed that there were no significant differences with regards to the common causes of conflict identified in the various universities on the basis of ownership. Also, identified causes of intergroup conflict by the different groups, academics, non-academics, students groups, were dependent on the nature of the groups in question. For example, identified causes of conflict among students were different from those identified by the academics.

Also, noteworthy is that management strategies employed by university administration is greatly dependent on the leadership abilities of the Vice Chancellor and the organizational structure put in place in such universities. Hence, the study revealed that lack of defined communication channel was strongly expressed by all the universities (federal, state and private) as a cause of intergroup conflict. Even when the channels are there, the groups (academics, non-academics, students), believe the University administration's are government agents. In the case of private universities, the Vice-Chancellors are usually considered as ceremonial heads.

The study also revealed that there is a minimal use of structural strategies in the federal and state universities while it is more frequently used in private

universities due to the fact that the university administration is highly adaptable to changes which emanate from the university board of regents. In the case of Covenant University, the Chancellor's office is vested with executive and administrative powers.

Finally, the study showed that there is a greater use of communication strategy in state universities than federal universities, while it is less frequently used in private universities. The communication strategy in the private university was likened to a one-sided communication where no feedback mechanism is put in place. Process and formal dispute strategies are however more utilized in federal universities, than state and private universities. It follows therefore that there were significant differences between the use of process, communication strategies, formal dispute systems in the various universities on the basis of ownership. In conclusion, the private Universities studied utilized a non-conventional strategy; which is prayer. This was considered an effective strategy for managing conflicts in the private universities selected. There was a deep belief in the effectiveness of this strategy in resolving and managing conflicts in the private Universities studied.

5.2 Conclusion

The findings of this study revealed that there are basically similar causes of intergroup conflicts identified by the students groups on the basis of ownership. This means that the perception of students with respect to causes of conflicts in the universities were similar. Furthermore, the academic, and non-

academic staff had similar views with regards to causes of intergroup conflicts. However, there was a divergence in opinion as touching university administration divide and rule game, which respondents considered as direct function of the leadership style of the Vice-Chancellor in question. Although these causes appear similar, the strategies which were used by the university administration differed $p < 0.05$ considerably on the basis of ownership. For example, the structural strategy was less frequently used in federal (80.9%) and state universities (79.4%) than in private universities (82.5%) $\chi^2 = 0.353$, $df=2$, $P=0.838$. Moreover, the process strategy was more readily utilized in federal universities (66.2%) and formal dispute system (78.2%). Furthermore, the study reveal that communication strategy were more readily adopted in state universities than federal universities and private universities ($\chi^2 = 0.698$, $df=2$, $p=0.705$). Incidentally, the private universities also engage spiritual means in managing conflicts and by ensuring that there are regular meetings with the various groups and the university administration where important matters are communicated and knotty issues prayed about. This is an important finding about the private universities. At the group level, there were varied effects of the intergroup conflicts but at the university level, there was a general consensus on the effect of intergroup conflicts across all the universities and on the basis of ownership.

5.3 Implication of Findings

The general prevailing trend in reasoning in the academic world is that private universities are the potent solutions to address all the shortcomings which

are characteristically endemic in the federal and state universities. This study has however revealed that this assumption may not be sustained for much longer. The reason is that these universities, federal, state and private, still operate under the same economy, which has its toll on the prevailing situation in these universities. In the cases of the federal and state universities, which is more pronounced, but in cases where the employees of these universities will have to also relate with the outside community, then, there are obvious indications that the private universities seem to be a close-up system for now, such that academic freedom and freedom of rights have not been given full expressions. It is not unlikely that information obtained from these universities were given with utmost caution and (especially by the university administration) since there is a dire need to project the universities positively for utmost economic gains. The case of the federal universities indicates that there is a better expression of academic freedom, but the place of leadership style is a very important determinant of the state of affairs in the universities. This accounts for why there are no obvious differences in the causes of conflict in the universities, but there are significantly obvious differences in the management strategies engaged by various universities. The implication is that, if a further investigation is carried out, it will be obvious that university administration must ensure appropriateness of a strategy which should be used in their institutions. This underscores the place of flexibility. Furthermore, there is an apparent cold war between academics and non-academics on important issues which borders on status as employees in the universities. This is obvious from the qualitative data

which were gathered. Incidences of university administration favouring one group over the other abound. This relationship tends to make intergroup conflicts endemic in the universities. Finally, the implication of this study suggests that students involvement in decision making at various level of the university should be given favourable consideration. This will go a long way in minimizing series of conflicts which arise as a result of students non-involvement in decision-making processes. The last but not the least is the obvious ignorance on the part of the student group and their inability to discern between the university administration and the non-academic groups. The implication that they may not be able to channel their grievances to the appropriate quarters if need be has an implication of encouraging intergroup conflict.

5.4 Recommendations

Considering the findings of this study and the empirical evidences discussed in this work, the following recommendations, if heeded, will help reduce the frequency of intergroup conflicts in the Nigerian universities.

The university administration should be actively involved in the placement of responsible leadership for the student groups. This should be done as transparently as possible. Clear guidelines should be in place as to those who want to be student leaders. This will make room for the emergence of genuine leaders who will not be used as political pawns in causing conflicts in Nigerian universities. A committed and responsible student leadership should be properly selected in line with the universities ideologies and counseled on how to

communicate their feelings to the appropriate quarters. This is very important since communication is an art which is learned and can be improved upon. This will also help to build confidence in the university administration who are considered stooges of government who they believe initiate anti-student policies.

There is need to also organize frequent and more regular interactive sessions / workshops and training for academics and non-academics. These will help them see each other as partners in progress and help allay feelings of inferiority and superiority complex. A proper description of functions of these groups will adequately explain their interdependence and relevance to the overall functioning of the university. Issues which border on allowances must be x-rayed transparently by the various university administrations with credible representatives of each group. Recommendations should be made to the governing councils and the government for ratification. It is noteworthy that no single conflict management strategy can be recommended in all situations. This is because the appropriateness of the strategy that will be adopted is contingent on the type of university (ownership status), the size, the location, organization and more importantly, the leadership style of the university's Vice-chancellor.

There should also be regularly organized training and workshops for the university administration so as to be very responsive and flexible in the wake of any intergroup conflict. This therefore means that, there must be a reasonable degree of autonomy which should be granted Vice-Chancellors in order for them to deal with the issues in their universities without external influence or allegiance to the ruling government (as in the case of federal and state universities).

Another important aspect of this recommendation is that the National Universities Commission must have a way of intervening in the situation at the private universities with specific regards to their organizational structures. The prevailing trend especially does not adequately ensure academic freedom in communication and expression of their religious faith. This closed system can brew conflict situation which can affect individuals, especially workers, in such university.

Financial bonus / awards can be given to the federal and state Universities by the government where incidences of intergroup conflicts have been adjudged minimal. This will serve as an incentive.

Furthermore, a regular meeting with the university administration and the various groups within the university as in the case of the private universities should be aggressively done in the federal and state universities. It is the opinion of the researcher that if these recommendations are adopted, there will be a redress of the current trends of incessant intergroup conflicts in the Nigerian universities.

5.5 Suggestion for Further Studies

The present study seems to be limited on geographical basis, it will be important to carry out a similar study in another geographical region to determine whether there will be variations in results, especially in the northern parts of the country where religion is a factor. Also, an indepth analyses of the private universities, with organizational structure and activities will be important to

provide adequate data base for researcher in the field of conflict management studies, higher education and Public Administration. Research could be carried out to determine the circumstances in which university administrators utilize the various intergroup conflict management strategies in Nigeria.

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APPENDICES

APPENDIX I

Indepth Interview Schedule

- (a) What do you consider as the major causes of intergroup conflict in this university.
- (b) What are the common causes of intergroup conflict between these groups.
 - Students and academics
 - Academics and non-academics
 - Students and non-academics
 - Students and university administration
 - Academics and university administration
 - Non-academic and university administration
- (c) What are the strategies university administrator use in managing intergroup conflict.
- (d) What are the effects of intergroup conflict in the university generally
- (e) What do you think can be done to reduce spates of intergroup conflict, government, university administrators, academic and non-academic groups are the student group?

APPRENDIX II
QUESTIONNAIRE FOR STUDENTS
THE MANAGEMENT OF INTERGROUP CONFLICTS IN SELECTED
UNIVERSITIES IN SOUTHWESTERN NIGERIA.

Dear Respondent,

This questionnaire is about the study I am carrying out as part of the requirements for the award of a Ph.D Degree in the Department of Public Administration, Obafemi Awolowo University, Ile-Ife. The questionnaire is designed to investigate the management of intergroup conflict among the various selected groups in Nigerian Universities. It is expected that the findings of the study will be useful in handling intergroup conflicts in Nigerian Universities. Your responses will be treated with strict confidence.

Thank you

Ehiyamen Osezua
(Researcher)

SECTION A

Demographic Data

Please tick () in the appropriate box provided below

1. Name of institution O.A.U Ile-Ife () LASU Ojo () Babcock, Ilisan Iremo ()
UNAD () Covenant, Ota () FUTA, Akure ()
2. Faculty-----
3. Department:-----
4. Sex: Male () Female ()
5. Age: -----
6. Marital Status: Single () Married () Divorced () Separated ()
7. Religion: Christianity () Islam () Traditional religion () Others
(please specify)-----
8. Sponsorship: Self () Parents () Relatives () Friends () Government(
9. How long have you been a student in this University? (please, indicate in
years) -----

10. Are you a full time student? Yes () No ()
11. Average monthly allowance: less than N2000.00 () N2001 – N4000 ()
N4001 – N6000 () N6001 – N8000 () N8001 - N10000 () Above
N10, 000 ().

SECTION B

Please tick (✓) the appropriate answer

12. What do you think is the **most common** cause of conflict between students and the university administrators in this University? (Please rank in ascending order of importance in 1, 2, 3,)
- Poor catering and welfare services ()
 - Inadequate teaching and learning facilities ()
 - Official highhandedness of students and staff discipline matters ()
 - Harsh government economic policies ()
 - Internal politics such as appointment of VC ()
 - Others (please specify)-----
13. What are the causes of this/these conflict(s) between students and university administrators (Tick as many as possible)
- Immature behaviour on the part of students ()
 - Impatience ()
 - Influence of drugs
 - Student's poor attitude to academic work ()
 - Religious intolerance ()
 - Inadequate facilities such as water, electricity etc ()
 - Societal socialization of youths and adults into culture of violence ()
14. Which of these conflicts is **most common** among students?
- Riots ()
 - Boycotts of lectures ()
 - Hunger strike ()
 - Violent/physical confrontation with university administrators ()
 - Kidnapping of influential members of the University ()

- (f) Verbal assault/media war ()
(g) Others (please specify)
15. Has student union in this University ever been involved in any conflict with university administrators Yes () No () Don't know ()
No Student union ()
16. If yes, what was the cause of such conflict?-----
17. What is the **most common** cause of conflict between university administrators and ASUU known to you.
- (a) Problem of academic freedom ()
(b) Impropriety in the award of contract ()
(c) Undue concentration of power and authority in the Universities and unwillingness to share responsibility to subordinates ()
(d) Undemocratic style of leadership by University administrators ()
(e) Misplaced order of priorities ()
(f) Nepotism ()
(g) Irregular and biased senior staff appraisals ()
(h) Housing problem ()
(i) Welfare and economic benefits ()
(j) Others (specify)-----
18. What are the sources of conflict between academic staff and students.:
Please tick more than one)
- (a) academic staff incessant strikes ()
(b) improper teaching and irregular grading of results ()
(c) sexual harassment ()
(d) difference in discipline methods adopted by ASUU members
(e) Others (specify)-----
19. What is/are the major cause(s) of these conflict between academic and non Academic staff in your opinion. (please, rank in ascending order of importance 1, 2, 3)

(a) Unequal treatment in mode of power sharing by university administrators ()

(b) parity in terms of salaries and welfare benefits ()

(c) problems of superiority and inferiority complex ()

(d) divide and rule mode of governments ()

(e) others (specify)-----

20. What do you think are the consequences of intergroup conflicts on this University?:(Please rank in ascending order 1,2,3, to show the highest prevalent rate)

(a) Violence and wanton destruction of both public and private properties ()

(b) Loss of lives and properties ()

(c) Expulsion of students from the institution ()

(d) Loss of time and training period might lead to frustration of students who decided not to come back when the University is closed down ()

(e) Others (Please specify)-----

21. What is the major effect of these intergroup conflicts on university administration

(a) Stalls developmental efforts in institutions by the diversion of scarce resources to rebuilding or replacing damaged public buildings and properties ()

(b) Loss of time to all students, members of the University community and nation as a whole ()

(c) Others (specify, please)-----

22. (a) What strategies are most commonly used by university administrators in resolving conflict between them and students? please tick according to this order (1 Very frequent 2. Frequent 3. Less Frequent)

a. Closure of school ()

b. The use of police force ()

c. Dialogue ()

d. Clamping down on union activities ()

e. Arrest and detention of students ()

- f. Threats ()
- g. Prayers/ Divine Intervention
- h. Others (specify)-----

22 (b) How effective are these strategies identified above.

- (a) Very effective ()
- (b) Effective ()
- (c) Not Effective ()
- (d) I don't know ()

23. Mention two important roles of government in reducing intergroup conflict between the various groups in the universities. -----

24. Mention two roles administrators in reducing the spates of conflict in Nigerian Universities?-----

25. What do you think should be the roles of students in reducing the spates of intergroup conflict in Nigerian Universities?-----

26. In your opinion what two roles should ASUU play in resolving conflicts between staff and university administrators:-----

26(b) in your opinion what roles should NASU play in resolving conflicts between staff and university administrators -----

27. Briefly identify how to handle the problems of intergroup conflicts in this University?-----

28. Give any other suggestion on how conflicts can be reduced or minimized in our Universities -----

APPENDIX III
QUESTIONNAIRE FOR ACADEMIC AND NON-ACADEMIC STAFF
THE MANAGEMENT OF INTERGROUP CONFLICTS IN SELECTED
UNIVERSITIES IN SOUTHWESTERN NIGERIA.

Dear Respondent,

This questionnaire is about the study I am carrying out as part of the requirements for the award of a Ph.D Degree in the Department of Public Administration, Obafemi Awolowo University, Ile. Ife. The questionnaire is designed to investigate the management of intergroup conflict among the various selected groups in Nigerian Universities. It is expected that the findings of the study will be useful in handling intergroup conflicts in Nigerian Universities. Your responses will be treated with strict confidence.

Thank you.

Ehiyamen Osezua
(Researcher).

SECTION A

Instruction: please tick whichever is applicable.

- (1) Name of University: O.A.U. IFE, BABCOCK ILISHAN IREMO(
 UNAD ADO - EKITI COVENANT, OTA FUTA, AKURE, (
LASU, OJOO ()
- (2) FACULTY _____
- (3) DEPARTMENT _____
- (4) SEX FEMALE MALE
- (5a) AGE () _____
- (5b) Marital Status Married, Single Divorced
 Separated Widow /Widower.
- (6) Highest Academic Qualification;
 Primary school leaving certificate GCE / OL/WAEC, NCE ()
Bachelor Degree Masters Degree Doctoral Degree () Post -
Doctoral Degree. ()
- (7) How long have you served in the University.
1-10 yrs () 11 - 20 yrs () 21 - 30yrs ()
- (8) What is your present position in the University _____

- (9) which of these groups have been more involved in intergroup conflict than others
() Student group/union Vs Academic Group /Union
() Academic group/union Vs Non academic group/union
() Students group/union Vs Non Academic group/union.
- (10) Is there any other form of conflict you know not stated here in the university community) Yes () No () I don't know ()
- (11) If yes, mention the intergroup, conflict between other groups you know on the university.

- (12) What are the main causes of intergroup conflict in your university?

- (13) Who are the Principal actors in this conflict?
() All Executive officers
() All Members of the group
() Usually a few who have group interest, and may not be EXCO members.
- (14) Which of the group do you belong to
() Academic staff group () Non Academic group () None ()
- (15) What is the main form of communication to all members of your group? (Please tick more than one, which ever is used)
- (16) A () Regular scheduled meetings () Newspaper print media reports/advertise
B () Decision extracts /regular information to members
C () Notice board
D () Television/Mass Media
E () One - member tells another
- (17) Which among the above in (Q-17) is most frequently used
A () B () C () D () E ()
- (18) Do you consider this option in (Q-18) to be effective in communicating to members? Yes () No () I don't know ()
- (19) How often do you meet as a group?
weekly, () Monthly () bimonthly () Quarterly ()
not specified ()
- (20) What have been the consequences of conflict on members of your group with any other group?
Mutual distrust ()
Hostility and poor working relations ()
Outright physical confrontation ()
Verbal assault ()
A complete showdown, in terms of physically destroying properties ()

- (21) What are the basic causes of conflict between your group and the other groups? (i.e/ Non-Academic group/Academic group?)
- | | |
|--|-----|
| Pay parity | () |
| Welfare benefits /arrears packages | () |
| Promotional entitlements | () |
| Prestige / status attached to the group | () |
| Government policies favouring one group over another | () |
| University administration's divide and rule games. | () |
| Selfish interest of the leadership of the group | () |
| others, please specify ----- | |
-

- (22). Is there always an externally motivated cause of conflict i.e. outside the university; when the group has a conflict with another group.
- | | |
|--------------|-----|
| Always | () |
| Often | () |
| Sometimes | () |
| Rarely | () |
| Not at all | () |
| I don't know | () |

- (23). Which of these methods are know to you adopted by your university in managing intergroup conflict (instructions

Please rank according to order of importance with the most frequent method having the highest score or number

- | | Rank |
|---|------|
| A After the structure of the group, which inherently breeds conflicts | () |
| B Engage in the principle of negotiation and deliberate problem solving technique, by involving the other group to identify, distinguish and prioritize the essential elements of the conflicts. | () |
| C. Initiate involvement by playing a mediating role between groups by formalizing contracts and becoming the keeper of such contracts. | () |
| D. Utilize the formal dispute system through the establishment of formal groups within the university which has been saddled with the specific duty to address sub-group or intergroup conflict like disciplinary committee | () |
| E. Adopt effective communication by exploring informal and formal channels in managing intergroup conflict in the university | () |
| F. Regularly organizes training workshop/seminar for members of other groups with the objective of reducing intergroup conflicts among the various subgroups | () |

In your opinion what strategies are employed by university administrator in managing intergroup conflict in your university.

Please tick, which is appropriate from Nos 24 to 50

Structural Strategy

- (24) The university administrators completely separate these sub-groups to reduce interaction between them in the university
- (25) The university administrators provide avenues for informal relationship between the various sub-groups.
- (26) they initiate suggestions by various group representatives to improve intergroup relations should constitutes major part of university policy.
- (27) they involve various group representatives to be members of decision making committees in the university.
- (28) University administrators encourage Intergroup activities by increasing inter-group Relations.
- (29) University administrators refuse to impose decision on the sub-groups
- (30) University administrators encourage members of various sub-groups to relate harmoniously during consultative meeting

More frequently used	Frequently used	Less frequently used	Not used	I don't know

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Communication As a Strategy

- (31). University administrators initiates and promotes sense of belonging
- (32) University administrators encourage rumor mongering among the various groups
- (33) provide a well-defined communication channels.
- (34) Official communication channels are well utilized
- (35) University administrators encourage open-door policy and communication among groups.
- (36) Communication with university administration emphasizes the super-ordinate/subordinate power relations.

More frequently used	Frequently used	Less frequently used	Not used	I don't know

Process strategy of conflict management.

- (37) The university administrator is more favourable to one group over another
- (38) The University administrator exhibits consistent leadership with all sub-groups.
- (39) Organizes seminars /workshops for representatives of sub-groups in conflict management skills
- (40) Involves competent third parties to mediate in intergroup conflict
- (41) Engages a win-loss approach when mediating in intergroup conflict
- (42) Arbitrates in conflicts between subgroups.
- (43) Encourages research and knowledge to manage intergroup conflict
- (44) Victimizes those in the sub-groups

More frequently used	Frequently used	Less frequently used	Not used	I don't know

who do not support management's position on a matter.

Formal Dispute Style.

	More frequently used	Frequently used	Less frequently used	Not used	I don't know
(45) There is an organized system in place in resolving conflict					
(46) Grievance procedure is well established with every one knowing how to channel complaint to university administrator					
(47) University administrator flaunts order of decisions of disciplinary committee cases when intergroup conflicts are considered.					
(48) The university management guarantees fairness to members of various sub-group who use formal dispute system					
(49) The composition of the formal dispute system is agreeable between the there group and fairly constituted.					
(50) Intergroup conflicts are resolved amicably in the formal dispute system.					

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APPENDIX IV
THE NAMES OF UNIVERSITIES IN NIGERIA
AND THEIR STATUS

FEDERAL UNIVERSITIES	GEO-POLITICAL ZONES
1. Obafemi Awolowo University, Ile-Ife, Osun State.	SOUTHWEST
2. University of Ibadan, Ibadan, Oyo State.	SOUTHWEST
3. University of Lagos, Akoka, Lagos State.	SOUTHWEST
4. Federal University of Technology, Akure, Ondo State.	SOUTHWEST
5. University of Agriculture, Abeokuta, Ogun State.	SOUTHWEST
6. University of Portharcourt, Portharcourt, River State.	SOUTH -SOUTH
7. University of Benin, Benin City, Edo State.	SOUTH -SOUTH
8. University of Calabar, Calabar, Cross River State.	SOUTH -SOUTH
9. University of Uyo, Uyo, Akwa-Ibom State.	SOUTH -SOUTH
10. University of Nigeria, Nsukka, Anambra State.	SOUTH-EAST
11. Michael Okpara Federal University of Tech. Umudike.	SOUTH-EAST
12. Federal University of Technology , Owerri, Imo State	SOUTH-EAST
13. Nnamdi Azikiwe University, Awka, Anambra State	SOUTH-EAST
14. Ahmadu Bello University, Zaria, Kaduna State	NORTH-WEST
15. Bayero University, Kano, Kano State	NORTH-WEST
16. Usman Dan Fodio University, Sokoto, Sokoto State.	NORTH-WEST
17. Nigerian Defence Academy, Kaduna State	NORTH-WEST
18. University of Ilorin, Ilorin, Kwara State	NORTH-CENTRAL
19. University of Jos, Jos, Plateau State	NORTH-CENTRAL
20. Federal University of Technology, Minna, Niger State	NORTH-CENTRAL
21. University of Agriculture, Makurdi, Benue State.	NORTH-CENTRAL
22. University of Abuja, Abuja,	Federal Capital Territory
23. University of Maiduguri, Maiduguri, Borno State	NORTH-EAST
24. Abubakar Tafawa Balewa University, Bauchi State,	NORTH-EAST
25. Federal University of Technology, Yola, Adamawa State	NORTH-EAST

STATE UNIVERSITIES	GEO-POLITICAL ZONES
1. Lagos State University, Ojoo, Lagos State	SOUTH WEST
2. Adekunle Ajasin University, Akungba-Akoko, Ondo State	SOUTH WEST
3. Olabisi Onabanjo University, Ago-Iwoye, Ogun State	SOUTH WEST
4. Tai Solarin University of Education, Ijebu-Ode, Ogun State	SOUTH WEST
5. Ladoko Akintola University of Tech. Ogbomosho, Oyo State	SOUTH WEST
6. University of Ado-Ekiti, Ado-Ekiti Ekiti State	SOUTH WEST
7. Ambrose Alli University, Ekpoma, Edo State	SOUTH-SOUTH
8. Cross River State University of Tech. Ekpo-Abasi, Calabar	SOUTH-SOUTH
9. Delta State University, Abraka, Delta State	SOUTH-SOUTH
10. River State University of Science and Tech. Port-Harcourt	SOUTH-SOUTH
11. Niger Delta University, Wilberforce Island, Bayelsa State.	SOUTH-SOUTH
12. Anambra State University, Uli, Anambra State.	SOUTH-EAST
13. Abia State University, Uturu, Abia State	SOUTH-EAST
14. Enugu State University, Enugu State.	SOUTH-EAST
15. Imo State University, Owerri, Imo State.	SOUTH-EAST
16. Ebonyi State University, Abakaliki, Ebonyi State	SOUTH-EAST
17. Kano State University, Kano State	NORTH-WEST
18. Kogi State University, Kogi State.	NORTH-CENTRAL
19. Benue State University, Makurdi, Benue State	NORTH-CENTRAL
20. Nassarawa State University, Keffi, Nassarawa State	NORTH-CENTRAL
21. Gombe State University, Gombe State	NORTH-EAST
22. Adamawa State University, Adamawa State	NORTH-EAST

PRIVATE UNIVERSITIES	GEO-POLITICAL ZONES
1. Babcock University, Ilisan-Remo, Ogun State	SOUTH-WEST
2. Bowen University, Iwo, Osun State	SOUTH-WEST
3. Covenant University, Ota, Ogun State	SOUTH-WEST
4. Joseph Ayo Babalola University, Ikeji- Arakeji, Osun.	SOUTH-WEST
5. Pan African University, Lekki, Lagos State	SOUTH-WEST
6. Redeemer's University, Ede, Osun State	SOUTH-WEST
7. Crescent University, Abeokuta, Ogun State	SOUTH-WEST
8. Crawford University, Oye-Ekiti, Ekiti State	SOUTH-WEST
9. City University, Ibadan, Oyo State	SOUTH-WEST
10. Çetep City University, Onikan, Lagos State	SOUTH-WEST
11. Bell University of Technology, Badagry, Lagos State	SOUTH-WEST
12. Ajayi Crowther University, Oyo State	SOUTH-WEST
13. Wesley University, Ondo State	SOUTH-WEST
14. Lead University, Ibadan, Oyo State	SOUTH-WEST
15. Igbinedion University, Okada, Edo State	SOUTH-SOUTH
16. Benson Idahosa University, Benin City, Edo State	SOUTH-SOUTH
17. Norena University, Delta State	SOUTH-SOUTH
18. Madonna University, Okija, Anambra State.	SOUTH-EAST
19. Caritas University, Enugu, Enugu State	SOUTH-EAST
20. Renaissance University, Enugu, Enugu State	SOUTH-EAST
21. University of Mkar, Benue State	NORTH CENTRAL
22. Al-Hikmah University, Ilorin, Kwara State	NORTH CENTRAL
23. Bingham University, New Karu, Nassarawa State	NORTH CENTRAL
24. Ibrahim Badamosi Babangida University, Niger State	NORTH CENTRAL
25. American University of Nigeria, Yola, Adamawa State	NORTH-EAST
26. Wukari University , Taraba State	NORTH-EAST

**SUMMARY OF TABLE
UNIVERSITY OWNERSHIP**

ZONES	FEDERAL	STATE	PRIVATE	TOTAL	PERCENTAGE %
SOUTH-WEST(SW)	5	6	14	25	34.2
SOUTH-SOUTH(SS)	4	5	3	12	16.4
SOUTH-EAST (SE)	4	5	3	12	16.4
NORTH-WEST(NW)	4	1	-	5	7
NORTH CENTRAL (NC)	4	3	4	11	15
NORTH EAST(NE)	3	2	2	7	10
FEDERAL CAPITAL TERRITORY (FCT)	1	-	-	1	1
TOTAL	235	22	26	73	100

Source: Fieldwork January, 2005.

Frequencies

Statistics

	Structural strategy	Communication as a strategy	Process strategy of conflict management	Formal dispute style
N. Valid	628	715	643	664
Missing	222	135	207	186

Frequency Table

Structural strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Used	506	59.5	80.6	80.6
Not used	122	14.4	19.4	100.0
Total	628	73.9	100.0	
Missing System	222	26.1		
Total	850	100.0		

Communication as a strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Used	697	82.0	97.5	97.5
Not used	18	2.1	2.5	100.0
Total	715	84.1	100.0	
Missing System	135	15.9		
Total	850	100.0		

Process strategy of conflict management

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Used	420	49.4	65.3	65.3
Not used	223	26.2	34.7	100.0
Total	643	75.6	100.0	
Missing System	207	24.4		
Total	850	100.0		

Formal dispute style

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Used	513	60.4	77.3	77.3
Valid Not used	151	17.8	22.7	100.0
Valid Total	664	78.1	100.0	
Missing System	186	21.9		
Missing Total	850	100.0		

rosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Structural strategy * Type of Universities	628	73.9%	222	26.1%	850	100.0%
Communication as a strategy * Type of Universities	715	84.1%	135	15.9%	850	100.0%
Process strategy of conflict management * Type of Universities	643	75.6%	207	24.4%	850	100.0%
Formal dispute style * Type of Universities	664	78.1%	186	21.9%	850	100.0%

Structural strategy * Type of Universities

Crosstab

			Type of Universities			Total
			Federal	State	Private	
Structural strategy	Used	Count	296	158	52	506
		% within Type of Universities	80.9%	79.4%	82.5%	80.6%
	Not used	Count	70	41	11	122
		% within Type of Universities	19.1%	20.6%	17.5%	19.4%
Total		Count	366	199	63	628
		% within Type of Universities	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
N Chi-Square	.353 ^a	2	.838
Likelihood Ratio	.354	2	.838
Fisher's Linear Contingency	.000	1	.984
Valid Cases	628		

0 cells (.0%) have expected count less than 5. The minimum expected count is 12.24.

Communication as a strategy * Type of Universities

Crosstab

		Type of Universities			Total
		Federal	State	Private	
Communication Strategy	Used	Count 413 97.2%	Count 219 98.2%	Count 65 97.0%	Count 697 97.5%
	Not used	Count 12 2.8%	Count 4 1.8%	Count 2 3.0%	Count 18 2.5%
		Count 425 100.0%	Count 223 100.0%	Count 67 100.0%	Count 715 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
N Chi-Square	.698 ^a	2	.705
Likelihood Ratio	.741	2	.690
Fisher's Linear Contingency	.127	1	.722
Valid Cases	715		

0 cells (16.7%) have expected count less than 5. The minimum expected count is 1.69.

strategy of conflict management * Type of Universities

Crosstab

			Type of Universities			Total	
			Federal	State	Private		
s strategy of management	Used	Count % within Type of Universities	251 66.2%	129 64.8%	40 61.5%	420 65.3%	
	Not used	Count % within Type of Universities	128 33.8%	70 35.2%	25 38.5%	223 34.7%	
			Count % within Type of Universities	379 100.0%	199 100.0%	65 100.0%	643 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Chi-Square	.570 ^a	2	.752
od Ratio	.564	2	.754
y-Linear	.528	1	.468
id Cases	643		

0 cells (.0%) have expected count less than 5. The minimum expected count is 22.54.

dispute style * Type of Universities

Crosstab

			Type of Universities			Total	
			Federal	State	Private		
dispute	Used	Count % within Type of Universities	312 78.2%	153 75.7%	48 76.2%	513 77.3%	
	Not used	Count % within Type of Universities	87 21.8%	49 24.3%	15 23.8%	151 22.7%	
			Count % within Type of Universities	399 100.0%	202 100.0%	63 100.0%	664 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Chi-Square	.504 ^a	2	.777
Ratio	.502	2	.778
Linear	.378	1	.538
Cases	664		

0 cells (.0%) have expected count less than 5. The minimum expected count is 14.33.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Cultural strategy	Between Groups	3.869E-02	1	3.869E-02	.247	.620
	Within Groups	98.261	626	.157		
	Total	98.299	627			
Communication as a style	Between Groups	.309	1	.309	12.790	.000
	Within Groups	17.238	713	2.418E-02		
	Total	17.547	714			
Cultural strategy of management	Between Groups	8.064	1	8.064	37.564	.000
	Within Groups	137.597	641	.215		
	Total	145.661	642			
Cultural dispute style	Between Groups	1.557	1	1.557	8.956	.003
	Within Groups	115.104	662	.174		
	Total	116.661	663			

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Structural strategy and ownership of Universities

		Ownership of Universities			Total
		Federal	State	Private	
Structural strategy	Used	296 80.9%	158 79.4%	52 82.5%	506 80.6%
	Not used	70 19.1%	41 20.6%	11 17.5%	122 19.4%
Total		366 100.0%	199 100.0%	63 100.0%	628 100.0%

Communication as a strategy and ownership of Universities

		Ownership of Universities			Total
		Federal	State	Private	
Communication as a strategy	Used	413 97.2%	219 98.2%	65 97.0%	697 97.5%
	Not used	12 2.8%	4 1.8%	2 3.0%	18 2.5%
Total		425 100.0%	223 100.0%	67 100.0%	715 100.0%

Process strategy of conflict management and ownership of Universities

		Ownership of Universities			Total
		Federal	State	Private	
Process strategy of conflict management	Used	251 66.2%	129 64.8%	40 61.5%	420 65.3%
	Not used	128 33.8%	70 35.2%	25 38.5%	223 34.7%
Total		379 100.0%	199 100.0%	65 100.0%	643 100.0%

Formal dispute style and Ownership of Universities

		Ownership of Universities			Total
		Federal	State	Private	
Formal dispute style	Used	312 78.2%	153 75.7%	48 76.2%	513 77.3%
	Not used	87 21.8%	49 24.3%	15 23.8%	151 22.7%
Total		399 100.0%	202 100.0%	63 100.0%	664 100.0%

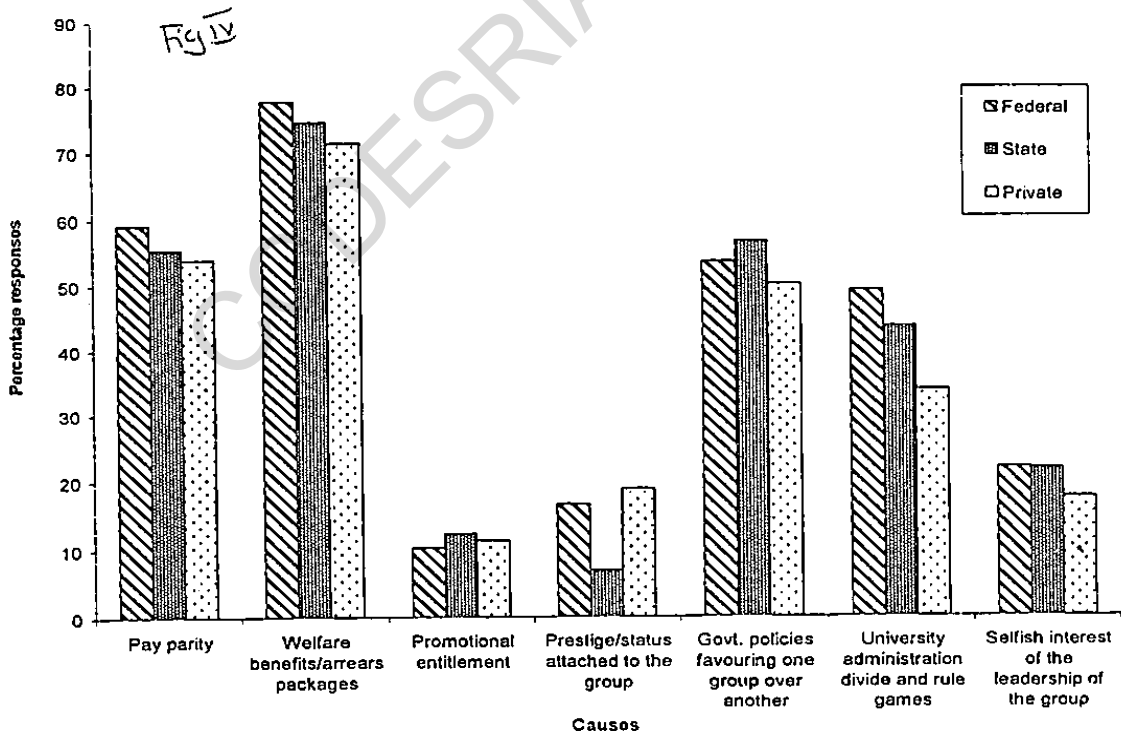
D. Causes of Conflicts between the academics and Non academics

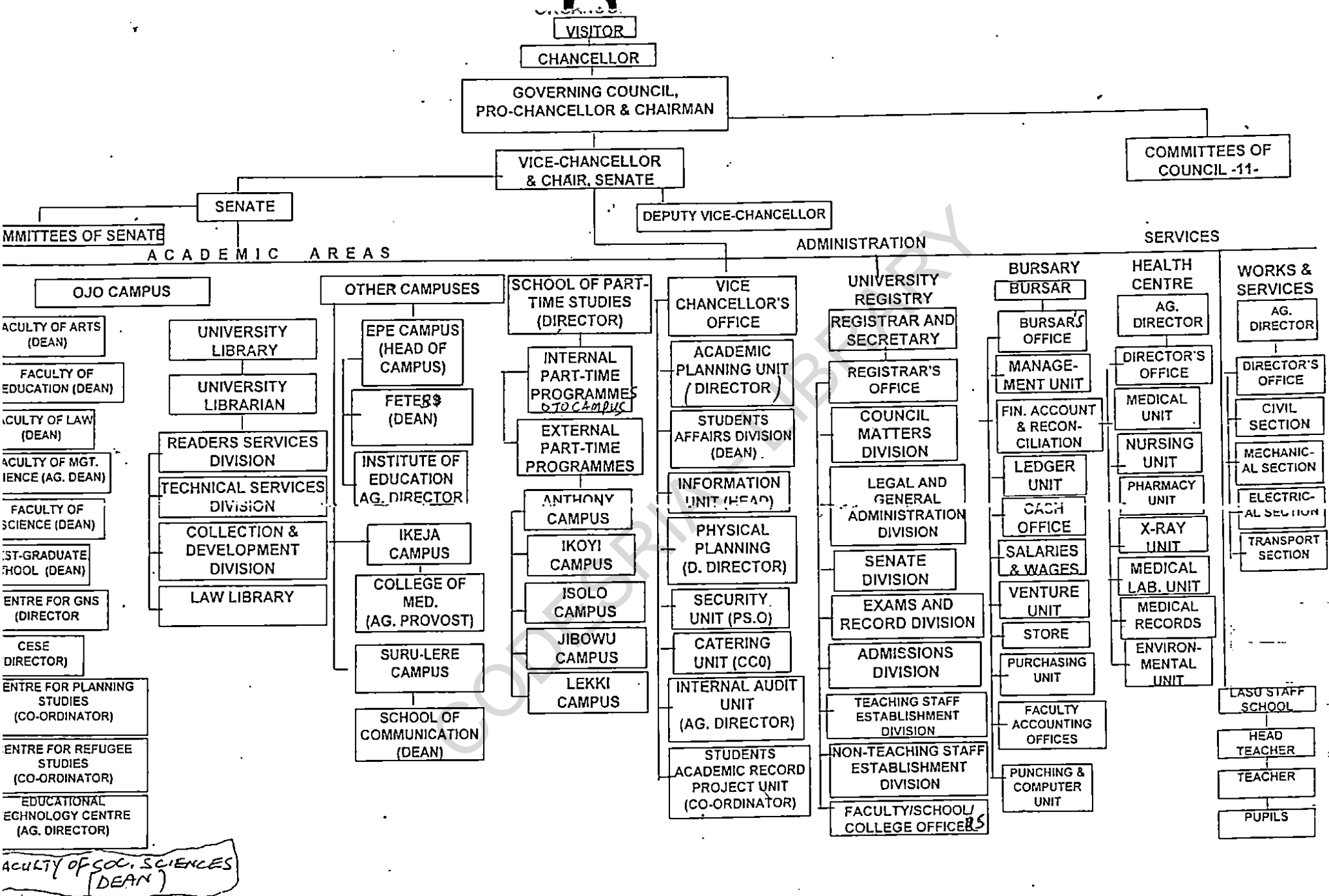
The Hypothesis:

There is no significant difference in the possible causes of conflicts between the Academics and Non-academics among various universities on the basis of ownership.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Pay Parity	Between Groups	.357	2	.179	.730	.482
	Within Groups	207.473	847	.245		
	Total	207.831	849			
Welfare benefits/arrears packages	Between Groups	.379	2	.189	1.041	.354
	Within Groups	154.140	847	.182		
	Total	154.519	849			
Promotional entitlements	Between Groups	7.079E-02	2	3.540E-02	.359	.699
	Within Groups	83.534	847	9.862E-02		
	Total	83.605	849			
Prestige/status attached to the group	Between Groups	3.217E-02	2	1.608E-02	.114	.892
	Within Groups	119.573	847	.141		
	Total	119.605	849			
Government policies favouring one group over another	Between Groups	.318	2	.159	.639	.528
	Within Groups	210.741	847	.249		
	Total	211.059	849			
University administration's divide and rule games	Between Groups	1.812	2	.906	3.669	.026
	Within Groups	209.163	847	.247		
	Total	210.975	849			
Selfish interest of the leadership of the group	Between Groups	.135	2	6.770E-02	.401	.670
	Within Groups	142.895	847	.169		
	Total	143.031	849			





ACULTY OF SOC. SCIENCES (DEAN)

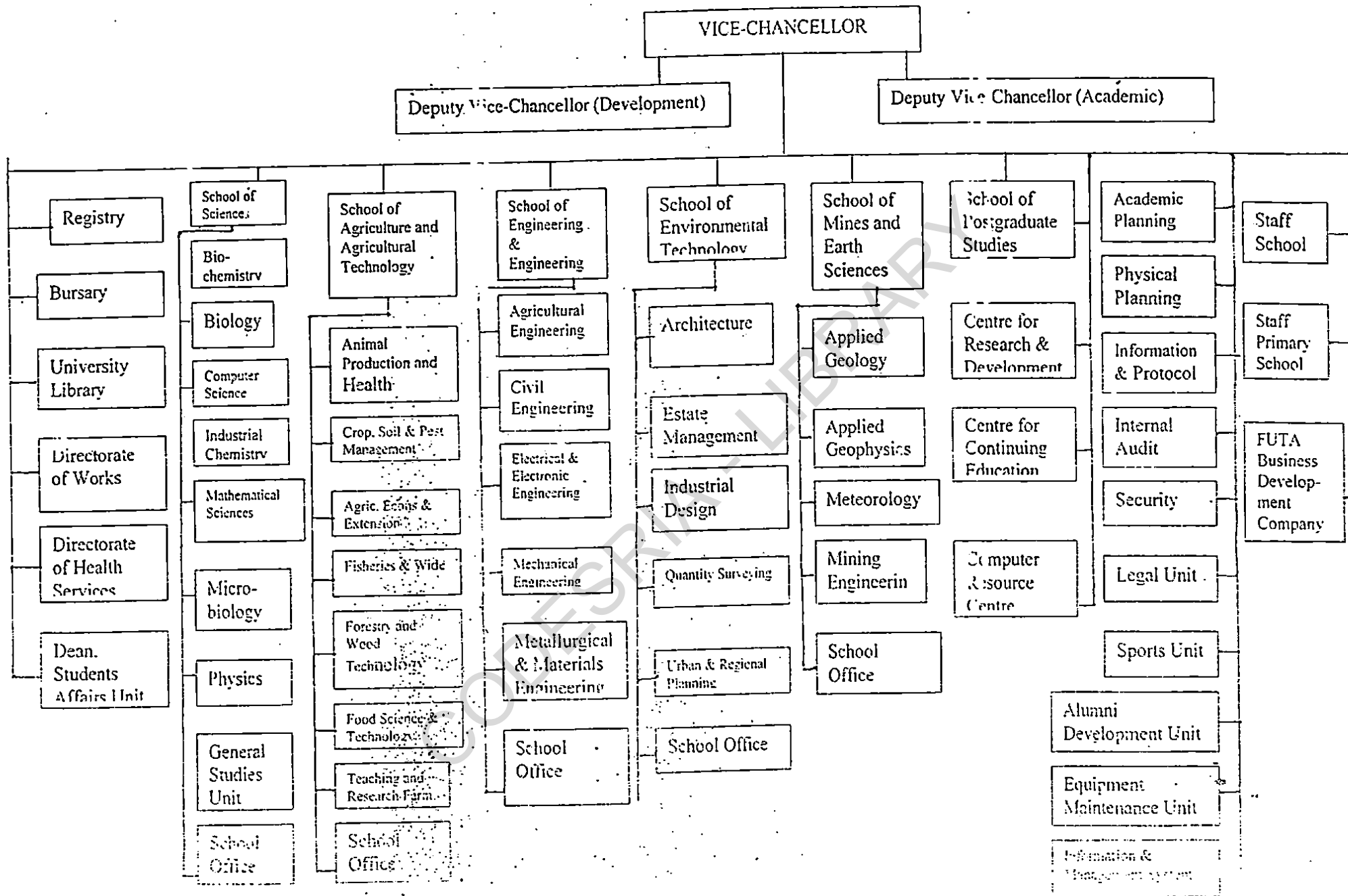
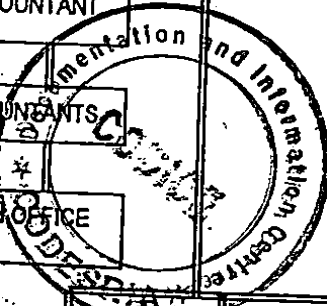
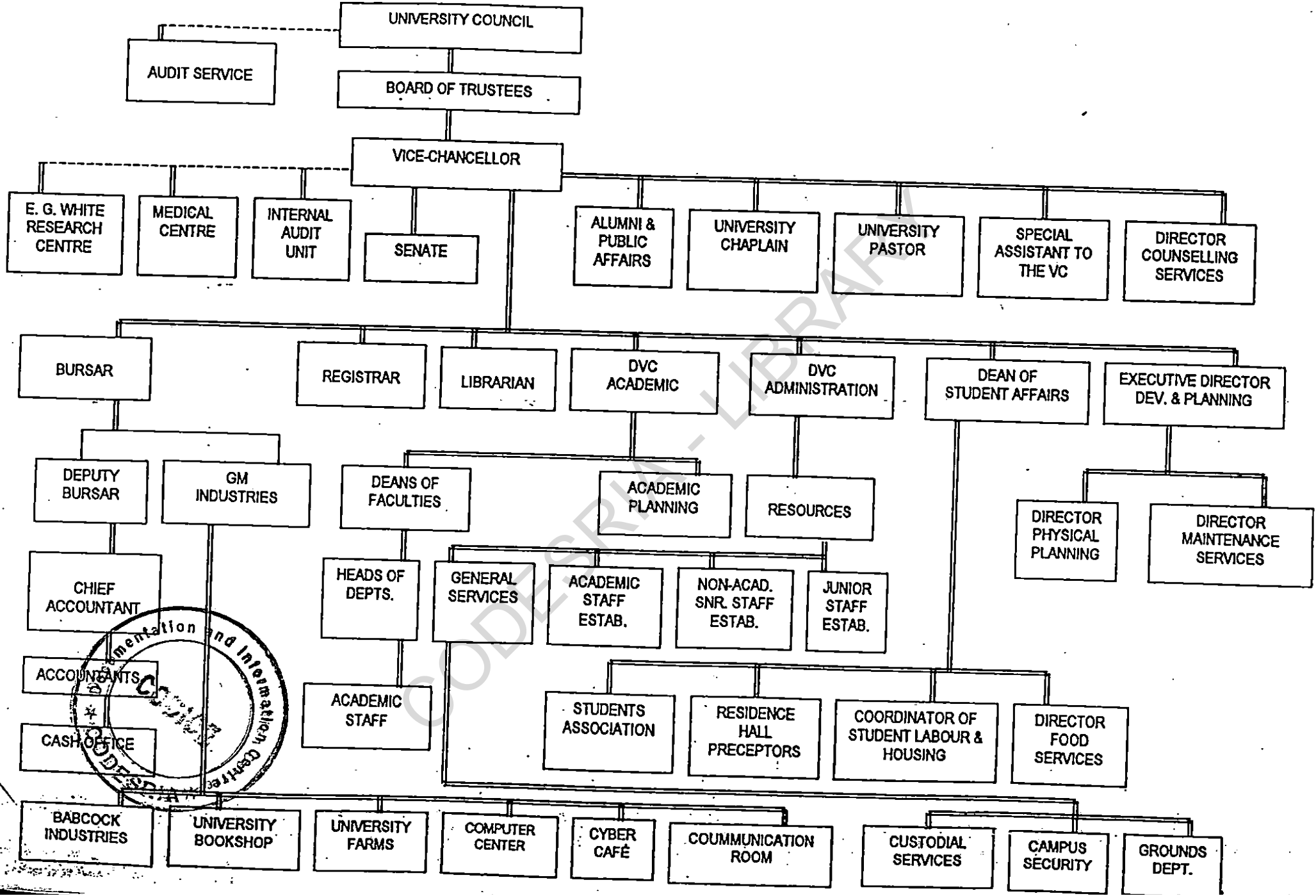
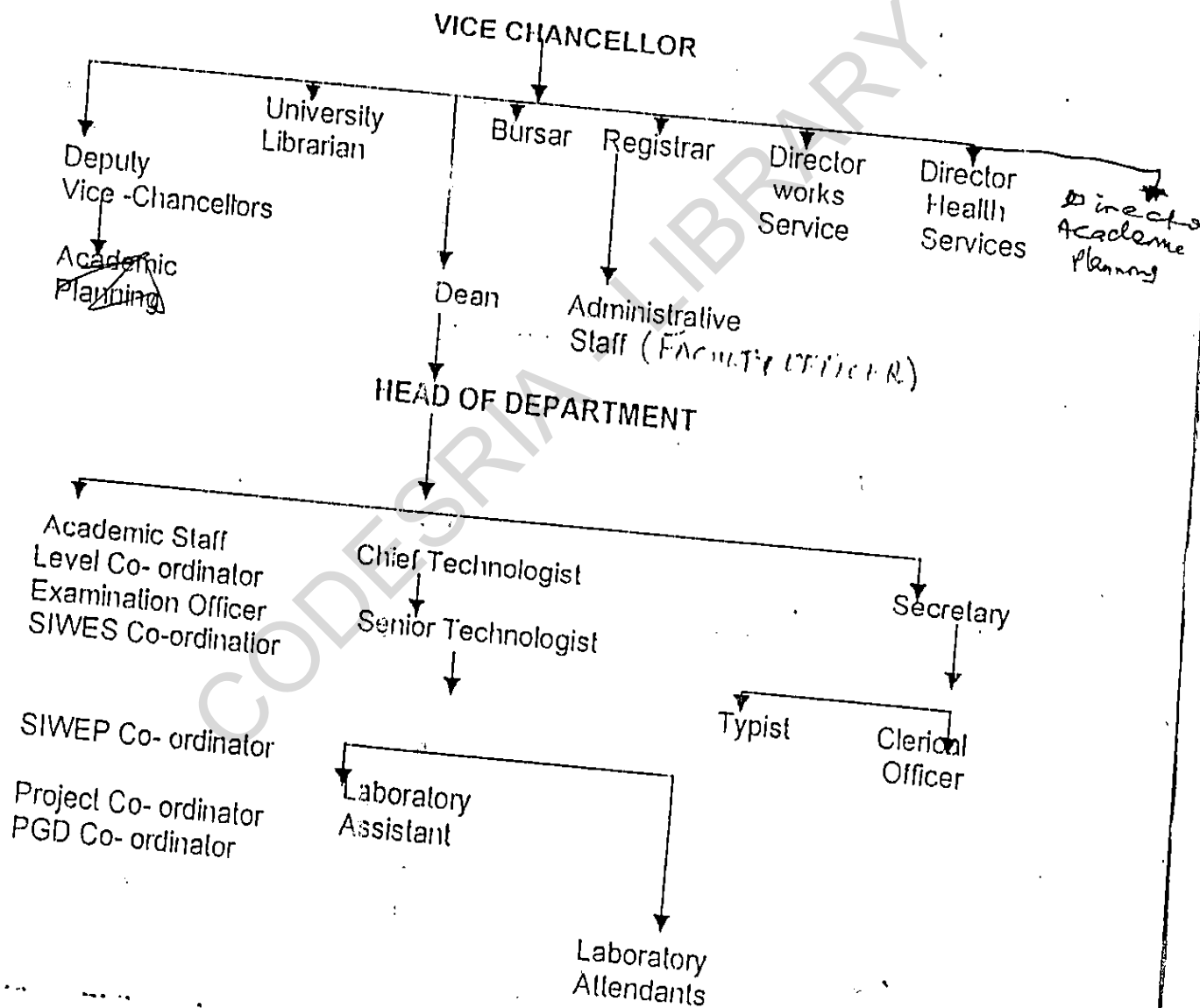


Figure 6: Organizational Unit of the University



UNIVERSITY OF ADO-EKITI, ADO-EKITI ORGANIZATIONAL CHART



The Key

APU	-	Academic planning unit
SA	-	Student Affairs
CSIS	-	Centre for systems and information services
CBS	-	College of Business and social sciences
CST	-	College of science and technology
CHD	-	College of Human development
PGS	-	Post Graduate School
CWC	-	Centre for wealth creation
CLR	-	Centre for Learning resources
CHAP	-	Chaplaincy
DFS	-	Director of finance
DPP	-	Director of physical planning
CUCS	-	Covenant University counseling services
CPA	-	Corporate and Public Affairs
Adm	-	Admissions
Acad	-	Academic registry
CMB	-	Central Management board
PPD	-	Physical planning and development
FS	-	Faculty support
UHS	-	University health services
Welf	-	Welfare
Disc.	-	Discipline
Acct	-	Accounts
Aud	-	Audit
Estb	-	Establishment

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