

## **CHAPTER ONE**

### **1.1 Introduction**

Every country in the world recognises the importance of tertiary education and provides it to its citizens. However, unlike lower level education such as primary that is provided with little difficulty, higher education provision faces a number of challenges. Apart from the economic difficulties among other problems, higher education is faced with the challenge of student unrest.

Students in higher institutions of learning have several needs to satisfy. At that level of education, they are impatient to end their dependence and strive for autonomy, to take on responsibility in various sectors of the society (Searle, 1971:161-169). They would like to be recognised as important stakeholders for they believe they are mature enough to not only understand the importance of the education they are pursuing but also to analyse the whole environment surrounding them both at campus and national wide and express their views. Students have several acceptable channels through which they can express their views. Unfortunately, they sometimes resort to demonstrations.

Student unrest is quite damaging to institutions. Severe unrest damages institutional property and threatens the lives of the people. In whatever form, the unrest disrupts institutional activities and has contributed to poor educational standards. There is the incessant closure of institutions of learning whenever there is a demonstration, which adversely affects the scope and curriculum of programmes offered (Aluede and Imhanlahimi, 2004:1-2). In addition, student

unrest is part of the mechanism through which increases in the flow of resources allocated to human capital by the public sector are prevented from becoming adequate.

Communication can be used to prevent conflicts between management and students. A number of scholars have attested to this fact. Appleby (1994:204) argues that communication enables organisations to carry out their operations smoothly. Communication can be used to break through the barriers of resistance and promote mutual understanding between an organisation and its publics.

In this study, the researcher tried to find out the kind of communication strategies that Evelyn Hone College of Applied Arts and Commerce (EHCAAC) uses to prevent student unrest.

The researcher did not deal with communication in isolation but also sought to discover the problems faced by the students at the College as well as the possible solutions.

An insight into the channels used by management and students to communicate with each other was also sought. However, the researcher paid particular attention to the communication strategies used by the college management to promote mutual understanding with the students and in turn prevent student unrest.

## **1.2 Background of the Study**

The provision of tertiary education in Zambia dates as far back as around the 1940s. Since then, the number of higher institutions of learning has continued to increase thereby increasing on the number of skilled labour servicing the various sectors of the economy. The institutions are categorised into universities, colleges, trades training institutes (TTIs) and vocational institutes. The former are the only ones that offer degree programmes. They, however, also offer diploma as well as certificate programmes.

Colleges offer diploma and certificate programmes. Trades Training Institutes only offer certificate programmes. Apart from the universities, the rest of the higher institutions of learning in Zambia fall under various categories. For instance, there are teacher training colleges, nursing colleges, colleges for military personnel, as well as the vast majority of Technical Education, Vocational and Entrepreneurship Training (TEVET) institutions. Most of the TEVET institutions fall under the Ministry of Science, Technology and Vocational Training (MSTVT). Amongst the TEVET institutions, EHCAAC is the largest in terms of programmes offered and student population.

From almost as early as inception time, tertiary institutions in Zambia and elsewhere have been experiencing student unrest. In fact, incidents of student unrest are a regular part of institutional scenes. They are manifested in various forms and in varying intensities. However, they are usually violent in nature and lead to the damaging of institutional as well as private property. For example, in

2009 in Zambia, one of the three government universities, Copperbelt University (CBU), was closed indefinitely due to student unrest (Katasefa and Chansa, 2009:4).

Students in universities and colleges throughout the world find unrest as one of the weapons for getting what they want. This is the more reason why incidents of unrest are common world over. For centuries now, European universities have been centres of student activism and are often ravaged by the more extreme instances of unrest. The United States of America (USA) has also not been spared. In the 19<sup>th</sup> Century, many institutions in the USA were rocked to their foundations by student activists (USA. New York State Legislature, 1970:45-70). For instance, during the USA civil war between 1861 and 1865, New York City draft riots spread to the campus of Columbia University and threatened the actual physical existence of that institution. In the 1960s, the USA experienced the most striking incidents of unrest in terms of numbers and intensity. The demonstrations were a product of many interwoven factors.

In Africa, the situation is not any different. Many universities experienced unrest between the 1960s and 1970s. Currently, incidents of campus unrest are a common incident. In Nigeria, for example, a semester cannot pass without an incident of student unrest (Aluede et al., 2005:19).

In Zambia, University of Zambia (UNZA) and Copperbelt University have experienced several incidents of unrest since their inception. The demonstrations have on a number of occasions led to closure of institutions. For instance,

between 1971 and 2002, amongst the several incidents of unrest that UNZA experienced, 13 led to the closure of the institution (Musepa, 2003:97-98).

Evelyn Hone College of Applied Arts and Commerce is one of the institutions that frequently experience student unrest in Zambia. The causes of unrest are quite varied. However, previously, student unrest was mainly caused by dissatisfactions with the catering services offered by the College. This, in fact, prompted the College to lease the dining hall to a private caterer around 2005. Unfortunately, incidents of unrest are still common at the College. Currently, sanitary conditions pose as the major threat to the peace and stability of the College.

Among the MSTVT institutions, EHCAAC is the most hit by student unrest. In the last ten years, the institution has had five severe incidents of student unrest with the most severe one being the November 2007 one. During this unrest, in addition to the common riotous behaviour, students took hostage of the Permanent Secretary (PS) for the Ministry of Science, Technology and Vocational Training (Kachali, 2007:1). The College falls under this ministry and the PS is the chief civil servant in the ministry. This unrest led to the closure of the institution for a period of six months; the suspension of nine students and the expulsion of four. The researcher was interested in learning about the communication channels and strategies employed by Evelyn Hone College of Applied Arts and Commerce to prevent student unrest.

### **1.3 Problem Statement**

The study was carried out to determine the nature and effect of the internal communication strategies employed by Evelyn Hone College of Applied Arts and Commerce (EHCAAC) to deal with student unrest.

There have been a number of communication breakdowns between EHCAAC management and the students. This has usually led to poor relationships as evidenced by student class boycotts and demonstrations. These have usually been violent and in turn tarnished the image of the institution. The effective provision of the goods and services has also been negatively affected. This is evidenced by student complaints on the quality of services received (Djokotoe, 2009:20).

In order for higher institutions of learning to achieve their mission of providing the much needed skilled manpower and contributing to the social, economic and political development of their countries and the world at large, there is need for effective communication strategies. Such strategies would promote mutual understanding between the institutions and students.

### **1.4 Rationale**

The study was carried out to evaluate the communication channels and strategies employed by EHCAAC to prevent student unrest. Although some studies have been carried out on student unrest, they have mainly concentrated on the general causes and solutions to the causes. This study, therefore, fills the gap by

exploring the deliberate attempts, if any, employed by higher institutions of learning to prevent student unrest. It also contributes to the growth of knowledge in the Communication discipline.

Evelyn Hone College of Applied Arts and Commerce has been experiencing student unrest for a long time now. In the last thirteen years during which the researcher has been an employee of the institution, there have been more than ten incidents of student unrest at the institution.

Education is key to development. Higher education, in particular, opens the door for employment opportunities both in the formal and informal sectors. It also increases productivity levels as well as government income through the receipt of taxes paid by individuals and companies. In this way, it contributes to the economic development of the country. It is, therefore, important that it is provided without any form of disruption.

A lot of social benefits accrue to higher education. Through this kind of education, people gain a sense of maturity and learn how to manage life on their own. College graduates are likely to engage in behaviours that improve their health and that of others, and also to be tolerant of the opinions of other people. However, student unrest in higher institutions of learning sometimes may prevent people from acquiring these benefits.

There are also a lot of political benefits that accrue to higher education. For a country to be politically developed, its people need to be enlightened. Higher education is the main channel through which people become aware of their

political rights and participate in the political activities. However, political enlightenment is also a source of student activism. Therefore, measures should be put in place to prevent any possible form of unrest.

The provision of education in higher institutions of learning is dependent on the smooth operations of all activities tailored towards the achievement of institutional goals. It demands mutual understanding among the key stakeholders – institutional management, staff and students. Without this understanding, unrest becomes the order of the day. Incidents of unrest are usually violent. There is usually damage to institutional property and also disruption of classes which leads to loss of lecture hours. Replacement of institutional property entails using funds meant for other activities and foregoing the initially intended activities. Lost lecturing hours are sometimes never recovered. If recovered, academic calendars are extended thereby increasing on the cost of providing education and also reducing on the economic benefits to the society.

The society in general is also negatively affected by student unrest in higher institutions of learning. The violence in the unrest is usually extended to members of the population who accidentally draw near the institutions. This usually leads to damage to property belonging to private individuals especially motor vehicles. For example, in 2009 in Zambia, during a demonstration by CBU students in which demands were being made for the removal of the then Education Minister and a policeman who had shot at one of the students, the students beat up a 76-year old man and burnt his vehicle (Katasefa and Chansa, 2009:4).



It is evident that institutions that frequently experience unrest would neither develop nor achieve their goals. Therefore, the prevention of student unrest would not only contribute to the development of institutions and the promotion of their images but also to the development of nations and the world at large. This study was meant to help EHCAAC utilise communication to effectively address student unrest.

### **1.5 Profile of Evelyn Hone College of Applied Arts and Commerce**

Evelyn Hone College of Applied Arts and Commerce opened for its first courses in 1963. At inception, the college was known as College of Further Education and offered very few courses at certificate and diploma levels. The name changed to Evelyn Hone College of Applied Arts and Commerce in 1972.

The college was initially managed by a Board of Governors comprising Government officials and members of the public. The Board of Governors had executive powers to run the college. All members of staff were employed by the Board of Governors and the only government employees were the Principal, Vice Principal and Registrar. The day to day running of the college was administered by the Principal on behalf of the Board. The funding of the college was from Government grants, and tuition fees and other charges imposed by the Board. The Board of Governors was replaced with the Commission for Technical Education and Vocational Training in 1972. The Commission was scrapped in 1974 and the status of the college changed to that of a department in the Ministry of General Education. In 1982, the Ministry of Higher Education

was created to spearhead higher education and vocational training throughout the country. This later changed its name to that of Ministry of Science, Technology and Vocational Training (MSTVT).

The TEVET Act Number 13 of 1998 recognised the college as an autonomous body. The Act provides for an institutional management board, whose principal functions are to provide policy direction to the college management team, as well as being a link between the college management team and the Ministry of Science, Technology and Vocational Training. Management interprets and fosters the implementation of the policies for the day to day running of the institution.

Evelyn Hone College of Applied Arts and Commerce is the largest Technical Education, Vocational and Entrepreneurship Training (TEVET) institution. It has a population of 5,000 students and offers 39 programmes in its seven academic departments. The departments are Academic and Applied Sciences, Business Studies, Communication Skills, Education, Health Sciences, Media Studies, and Secretarial and Office Management Studies. There is another academic department which does not offer any programme but instead services other academic departments. This is the Library department. Besides the academic departments, there are five other support units namely Finance, Human Resource, Business Development, Student Services and Internal Audit. The institution is headed by the Principal. All academic departments fall under the Director of Academic Affairs who occupies the second tier of the organisational structure and reports to the Principal. The Director of Academic Affairs is

usually referred to as Director Academic (DA). The academic departments are headed by Heads of Departments (HODs) who report to the DA. The departments have sections which provide a variety of programmes. Heads of Sections (HOSs) are in charge of the sections and report to HODs. The non-academic departments are headed by the Finance Manager, Human Resource Manager, Business Development Manager, Dean of Students and Internal Auditor respectively. Staff matters are handled by the Human Resource Manager. The Dean of Students handles student matters and reports directly to the Director Academic but occupies the same tier of the organisational structure as HOSs. Management comprises all these mentioned officers plus a few other unmentioned ones. It is categorised into senior, middle and lower. The Principal, Director Academic, Finance Manager, Human Resource Manager and Business Development Manager constitute Senior Management. The term 'Management' is usually used to refer to these five officers. The librarian, HODs, Financial Accountant and Management Accountant constitute Middle Management. The Dean of Students, HOSs and Human Resource Officer constitute Lower Management.

From its inception, the institution has greatly contributed to the provision of higher education in the country and the region as a whole. It provides the needed human resource for most of the economic sectors. It is widely known for its uncommon programmes such as Printing Technology, Science Laboratory Technology, Art and Music Education, Pharmacy, Bio-medical Sciences, Radiography, Environmental Health and Physiotherapy. The college also offers

high quality training in programmes such as Journalism, Computer Science, Marketing, Human Resource Management, Accountancy, Secretarial and Library Studies to mention but a few.

The mission of the college is to contribute to the development of science, technology and entrepreneurship as a basis for national, social, economic and technological development through the provision of high quality sustainable training, services and products, accessible by all across gender and in an environmentally friendly setting.

The importance of the college to the country has prompted the Zambian Government to turn it into a university college. Structural and administrative changes are under way to prepare for the “new” institution due to set off in 2012. Once the change is finally effected, the institution will be offering degree programmes in addition to the already offered diploma and certificate programmes.

## **CHAPTER TWO**

### **METHODOLOGY**

#### **2.1 General Objective**

The general objective of the study was to evaluate the communication strategies used by Evelyn Hone College of Applied Arts and Commerce to prevent student unrest.

#### **2.2 Specific Objectives**

The specific objectives of the study were to:

- 2.2.1 Establish the nature of communication channels used by EHCAAC management.
- 2.2.2 Determine the effect of the communication channels used.
- 2.2.3 Find out the nature of the communication channels used by students.
- 2.2.4 Find out the effect of the communication channels used.
- 2.2.5 Ascertain the kind of problems facing the students at the college.
- 2.2.6 Ascertain the ways through which the problems would be eradicated.
- 2.2.7 Establish the communication strategies used by EHCAAC management to prevent student unrest.
- 2.2.8 Determine the effect of the communication strategies used.
- 2.2.9 Establish the communication strategies used by students to promote mutual understanding with the college management.
- 2.2.10 Establish the effect of the communication strategies used.

## **2.3 Research Questions**

The study attempted to answer the following questions:

- 2.3.1 What kind of communication channels are used by EHCAAC management?
- 2.3.2 What is the effect of the communication channels used?
- 2.3.3 What kind of communication channels are used by students?
- 2.3.4 What is the effect of the communication channels used?
- 2.3.5 What problems do the students face at the college?
- 2.3.6 Through what ways would the problems facing the students be eradicated?
- 2.3.7 What kind of communication strategies does EHCAAC management use to prevent student unrest?
- 2.3.8 What is the effect of the communication strategies used?
- 2.3.9 What kind of communication strategies do students use to promote mutual understanding with the college management?
- 2.3.10 What is the effect of the communication strategies used?

## **2.4 Research Methods**

This study used the triangulation approach because it is recommended for studies in the social sciences. The following research methods were employed:

### **2.4.1 Quantitative Survey**

This method was used because it enabled the researcher to gather data from a large enough sample that was representative of the population. The study targeted full time students of EHCAAC. There were 3,800 full time students. 100 students were targeted.

Systematic Random Sampling was used. A list of students was obtained from the College. Since there are 3,800 students and only 100 needed to answer the questionnaires, every 38<sup>th</sup> student on the list formed part of the sample. That is, the population figure was divided by the sample figure in order to get the interval, 38.

Standardised questionnaires were used in data gathering. The researcher administered the questionnaires with the help of HOSs. Each interviewee personally answered his or her questionnaire.

The data was analysed electronically using the Statistical Package for Social Sciences (SPSS).

### **2.4.2 In-depth Interviews**

These were held with the following members of the target group:

- Evelyn Hone College Students' Union (EHCOSU) President General (PG)
- Evelyn Hone College Students' Union (EHCOSU) Vice President

- The Dean of Students
- Head of Department – Business Studies
- Head of Department – Health Sciences
- Head of Department – Education
- Director Academic

The interviewees in in-depth interviews were selected through purposive sampling. This procedure was used because it enabled the researcher to use her own judgment to choose people considered key in the provision of the data sought.

In terms of data gathering techniques, separate interviews were held by the researcher with each of the above mentioned interviewees. An interview guide was used in the data gathering process. The researcher took down notes during interviews and also used a tape recorder for data collection.

The data collected was analysed manually.

### **2.4.3 Participant Observation**

In order to have an insight of the internal communication practices of the institution, the researcher was attached to the section that deals with student matters. This is the Dean of Students Office. The attachment period was three months.



The researcher was actively involved in the activities of the section which included student registration and clearance, student counselling, student discipline and the provision of information on issues related to accommodation and sponsorship. As she did her work, the researcher observed and took note of how the section carried out its functions especially those related to communication.

During her attachment to the institution, the researcher gathered data related to the research questions of the study as she observed and participated in various activities.

The data collected was analysed manually.

## **2.5 Sampling Procedure**

The sampling procedure differed from one research method to another as indicated in the specific methods above.

## **2.6 Data Gathering**

The data gathering procedure also differed from one research method to another as indicated above.

## **2.7 Data Recording and Analysis**

Data from the quantitative survey was recorded and analysed electronically using the Statistical Package for Social Sciences (SPSS). Open-ended answers were

coded in order to transform the data into a statistical form. Data from in-depth interviews and participant observation was recorded and analysed manually.

## CHAPTER THREE

### CONCEPTUAL AND THEORETICAL FRAMEWORK

#### 3.1 Conceptual Framework

There are four key words and phrases that were used in the study. The words and phrases together with their conceptual and operational definitions are as follows:

##### 3.1.1 Student Unrest

Student unrest refers to a state of trouble, confusion and turbulence created by students as a way of voicing out their views about something (Lakshmi, 2010:3). This can include both small and large groups and can occur inside the building, outside the building on the school campus, and/or in the area outside the school campus.

In this study, *mild student unrest* referred to one which does not involve serious disruptions of school activities but reflect intellectual ferment of students exposed to new ideas in the learning process and the world around them. On the other hand, *severe student unrest* referred to that which involves serious disruptions of school activities and is manifested through riots or out-of-control demonstrations that threaten the welfare and safety of staff and students, and sometimes the nation at large.

### **3.1.2 Communication**

Communication is a process in which participants create and share information with one another in order to reach a mutual understanding (Rogers, 1995:17).

In this study, *effective communication* entailed that the message sent by the sender is understood by the recipient in accordance with the intension of the sender. That is, there is shared meaning between the participants. *Ineffective communication* entailed that a message sent by the sender is misunderstood by the recipient or in fact not received at all.

### **3.1.3 Communication Channel**

The term communication channel refers to the means by which the message is conveyed from one person to another (Sillars 1988:23).

In this study, an *effective communication channel* referred to one that enables the sender of a message to achieve his or her communication objective. An *ineffective channel* referred to one that prevents the sender of a message from achieving his or her communication objective.

### **3.1.4 Communication Strategy**

A communication strategy is a "...well-planned series of actions aimed at achieving certain communication objectives through the use of

communication methods, techniques and approaches” (Mefalopulos and Kamlongera, 2004:8).

In this study, an *effective communication strategy* entailed a communicative measure that prevents incidents of student unrest from occurring at the institution. An *ineffective communication strategy* entailed a communicative measure that does not prevent incidents of student unrest from occurring at the institution.

## **3.2 Theoretical Framework**

The theories that underpinned this study were as follows:

### **3.2.1 Fundamental Interpersonal Relationship Orientation (FIRO) Theory**

This theory was introduced by William Schutz in 1958. According to the theory, there are three interpersonal needs that most people share. These are the needs for inclusion, control and affection. Inclusion refers to the need that people have to be recognised as participants in human interaction. According to this theory, control refers to the desire of people to make a difference in their social environments and to have some say over what happens. Affection in this theory refers to a sense of interpersonal warmth or of being liked or loved. Schutz argues that people

begin relationships in order to satisfy one or more of these needs (Schutz, 1958:1-25).

In this study, the researcher tested the application of the theory at Evelyn Hone College of Applied Arts and Commerce.

### **3.2.2 Knowledge Gap Theory**

The Knowledge Gap Theory predicts that the infusion of information into an environment will lead to knowledge gain by groups with higher socioeconomic status (SES) at rates that outpace the knowledge gain of lower SES groups, leading to a growing relative gap between them. The hypothesis was introduced by Tichenor, Donohue and Olien in 1970 (Holbrook, 2002:437-454).

The proponents of this theory argue that when new information enters a social system via a mass media campaign, it is likely to exacerbate underlying inequalities in previously held information. Specifically, while people from all strata may learn new information as a result of a mass media campaign, those with higher levels of education are likely to learn more than those with low levels of education, and the informational gap between the two groups will expand (Holbrook, 2002:437-454). Mcquail (1994:357-358) also supports this view when he says that the theory indicates a widening of the gap since people who are

already information-rich, with higher information skills and more resources move even further ahead of informationally poorer strata.

This theory was also tested at Evelyn Hone College of Applied Arts and Commerce. The aim was to establish its applicability to management and students.

### **3.2.3 Organisational Assimilation Theory**

The Organisational Assimilation Theory was developed by Fred Jablin in 1982. Jablin observes that when a new member is trying to gain acceptance into an organisation, it can be difficult as the organisation is an unfamiliar place with new cultural practices, new faces, and an overall new environment. Similarly, when an organisation is assimilating new members, it can be an awkward period of introducing cultural beliefs, norms, and values. This theory attempts to explain how individuals, new to an organisation (newcomers), assimilate into the organisation by using communication. The process of assimilation communicates many messages that can aid or hinder the correct perception that a member has of an organisation. The assimilation process can also aid or hinder the perception that an organisation has of its new members (Booth-Butterfield & Booth-Butterfield, 1991:205-218).

Jablin describes three stages that occur as one enters an organisation. The stages are Anticipatory Socialisation, the Encounter Stage, and Metamorphosis. During the first stage, the individual tries to cope with the new environment. He or she anticipates and conceptualises patterns of organisational behaviour. Orientation is important at this stage. During the second stage, the newcomer starts working with other members of the organisation. The individual starts making sense of the new environment and letting go of mistaken expectations preconceived before entering the organisation for the first time, and during the first stage. During the last stage, the new person becomes an accepted member because he or she has learnt the specific behaviours and attitudes associated with that particular organisation. According to this theory, this stage is very important in the process of assimilation because it shows acceptance and the adjustment of the newcomer to the organisation and its members (Ojha, 2005:1-3).

This theory assumes that the newcomer has the choice to assimilate into the organisation or not. However, there are a number of factors that may affect the ability of the newcomer to assimilate. One of the factors is the quality of training (orientation) given to the individual. According to this theory, therefore, the individual may affect an organisation as much as the



organisation affects the individual. Jablin argues that the socialisation of an individual into an organisation determines his or her success within the organisation.

In this study, the researcher tried to establish if the Organisational Assimilation Theory applied to the strategies for preventing student unrest at Evelyn Hone College of Applied Arts and Commerce.

### **3.2.4 Critical Approach to Organisations**

This theory was developed by Stanley Deetz in 1982. It promotes a critical look at the operations of organisations in the area of communication. The theory asserts that it is a naive notion to think that communication is merely the transmission of information because communication also perpetuates managerialism, discursive closure, and the corporate colonisation of everyday life (Griffin, 1997:495). Managerialism refers to the tendency to look up to managers for everything. Discursive closure is a situation where discussions are not open in an organisation. That is, avenues for discussions are not given to the members of the organisation. Corporate colonisation refers to a situation where an organisation is perceived as a super state to which individuals subscribe. Deetz argues that “managers can further a company's health and democratic values by coordinating

stakeholder participation in corporate decisions" (Griffin, 1997:495).

Deetz posits that language plays a very important role in organisational communication. This is because it is the principal medium through which social reality is produced and reproduced. He asserts that communication is ongoing and comes from reality rather than reflecting reality (Deetz, 1982:131-149).

Deetz observes that members of the organisation come up with individual meanings which are then shared with others. Therefore, the level of involvement and participation of an employee in an organisation is critical. The theory emphasises on the reciprocal nature of the relationship between management and everyone else (Deetz, 1982:131-149).

In this study, the researcher tried to establish if the Critical Approach to Organisations was applied at Evelyn Hone College of Applied Arts and Commerce.

## **CHAPTER 4**

### **LITERATURE REVIEW**

Data on communication strategies used by higher institutions of learning to prevent student unrest is very limited. However, the researcher relied on the following:

#### **4.1 Importance of Communication in Organisations**

According to Appleby (1994:204), communication is the foundation upon which organisations and administration must be built. Hence, it can be said that communication is the lifeblood of organisations. It is essential to life and also to the survival and prosperity of organisations.

Harding (1990:52) posits that “within organisations, communication of information is what the work of offices is all about and a variety of communication media is required for both internal and external communication”. Messages are sent and received in organisations and these messages help organisational members perform their tasks well and contribute to the goals of the organisation.

According to Evans (1990:25), “good communication is essential to the efficient operation of any organisation”. Every person in an organisation requires good communication in order to understand the working environment and perform the expected roles effectively and efficiently. Without communication, organisational success is hampered. It is for this reason that Evans (1990:25)

perceives good communication as vital to the fulfilment of all those who commit their working lives to it.

Wilcox et al. (1995:55) posit that communication is important in organisations because through it, organisations are able to achieve various goals which include informing, persuading, motivating, educating, and achieving mutual understanding.

Organisations sometimes face resistance from its publics. Communication can be used to break through the resistance. However, in order to break through, one needs to skillfully use a variety of techniques (Musepa, 2003:58).

#### **4.2 Requirements for Effective Communication**

Taylor (2004:4) states that communication whether oral or written, at interpersonal or mass communication level, is all about understanding. Senders have a responsibility of ensuring that the message they send to their recipients is understood by the recipients in the same manner as they (senders) intended it to be understood. According to Taylor, communication is only effective if the message evokes the same meaning in the minds of both the sender and the recipient. For communication to be effective, senders need to firstly think properly before they communicate. They also need to use words which are relevant to the topic and which will be understood by the receiver. Therefore, “the language used should be clear and concise, the user should bear in mind the objectives of the communication” (Appleby 1994:207). Senders also need to listen intelligently be it in oral or written communication. In written

communication, they need to read their pieces of writing as if they were receivers and assess whether the receiver will understand the message without any difficulty. Appleby (1994:207) cautions that recipients also need to pay attention to the message being communicated by the sender. Taylor (2004:4) also stresses the need for senders to select appropriate media for their communication objective and time their communication appropriately. Finally, communicators also have the responsibility of obtaining feedback from the recipients so as to assess whether the message was understood by the recipient as they intended it to be. Evans (1990:27) argues that “unless the message’s sender is provided with prompt and unambiguous feedback, then the communication process is likely to be frustrated”. Therefore, the recipient also has the responsibility of providing feedback.

According to Appleby (1994:207), integrity and sincerity are important requirements for effective communication in organisations. These two principles require that accurate and complete information is sent to recipients in an efficient manner through established channels of communication. Appleby (1994:207) posits that “the more workers are told of the company and its future, the more they will respect the integrity of management and morale will be raised and harmony of working encouraged”. This also applies to students in higher institutions of learning. They need to be abreast with developments in the institutions they belong to so as to avoid any form of uncertainty. Uncertainty is one of the causes of conflicts in organisations (Brooks, 2006:280).

Harding (1990:53) cautions that where there is a barrier between the sender and the recipient, communication fails to be effective. Therefore, communicators must not only be aware of the barriers to effective communication but must also learn and develop skills that enhance successful communication. According to Harding, unfamiliar accents, unaccustomed vocabulary, distracting physical mannerisms, previous experiences, educational and cultural backgrounds, prejudgment, stereotyping and resistance to change to the extent that listeners hear only what they want to hear, are important barriers to be mindful of. Appleby (1994:207) adds that poor relationship among people immediately concerned with each other is another barrier to effective communication.

According to Harding (1990:52), the skills and competencies required for effective communication include clear thinking, clear speech, resisting the desire to speak on impulse, intelligent listening, ensuring that you are being understood, selection of appropriate media, logic, consistency, timing, choosing appropriate words, obtaining feedback, writing clearly and concisely, appreciation of the benefits of technology, and understanding the operations of appropriate technological support systems.

Musepa (2003:55) identifies two key factors which promote successful communication. The factors are commitment and energy of management, and the willingness of other individuals (communication partners) to share their expertise and experience towards a common goal.

### **4.3 1967 to 1969 United States of America Student Unrest**

Between 1967 and 1969, the New York State of the United States of America experienced a series of unrest in various colleges and universities where a total of 150 campuses were affected (USA, New York State Legislature, 1970:61-67). A Temporary Commission was set up to study the causes of the campus unrest. The study took a period of seven months.

#### **Scope of the Unrest**

According to the USA, New York State Legislature (1970:68), the relative numbers of those involved in the unrest in any given case of campus unrest was less than five per cent. The activists tended to be enrolled in either the Social Sciences or Humanities, with an orientation towards the liberal arts. They were generally the average and above average students, and from all class levels although the sophomores were most represented.

#### **Key Issues of Interest**

The Temporary Commission discovered that larger social issues such as the Vietnam War and racism appeared to concern the students more than the personal or academic issues (USA, New York State Legislature, 1970:68). This finding is similar to that of Shah (1977:212) who carried out a study on the Social Movements in India and discovered that although students often took up issues affecting only their own narrow interests, they sometimes took up causes which did not directly affect them. An issue of personal conduct that was of

prime importance to the students was that of their role in administration. An academic issue of prime importance was the irrelevance of the programme curricula to the job market. This was also a cause of student unrest in most African universities in the 1970s and 1980s (Sawadogo, 1994:1). The initial issues concerned the universities' right to ban students from engaging in political activity on campus property.

Apart from the above key issues of interest, other causes of the unrest were interference with campus freedom by administrators and off-campus police, overcrowding in classrooms and dormitories and reduced funding to institutions. Sawadogo (1994:1) also discovered that the latter was a cause of unrest in Africa between the 1970s and 1980s.

### **Student/Administration Relationship**

According to the USA, New York State Legislature (1970:166-167), students considered the faculty and administration as enemies. On the other hand, the faculty and administration viewed students with suspicion. The situation is not different in Africa. For instance, in his study of *The Role of Communication in Higher Institutions of Learning – A Case Study of The University of Zambia (UNZA)*, Musepa (2003:88) also discovered that there was enmity between administration and students and the former viewed the latter with suspicion. As a result of this kind of relationship, communication between the two parties was poor and conflicts were common. Some of the conflicts led to closure of the institution.



## **The Manner in which Incidents of Unrest Originate**

The Commission observed that there was a general pattern through which incidents of campus unrest originate (USA, New York State Legislature, 1970:93-96). Although the outline may not apply to all institutions, it applies to most of them. The pattern is as follows:

- a) There are periods of indefinite duration during which real or imagined grievances build up. The grievances usually build up when students' experiences in the institutions do not match their expectations.
- b) An attempt is made to reach out to someone who will listen and do something. Unfortunately the person they report to may not have the answers to their grievances and their requests made through the channels get lost in the administrative bureaucracy. This makes students to become frustrated and demand immediate action.
- c) Normal channels are exhausted and communication breaks down. When this happens, emotions replace reason, threats are perceived and fear is felt, and a distrust of verbal reassurances which is superseded by militant language and sloganeering is developed.
- d) Efforts are made by a few hard core individuals to broaden their base of support, mainly by finding issues with general appeal and giving them an aura of sanctity. Only a small number of students and perhaps some faculty are involved in the early stages of a potential confrontation. Later, they seek support of uncommitted students and sometimes faculty out of apathy.

- e) Both sides take harder lines as they see their credibility threatened. The administration and sometimes faculty come under pressure from students who oppose the dissidents and persons outside the campus who believe that capitulation would result in anarchy spreading to other higher institutions of learning. The protestors, meanwhile, extend their claims to include amnesty for all participants in a direct action.
- f) There is recourse to a direct confrontation, such as a building takeover, to break the impasse. Such an action gets wide attention to a cause and gives the students a sense of power.
- g) The clear-cut challenge results in a reaction, compromise if possible and repression if necessary. At this point, an agreement can be worked out to end the confrontation, law enforcement agencies may be called in to help or disciplinary measures against students may be taken.
- h) There is a catharsis followed by an attempt to put things back together. At this point emotions move out, reason surfaces, and underlying problems are identified and sorted out. Changes in decision-making process, new disciplinary structures, and improvement in communication evolve.

### **Administrative Arrangements for Handling Student Unrest**

It is a well-known fact that the probability of unrest occurring in institutions of higher learning is quite high. Consequently, institutions are expected to have effective administrative arrangements for dealing with unrest. On this subject, the Temporary Commission discovered the following (USA, New York State Legislature, 1970:70):

- a) Most higher institutions of learning did not have any machinery for handling grievances.
- b) The effective elements of a grievance machinery had good communication and student participation in the decision making process.
- c) The police would be called in only as a last resort when life was threatened.
- d) The major critical element in any new grievance machinery was increased communications.

In its concluding remarks, the Temporary Commission observed that each higher institution of learning had its own unique character and problems (USA, New York State Legislature, 1970:181-191). Therefore, no one solution could be applied to all. Closure of institutions was not the best solution. Negotiations with students were required. The police should be called in only as a last resort. This view is also supported by Miles (1971:26) who cites a case of an administrator at Brandens University who managed to negotiate black students out of a building without using force. Attempts should be made to prevent unrest. The Commission recommended improved communications, formal grievance machinery and broad-based student representation as key tools for preventing unrest.

#### **4.4 Student Unrest in India**

The Asian continent has also not been spared by student unrest. A notable case is that of India's Madhav College of Arts, Commerce and Law in Ujjain that took place in August 2009. Thakore (2009:1) provides details of this case. Students

at this college were scheduled to hold their union elections in August 2009. However, the college faculty postponed the elections. The postponement of elections at the college prompted a posse of students to storm the gates of the college in protest in the same month. In the ensuing melee, the head of the political science faculty at the College, Professor Harbhajan Singh Sabharwal, who reportedly made a mild show of support of the faculty decision to postpone the college election during an argument with the militant students, was manhandled, inflicted with several blows to the chest and suffered a fatal heart attack. The professor later died. The students also damaged some offices of the administrative staff. Arrests of students involved in the protest together with supporters of the students' union (opposition political party leaders) were made.

Although the immediate cause of the unrest was the postponement of the student union elections at the college, other root causes were later discovered. They included poor infrastructure, lack of employment opportunities for graduates of the college as a result of the outdated programmes offered, and also external political influence. The latter is also cited by Chappy and Bhai (2010:1-3) as a cause of student unrest in higher institutions of learning.

There is a high incident of student unrest in most small higher institutions of learning in India. Students are usually protesting against some injustice or another. Consequently, police on campus is a regular sight in the institutions.

#### **4.5 Student Unrest in Nigeria**

Cases of student unrest in Nigeria were reported as far back as 1945. The unrest was caused by external issues. Student unions were born and nurtured through colonial protests. Between 1940 and 1945, one of the students' unions, the West African Students' Union, agitated for political reforms in all British West African territories. The protest was through pamphlets and public lectures (Aluede et al., 2005:18).

Aluede et al. (2005:18) posit that in 1960, Nigeria experienced one of the most violent incidents of unrest. The protest was against the Nigerian Government's willingness to allow the British Government to establish a military base in Nigeria. For the students in higher institutions of learning, the action was inappropriate as it would have perpetuated a neo-colonial state. Consequently, the students staged a violent protest.

Aluede et al. (2005:18) posit that between 1981 and 2003, Nigeria experienced more than 20 incidents of unrest in various universities and schools. As was the case with the United States of America in the 1960s, 80 per cent of the unrest was caused by national issues. Every semester, there is at least one incident of unrest in Nigeria (Aluede et al., 2005:19).

Ojo (1995:23) posits that one of the main issues that cause unrest in the higher institutions of learning is the students' nonparticipation in the decision-making process in institutions. Academic stress as a result of the mounting academic pressures and also overcrowding in hostels are other causes of the regular unrest.

Uzoka (1993:50-64) also posits that lack of basic amenities caused by inadequate financial resources is another main cause of unrest.

Aluede et al. (2005:19) predict that amongst key issues that are likely to evoke student unrest are inadequate financial resources for higher institutions of learning, students' demand for participatory democracy, academic stress, underemployment of graduates and increased involvement in peace keeping missions by the Nigerian Government. Nwokwule (1992:18-26) argues that these issues are likely to cause student unrest in many other African countries.

#### **4.6 Lecturer-Student Relationship and its Impact on Student Unrest**

It is a fact that harmonious lecturer-student relationship is an important medium of education, including education of the young minds, apart from its significant role in reducing tension in institutions of learning. It is for this reason that in every educational institution, a close and cordial lecturer-student relationship should exist to serve as a useful channel of smooth transmission of knowledge from lecturers to students. In the act of transmitting knowledge from one to another, the personality of a lecturer is an important determinant of the type of lecturer-student relationship that is to follow (Farrant, 1980:168-172, Ghose, 1989:6).

Student frustrations can be traced to indifferent lecturers and unprogressive teaching. Large numbers of indifferent students badly taught by ill-qualified lecturers with no concept of descent lecturer-student relationship provide an ideal 'culture' for the fomenting of student unrest (Srinivas, 1972:102-103). Devoted

and academically serious lecturers are few. Ghose (1989:3) argues that the majority of lecturers are either late for their classes or do not turn up for classes at all. In fact, when they lecture, it is often in the easiest way. Ghose further argues that a number of female lecturers are less interested in their students – they go to the college, lecture usually by means of dictating notes that they themselves often do not understand, and then go home. Therefore, they do not give their work the devotion that the job demands. Unless the lecturer looks at his job more as a mission or a vocation than as a means of livelihood, he can never discharge responsibilities satisfactorily (Lakshmi, 2010:1-9). The lecturer must be prepared to play his role as partner in learning, communicator of new technology and the agent of social change. The lecturer has to strive hard to achieve societal accreditation and acceptance of teaching as a profession at par with other distinguished professions.

The single important factor contributing to the dissatisfactions and disappointments among students is that students fail to receive the expected affection and attention from their lecturers and others in the educational world (Ghose, 1989:5). This view is supported by Singhivi (1972:16) who states that 50 per cent of students participate in demonstrations as a result of being dissatisfied with their teachers. Similarly, Lakshmi (2010:1-9) argues that there is no proper and clear communication between the teacher and the taught and that it is the greatest cause of student unrest. According to Altekar (1948:32), “direct, personal and continuous contact with a teacher of noble character naturally produces great effect on the mind of the scholar”. In fact, an intimate

lecturer-student relationship may go a long way in dissuading the angry and indifferent students from embarking upon the road to violence, damage and death. It is in this view that Chappy and Bhai (2010:1-3) state that the existence of a closer contact between the teacher and the student is one of the key remedies for student unrest.

Images of lecturers are created by their own activities inside or outside the classrooms. It is in response to these activities of lecturers that students are respectful, indifferent or even disrespectful towards their lecturers (Farrant, 1980:168-172). Good lecturing followed by sympathy and good behaviour wins the respect and admiration for a lecturer from students. This is a good ingredient for mutual relationships between the lecturers and the students. Similarly, Lakshmi (2010:1-9) says that a lecturer wears many hats in carrying out his duties which includes a communicator, a disciplinarian, a conveyer of information, an evaluator, a classroom manager, a counsellor, a member of many teams and groups, a decision-maker, a role model and a surrogate parent. Each of these roles requires practice and skills. It is for this reason that Lakshmi states that a lecturer is a central figure in the formal learning set up. He adds that teaching in the colleges is a uniquely demanding profession because the work of lecturers is evaluated not only in terms of what the teachers do but also in terms of what their students do. According to Derosis (1971:5-9), violence begins in the human heart and it is in the human heart that the defense of peace has to be established. Therefore, lecturers can evolve strategies to contend the philosophy of violence in the lives of learners. Such efforts at the young and impressionable



learners could certainly contribute effectively towards social cohesion and climate of peace and mutual respect. However, it is important to note that the students' intelligence, adaptability, creativity, motivation, and general configuration of personality are important determinants of how much he or she will learn than anything the lecturer or curricular system can do (Lakshmi, 2010:1-9).

Ghose (1989:7) further argues that lecturers are, more or less, politically involved and this paves the way for students' political involvement. There emerges the next stage, political grouping among lecturers followed by similar grouping among students. Common faith in a political party leads to grouping. Lecturers bound by a common political faith are linked to students bound by the identical political faith. Thus politics divides lecturers as much as students. There are political parties having their student-wings. This leads to many groups among lecturers and, consequently, among students. Political division frequently entails clashes with serious consequences leading to manhandling of lecturers, damaging of college property and the like.

#### **4.7 African Universities' Traditional Roles**

Most African universities were established around the 1960s. When they were established, their main mission was to educate a small elite of civil servants according to virtually the same set of standards and curriculum utilised in universities in the colonising countries. The universities were also required to facilitate social change. The traditional role of educating few elites began to be

questioned in the 1970s and was later reassessed (Sawadogo, 1994:20). This led to increases in enrollment. However, this still did not seem to satisfy students and their families since the economy could not absorb the graduates. The situation was aggravated by the curriculum which was found to be irrelevant to the job market. Therefore, despite receiving the higher education, most graduates could not be employed. This was another cause of student unrest in many African universities (Sawadogo, 1994:20).

Similarly, Mwanakatwe (1968:193) also stressed the traditional role of African universities as postulated by Sawadogo. However, Mwanakatwe (1968:193-194) cautions that universities should be the centre for the highest intellectual development of all those scholars who gain admission to it, helping them to understand the aspirations of the less educated men and women in the land, to break the tribal and racial barriers which they may have previously accepted and to foster in them a sense of patriotism. Therefore, universities have a role of bridging the gap between the rich and the poor so as to promote national development. The role of colleges is not any different from that of universities.

#### **4.8 Higher Education and Economic Issues**

Most African higher institutions of learning have been experiencing financial difficulties. The worldwide economic recession of the 1980s hit African countries the hardest. In addition, the institution of new democratic regimes and the relative freedom of expression that has resulted, the emergency of global competitive markets, and the increasing interdependence in the world economy,

have all affected and will continue to affect the way African higher institutions of learning have traditionally operated and trained their students (Sawadogo, 1994:1). These developments have greatly contributed to a situation where inadequate financial resources are provided to higher institutions of learning. Consequently, governments have had difficulties in providing the needed infrastructure for expansion, better facilities and better conditions of service for staff. As a result of all this, student and staff unrest have been the order of the day.

As a way of trying to deal with the shortage of finances, African countries came up with some measures. For instance, West African countries cut student numbers. Sawadogo (1994:1) observed that some of these countries had to cut the amount of grants. Students bitterly opposed the reductions. Governments sent army personnel to patrol the institutions to prevent violent protests against the new measures. However, the involvement of law enforcement agencies is not the best way to prevent student unrest. Musepa (2003:59) cautions that such a measure usually aggravates the situation. Therefore, the governments failed to prevent students from demonstrating.

In order for higher institutions of learning to effectively achieve their missions, they need adequate funding. Economic theory and empirical evidence from many successful countries indicate that efficient mobilisation and allocation of financial resources to higher institutions of learning plays an important role in the growth and development of nations. Husain (2009:1-7) argues that an elected government is the custodian and trustee of the financial, natural and human

resources it inherits and therefore, has the obligation to bequeath these resources to the future generation in ways that are qualitatively and quantitatively superior. He observes that this can only happen if economic policy reforms, institutional strengthening and investment in human and physical capital take place simultaneously. Therefore, Structural Adjustment Programmes that some African countries may be implementing should not be used as an excuse for ignoring higher education where funding is concerned. Mwanakatwe (1968:35) also emphasises the need for governments to adequately fund higher education. Sawadogo (1994:1) observes that inadequate funding to higher institutions of learning is a source of student unrest. This observation is also echoed by Maliyamkono (1991:1) in his analysis of higher education in Africa. He posits that inability to offer acceptable conditions of service to academic staff in higher institutions and provide the necessary educational resources is the main cause of campus unrest.

#### **4.9 Politicisation of Campuses**

Campuses in various countries are increasingly involved in political conflicts. Students team up with political groups to voice their concerns and displeasure over various issues of national interest. According to Sawadogo (1994:20-21), as a result of the struggle for independence in many African countries south of the Sahara, over 90 per cent of universities in these countries experienced incidents of student unrest in the 1980s. He observes that in Mali, students played a major role in bringing down the regime of Mousa Traore in 1991. They joined the opposition party of Laurent Gbagbo to voice their opposition to the lack of

democratic progress. In South Africa also, student struggles had a part to play in the broader liberation struggle of the 1980s. The situation in many African countries is not any different today. Chappy and Bhai (2010:1-3) observe that political parties penetrate educational institutions through students who act as their agents and pollute the academic atmosphere. Shah (1977:212) also says that students' agitations in different parts of the country and at different times have been concerned with political issues. However, the continuing unrest, campus trashing and the like, cannot be supported as it is a draw back to the development of nations.

Students' involvement in politics has shifted a number of political matches from the streets of towns and cities to campus grounds. Like any other unrest, such protests disrupt academic activities. In fact, when the underlying cause is national in nature, student unrest may have very devastating effects as external force is very likely. For instance, in the Democratic Republic of Congo, at the height of the political crisis in 1992, the military invaded the University of Congo to quell student protests and in the process, raped and killed students (Sawadogo, 1994:20-21).

In his study of the Role of Communication in Higher Institutions of Learning – A Case Study of The University of Zambia, Musepa (2003:90-91) discovered that politicisation of the campus led to conflicts between different groups supporting different political parties. For instance, in June 1996, conflicts arose between students who were in support of the amended national constitution and those that were against to the extent that riotous behaviour was exhibited. Musepa further

discovered that in 2001, the President and Secretary General of the University of Zambia Students' Union (UNZASU) were suspended for allegedly supporting one of the opposition political parties taking part in the presidential and parliamentary elections, Forum for Democracy and Development (FDD). Mwanakatwe (1972:225) also reiterates this effect of politics on student unrest. He cites the 1971 student unrest at the University of Zambia (UNZA) which led to the closure of the institution. According to Mwanakatwe (1972:192), "the rift would not have occurred if political factions had not used the university campus as a playground for disseminating their sectional ideologies in the race for influence among students".

Politicisation of campuses is also linked to lecturers. In his study of Teacher-Student Relationship and its Impact on Student Unrest, Ghose (1989:4) observed that the organised minority group of students with the blessings of a section of non-conformist lecturers of the respective campus and owing to the actionless and unimaginative role of the university or college executives and sometimes supported by the visible or invisible outsiders succeed in creating chaos and disturbances in the campus. What binds together students and lecturers in a deep partnership is the sharing of common interests, mutual regard and sense of values, and working together for their main purpose which is the pursuit of knowledge and discovery.

Ghose (1989:4) observes that two classes of lecturers co-exist in the colleges or university – 'conformist' and 'non-conformist'. The conformist lecturers are those who are dedicated to lecturing and research and have a pent up desire to

maintain a decent academic atmosphere. The non-conformist lecturers are essentially the dissenters and they compromise with extra academic norms. They are not fully devoted to lecturing and research and develop political affiliation or enter into caste-based factions or cliques. They get involved greatly in university politics and use their office and political power for achieving extra academic objectives.

According to Ghose (1989:4), while few non-conformist lecturers wield powerful influences in the university and exercise control on the decision-making process, the conformist lecturers with their high ideals and rich experience get alienated from the main stream of non-academic activities, and are mainly adored silently by the disorganised students, lecturers and serious minded public men and women.

#### **4.10 Higher Educational Standards and Unrest**

The activities that take place in higher institutions of learning can promote the development of the institutions or their deterioration. From as early as almost their inception time, most institutions have been experiencing campus unrest. Consequently, a number of institutions have deteriorated rather than developed. This means that the standards of the institutions have fallen and the major cause of the situation is student unrest. Severe student unrest damages institutional property and sometimes disturbs the academic calendar (Babalola, 2006:1-12). Disturbances in academic activities yield poor graduates. Such graduates do not contribute much to the development of nations.

The incidents of unrest are quite high in Africa. For instance, in Nigeria hardly does a semester pass by without universities getting closed down due to unrest by the students (Babalola, 2006:1-12). It is for this reason that Aluede and Imhanlahimi (2004:1-2) state that if there is anything predictable among Nigerian university students, it is the fact that they would riot in any academic year. The situation is not any different from the Zambian higher educational students. One saddening thing is that student unrest is usually for the wrong reasons or for no reason at all. When there is staff unrest, for instance, some striking lecturers even go to the extent of instigating students to join them. Student unrest dislocates the educational system, affects the morale and morals of students, and lowers the quality of education and qualifications obtained. In fact, Aluede and Imhanlahimi (2004:1-2) observe that there is incessant closure of institutions of learning whenever there is a demonstration, which adversely affects the scope and curriculum of programmes offered. This is especially true in situations where lecturers return to class months after they had vacated the institution, only to compress the syllabus and increase the cost of education.

#### **4.11 Public Relations in Higher Institutions of Learning**

Public Relations (PR) is defined by Heath (2001:360) as the art of identifying key audiences and applying a number of professional techniques to achieve positive responses from those key audiences. Heath perceives PR as a function that must be performed by management. On the other hand, Jefkins (1998:6) states that “Public relations consists of all forms of planned communication, outwards and inwards, between an organisation and its publics for the purpose of



achieving specific objectives concerning mutual understanding”. Publics refer to those groups of people, internally and externally, with whom an organisation communicates (Jefkins, 1998:56). Jefkins perceives PR as a communicative activity performed by organisations. Therefore, PR is concerned with deliberate measures that organisations put in place in order to promote mutual understanding between them and their publics and in turn achieve specific objectives. Public Relations is neither an attempt to polish a tarnished image nor is it all about creating a favourable climate of opinion. On the contrary, it is a planned effort to influence opinion through good character and responsible performance, based upon mutually satisfactory two-way communication (Cutlip et al., 1994:31). Consequently, Olusegun (2006:8) advises that PR efforts must ensure that not only does the organisation understand its publics, the publics must equally understand the organisation. They must understand the reasons for whatever actions the organisation takes. Unfortunately, in most cases, the publics are passive at performing this role (Olusegun, 2006:8). Therefore, it is imperative that organisations take proactive steps towards making the publics perform this role by communicating efficiently. In addition, organisations must ensure that their PR efforts are sustained.

Every organisation is involved in PR. However, in higher institutions of learning, PR has a critical role to play. Musepa (2003:63) posits that PR enables a college to maintain a good relationship with its interest groups (publics). According to Jefkins (1998:56), employees and customers such as students form key publics of institutions of higher learning. However, Musepa (2003:63)

argues that PR is especially important when dealing with students because they (students) constitute the largest interest group.

According to Farrant (1980:233-234), in order to ensure that effective mutual understanding exists between an organisation and its external publics, firstly, the relationship among all internal publics is supposed to be very cordial. However, this is not always the case. Ghose (1989:2) observes that “the relationship among members of certain departments, among the heads of certain departments, and at times between certain subordinate members and their departmental supervisors, is quite disharmonious”. In higher institutions of learning, this poor relationship tends to increase the chances of student unrest.

According to Ghose (1989:5), student unrest owes much to the institutional executives (management), the authority structures and the campus situations. The authoritarian character of the education system greatly contributes to the growth of student unrest and indiscipline. This could be a reflection of the authoritarian temper of the society where difference of opinion with an elder is often regarded as disrespect for him. Musepa (2003:82-83) posits that authoritarian leaders dominate and control group discussions as they wish; are not likely to acknowledge the views of those opposed to them; determine tasks for every participant; and do not encourage participation. Ghose (1989:5) also adds that the students are generally passive recipients of orders from above – a situation that does not contribute to good PR in institutions of learning. However, Shah (1977:213) perceives students from a different angle. He argues that the youth have attitudes and values that are different from those of the older

generations. They are radical and reject a structure that is oppressive. In view of this, Wilcox et al. (1995:499) advise that management should always involve students in the decision making process for issues that concern them. Only then can occurrences of student unrest be reduced. Commenting on this area, Chappy and Bhai (2010:1-3) stress that the existence of cooperation among the various elements in running the affairs of the institution is one of the most important remedies for student unrest. Similarly, Wilcox et al. (1995:497) advise that PR officers must be part of management so that they are able to effectively deal with various issues that concern the various publics.

Similarly then, Evelyn Hone College of Applied Arts and Commerce should have an independent Public Relations Manager or Officer who should report directly to the Principal and not the current situation where the PR role is performed by the Human Resource Manager. It is not in order to place PR under the control of either Human Resource or Marketing since PR concerns the total organisation.

## **CHAPTER FIVE**

### **DATA ANALYSIS AND PRESENTATION OF FINDINGS**

This chapter deals with the analysis and presentation of findings obtained from the questionnaire survey, indepth interviews and participant observation.

#### **5.1 Questionnaire Survey**

##### **5.1.1 Introduction**

The sample comprised 99 respondents. Of these, 54.5 per cent were male while 45.5 per cent were female. 15.2 per cent of the respondents were aged between 16 and 20 years, 71.7 per cent were aged between 21 and 25 years, 8.1 per cent were aged between 26 and 30 years, 3.0 per cent were aged between 31 and 35 while 2.0 per cent were over 40 years old. In terms of marital status, 94.9 per cent were single, 3.0 per cent were married while 2.0 per cent were either divorcees or divorcers. 6.1 per cent of the respondents belonged to the Academic and Applied Sciences Department, 33.3 per cent to Business Studies Department, 7.1 per cent to Communication Skills Department, 18.2 per cent to Education Department, 22.2 per cent to Health Sciences Department, 5.1 per cent to Media Studies Department and 8.1 per cent to Secretarial Studies Department. Their levels of training were as follows: 47.5 per cent were in their first year, 22.2 per cent in second year, 28.3 per cent in third year while 2.0 per cent were in their fourth year. This information about the

composition of the sample is shown in the subsequent tables labelled 1 to 5 respectively.

**Table 1. Sex**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	54	54.5	54.5	54.5
Female	45	45.5	45.5	100.0
Total	99	100.0	100.0	

**Table 2. How old are you?**

	Frequency	Percent	Valid Percent	Cumulative Percent
16 - 20 years	15	15.2	15.2	15.2
21 - 25 years	71	71.7	71.7	86.9
26 - 30 years	8	8.1	8.1	94.9
31 -35 years	3	3.0	3.0	98.0
Above 40 years	2	2.0	2.0	100.0
Total	99	100.0	100.0	

**Table 3. What is your marital status?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	94	94.9	94.9	94.9
Married	3	3.0	3.0	98.0
Divorcee/Divorcer	2	2.0	2.0	100.0
Total	99	100.0	100.0	

**Table 4. In which department are you?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Academic and Applied Sciences	6	6.1	6.1	6.1
Business Studies	33	33.3	33.3	39.4
Communication Skills	7	7.1	7.1	46.5
Education	18	18.2	18.2	64.6
Health Sciences	22	22.2	22.2	86.9
Media Studies	5	5.1	5.1	91.9
Secretarial Studies	8	8.1	8.1	100.0
Total	99	100.0	100.0	

**Table 5. In which year of study are you?**

	Frequency	Percent	Valid Percent	Cumulative Percent
First year	47	47.5	47.5	47.5
Second year	22	22.2	22.2	69.7
Third year	28	28.3	28.3	98.0
Fourth year	2	2.0	2.0	100.0
Total	99	100.0	100.0	

### **5.1.2 Students' Communication Channels**

Respondents were asked about the communication channels they used to communicate with the college management. 13.1 per cent said face to face discussion, 5.1 per cent said internal mail service, 4.0 per cent said meetings, 6.1 per cent said matron or patron, 19.2 per cent said lecturer or course tutor, 20.2 per cent said Students' Union, 7.1 per cent said Dean of Students, 15.2 per cent said head of section, 5.1 per cent said head of department while another 5.1 per cent said class or hostel representative.

Table 6 summarises this information.

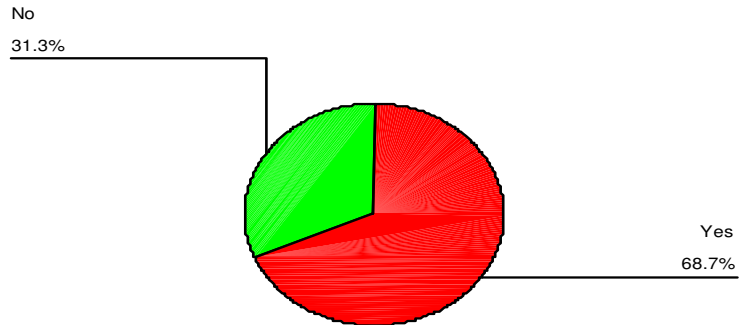
**Table 6. Which communication channel do you use to communicate with the college Management?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Face to face Discussion	13	13.1	13.1	13.1
Internal Mail Service	5	5.1	5.1	18.2
Meetings	4	4.0	4.0	22.2
Matron/Patron	6	6.1	6.1	28.3
Lecturer/Course Tutor	19	19.2	19.2	47.5
Students' Union	20	20.2	20.2	67.7
Dean of Students	7	7.1	7.1	74.7
Head of Section	15	15.2	15.2	89.9
Head of Department	5	5.1	5.1	94.9
Class/Hostel Representative	5	5.1	5.1	100.0
Total	99	100.0	100.0	

### 5.1.3 Effect of Students' Communication Channels

The respondents were asked whether the communication channels they used to communicate with the college management enabled them to achieve their communication objectives. 68.7 per cent said yes while 31.3 per cent said no. This information is shown in Pie Chart 1.

Pie Chart 1. Does the channel enable you to achieve your communication objective?



#### 5.1.4 Students' Preferred Communication Channels

Respondents were asked about the communication channels they would prefer using in their communication with the college management. 27.3 per cent said they would prefer face to face discussion, 11.1 per cent said meetings, 8.1 per cent said lecturer or course tutor, 14.1 per cent said Students' Union, 3.0 per cent said Dean of Students, 25.3 per cent said head of section while 11.1 per cent said head of department. This information is summarised in Table 7.



**Table 7. Which channel would you prefer to use in your communication with Management?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Face to face Discussion	27	27.3	27.3	27.3
Meetings	11	11.1	11.1	38.4
Lecturer/Course Tutor	8	8.1	8.1	46.5
Students' Union	14	14.1	14.1	60.6
Dean of Students	3	3.0	3.0	63.6
Head of Section	25	25.3	25.3	88.9
Head of Department	11	11.1	11.1	100.0
Total	99	100.0	100.0	

#### **5.1.5 Management's Communication Channels**

Respondents were asked the kind of communication channels used by the college management to communicate with them. 3.0 per cent said face to face discussion, another 3.0 per cent said internal mail service, 4.0 per cent said meetings, 35.4 per cent said notice board, 7.1 per cent said Hone FM, another 7.1 per cent said Students' Union, 4.0 per cent said matron or patron, 6.1 per cent said Dean of Students, 18.2 per cent said head of section while 12.1 per cent said head of department. Table 8 is a summary of this information.

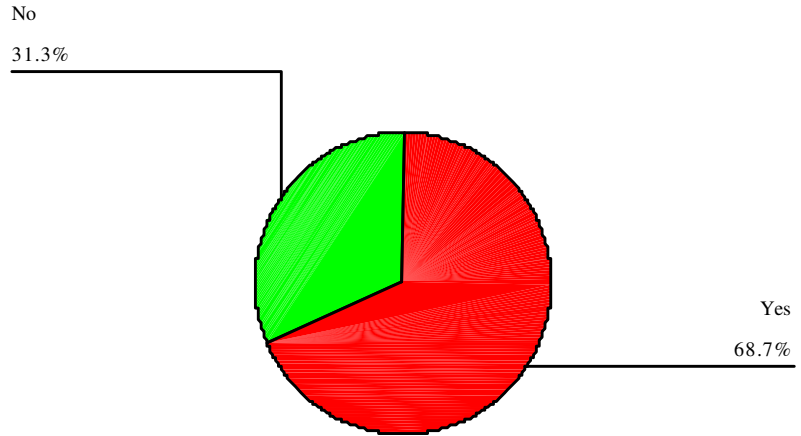
**Table 8. Which communication channel does Management use to communicate with you?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Face to face Discussion	3	3.0	3.0	3.0
Internal Mail Service	3	3.0	3.0	6.1
Meetings	4	4.0	4.0	10.1
Notice Board	35	35.4	35.4	45.5
Hone FM Radio	7	7.1	7.1	52.5
Students' Union	7	7.1	7.1	59.6
Matron/Patron	4	4.0	4.0	63.6
Dean of Students	6	6.1	6.1	69.7
Head of Section	18	18.2	18.2	87.9
Head of Department	12	12.1	12.1	100.0
Total	99	100.0	100.0	

#### **5.1.6 Effect of Management's Communication Channels**

Asked whether communication channels used by management enabled management to achieve its communication objective, 68.7 per cent said yes while 31.3 per cent said no. Pie Chart 2 shows a summary of this information.

Pie Chart 2. Do you think the channel enables Management to achieve its communication objective?



### 5.1.7 Preferred Management Communication Channels

The respondents were asked about the communication channels they would prefer management to use when communicating with them. 18.2 per cent chose face to face discussion, 17.2 per cent chose meetings, 5.1 per cent chose Students' Union, 2.0 per cent chose Dean of Students, 24.2 per cent chose head of section, 9.1 per cent chose head of department while 24.2 per cent chose notice board. Table 9 shows a summary of this information.

**Table 9. Which channel would you prefer Management to use in its communication with you?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Face to face Discussion	18	18.2	18.2	18.2
Meetings	17	17.2	17.2	35.4
Students' Union	5	5.1	5.1	40.4
Dean of Students	2	2.0	2.0	42.4
Head of Section	24	24.2	24.2	66.7
Head of Department	9	9.1	9.1	75.8
Notice Board	24	24.2	24.2	100.0
Total	99	100.0	100.0	

#### **5.1.8 Problems faced by Students at the College**

With regards to problems faced by students at the college, 9.1 per cent identified inadequate accommodation; 6.1 per cent identified inadequate learning materials/equipment; 3.0 per cent identified inadequate accommodation and learning materials/equipment; 13.1 per cent identified inadequate accommodation and poor communication from management; 9.1 per cent identified inadequate accommodation and poor sanitation; 20.2 per cent identified inadequate accommodation, learning materials/equipment and poor communication from management; 31.3 per cent identified inadequate accommodation, learning materials/equipment and bursaries while 8.1 per cent identified inadequate accommodation, poor sanitation and poor communication from management. This information is shown in Table 10.

**Table 10. What problems do you face at the College?**

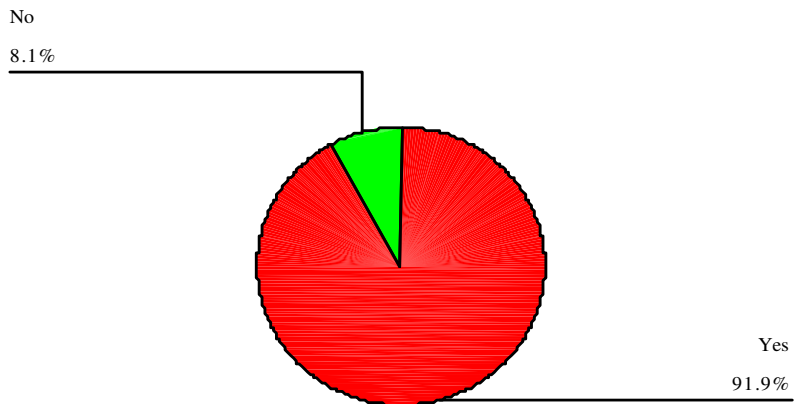
	Frequency	Percent	Valid Percent	Cumulative Percent
Inadequate accommodation	9	9.1	9.1	9.1
Inadequate learning materials/equipment	6	6.1	6.1	15.2
Inadequate accommodation and learning materials/equipment	3	3.0	3.0	18.2
Inadequate accommodation and poor communication from management	13	13.1	13.1	31.3
Inadequate accommodation and poor sanitation	9	9.1	9.1	40.4
Inadequate accommodation, learning materials/equipment and poor communication from management	20	20.2	20.2	60.6
Inadequate accommodation, learning materials/equipment and bursaries	31	31.3	31.3	91.9
Inadequate accommodation, poor sanitation and poor communication from management	8	8.1	8.1	100.0
Total	99	100.0	100.0	

### **5.1.9 The Link between Problems faced by Students and Unrest**

Respondents were asked whether any of the problems they faced at the college would bring about student unrest. 91.9 per cent of the responses

were affirmative while 8.1 per cent were dissenting. This information is shown in Pie Chart 3 below.

Pie Chart 3. Would any of the problems you face bring about a student demonstration (unrest)?



#### 5.1.10 Problems Linked to Student Unrest

The researcher was also interested in learning about the specific problems that would lead to student unrest. Consequently, respondents who answered the question in item 5.1.9 affirmatively (91.9 per cent) were asked to list the problems that would bring about student unrest. 22.2 per cent listed inadequate accommodation; 9.1 per cent inadequate learning materials/equipment; 5.1 per cent poor communication from management; 12.1 per cent inadequate accommodation and learning materials/equipment; 25.3 per cent inadequate accommodation and poor communication from management; 10.1 per cent inadequate

accommodation and poor sanitation; 1.0 per cent inadequate accommodation, poor sanitation and poor communication from management and 7.1 per cent inadequate accommodation, bursaries and learning materials/equipment. The question was not applicable to 8.1 per cent of the sample. Table 11 below provides details of these results.

**Table 11. If yes, which problems would bring about student unrest?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Inadequate accommodation	22	22.2	22.2	22.2
Inadequate learning materials/equipment	9	9.1	9.1	31.3
Poor communication from management	5	5.1	5.1	36.4
Inadequate accommodation and learning materials/equipment	12	12.1	12.1	48.5
Inadequate accommodation and poor communication from management	25	25.3	25.3	73.7
Inadequate accommodation and poor sanitation	10	10.1	10.1	83.8
Inadequate accommodation, poor sanitation and poor communication from management	1	1.0	1.0	84.8
Inadequate accommodation, bursaries and learning materials/equipment	7	7.1	7.1	91.9
Not applicable	8	8.1	8.1	100.0
Total	99	100.0	100.0	

### 5.1.11 The Types of Unrest likely to occur at the College

The researcher was further interested in learning about the kind of unrest that would occur at the college. Consequently, respondents who answered the question in item 5.1.9 affirmatively (91.9 per cent) were asked to state the kind of unrest that would occur at the college. Table 12 below provides details of the responses. The table shows that 50.5 per cent of the respondents believed that the kind of unrest that would occur was one which does not involve serious disruption of college activities but reflects students' concern for the prevailing situation. On the other hand, 41.4 per cent believed that the type of unrest that would occur was one which involves serious disruption of college activities and is manifested through out-of-control demonstrations/riots. The question was not applicable to 8.1 per cent of the sample.

**Table 12. If your answer to question (15) is yes, what kind of unrest would occur?**

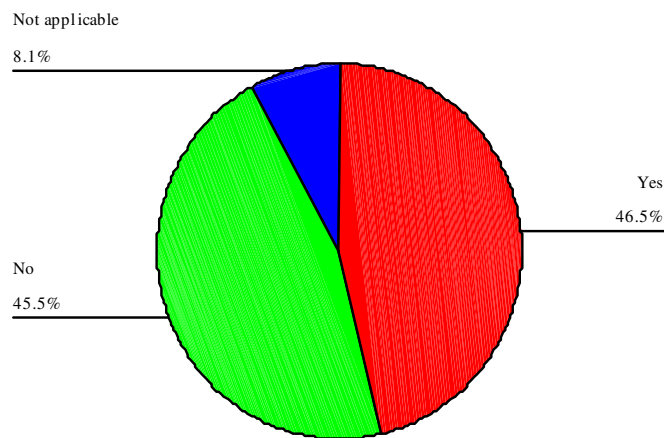
	Frequency	Percent	Valid Percent	Cumulative Percent
One which does not involve serious disruption of college activities but reflects students' concern for the prevailing situation	50	50.5	50.5	50.5
One which involves serious disruption of college activities and is manifested through out-of-control demonstrations/riots	41	41.4	41.4	91.9
Not applicable	8	8.1	8.1	100.0
Total	99	100.0	100.0	



### 5.1.12 The Scope of Unrest that would occur at the College

The researcher was further interested in learning about the scope of unrest that would occur at the college. Consequently, respondents who answered the question in item 5.1.9 affirmatively (91.9 per cent) were asked to state whether they would participate in the kind of unrest they believed would occur at the college. Pie Chart 4 below provides details of the responses. 46.5 per cent of the respondents answered in the affirmative way while 45.5 per cent answered in the dissenting. The question was not applicable to 8.1 per cent of the sample.

Pie Chart 4. Would you participate in such unrest?



### **5.1.13 Communication Strategies used by the College Management to prevent Unrest**

Respondents were asked to identify the communicative measures put in place by management to promote mutual understanding with them and prevent student unrest. 28.3 per cent identified orientation of new students; 12.1 per cent identified the holding of frequent meetings with students to discover their problems; 18.2 per cent identified the involvement of students in the decision-making process for issues that concern them; 20.2 per cent identified the practicing of an open-door policy where students freely approach management when they have a problem; 7.1 per cent identified the provision of timely, accurate and complete required information; 11.1 per cent cited the immediate attendance to problems while 3.0 per cent were not aware of any measure that management had put in place. Table 13 summarises these results.

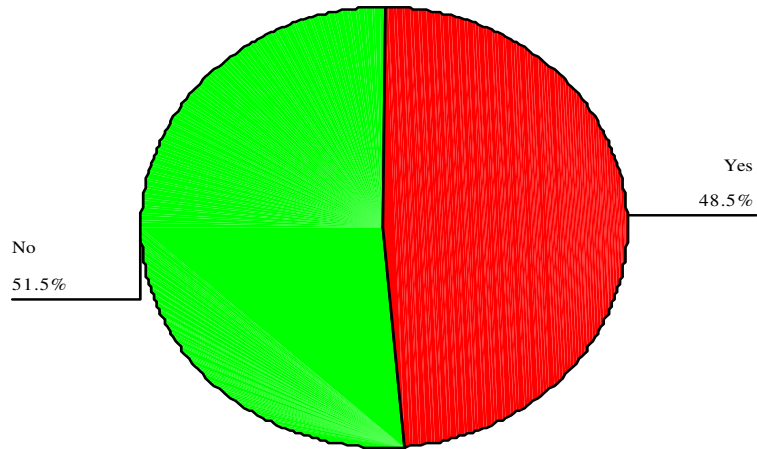
### **5.1.14 Effect of Management's Communication Strategies**

Respondents were asked whether they perceived management's communicative measures to be effective enough to prevent student unrest. 48.5 per cent perceived the measures to be effective while 51.5 per cent perceived the measures to be ineffective. Pie Chart 5 provides this information.

**Table 13. Which communicative measure has Management put in place to promote mutual understanding with you and prevent unrest?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Orientation of new students	28	28.3	28.3	28.3
Holding of frequent meetings with students to discover their problems	12	12.1	12.1	40.4
Involvement of students in the decision-making process for issues that concern them	18	18.2	18.2	58.6
Practicing of an open-door policy where students freely approach Management when they have a problem	20	20.2	20.2	78.8
Provision of timely, accurate and complete required information	7	7.1	7.1	85.9
Immediate attendance to problems	11	11.1	11.1	97.0
None	3	3.0	3.0	100.0
Total	99	100.0	100.0	

Pie Chart 5. Do you think the measure is effective enough to prevent student unrest?



#### 5.1.15 Recommended Communication Strategies to be used by Management

As a follow up to the question asked under item 5.1.14, the researcher was interested in learning about the communicative measures that students would advise management to use. Consequently, respondents who perceived the measures ineffective (51.5 per cent) were asked to recommend measures that the college management could put in place. Table 14 provides details of the results. 17.2 per cent advocated for the holding of frequent meetings with students to discover their problems; 5.1 per cent proposed the involvement of students in the decision-making process for issues that concern them; 12.1 per cent suggested the provision of timely, accurate and complete required information; 10.1 per cent advocated for the immediate attendance to problems while 7.1 per cent recommended the provision of suggestion boxes. The question was not applicable to 48.5 per cent of the sample.

**Table 14. If no, which communicative measure would you suggest?**

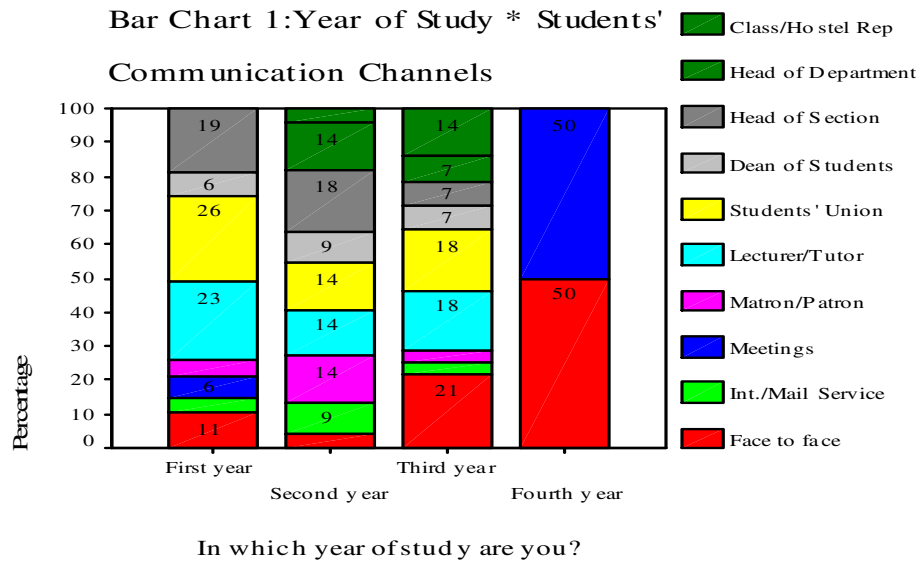
	Frequency	Percent	Valid Percent	Cumulative Percent
Holding of frequent meetings with students to discover their problems	17	17.2	17.2	17.2
Involvement of students in the decision-making process for issues that concern them	5	5.1	5.1	22.2
Provision of timely, accurate and complete required information	12	12.1	12.1	34.3
Immediate attendance to problems	10	10.1	10.1	44.4
Provision of suggestion boxes	7	7.1	7.1	51.5
Not applicable	48	48.5	48.5	100.0
Total	99	100.0	100.0	

### **5.1.16 Cross Tabulation**

#### **5.1.16.1 Year of Study Cross Tabulated with Students'**

##### **Communication Channels**

The researcher was interested in learning about the communication channels used by students in their various levels of training. Consequently, the two variables above were cross tabulated. The results are illustrated in Bar Chart 1.



### 5.1.16.2 Sex Cross Tabulated with Willingness to participate in Student Unrest

With regard to the willingness to participate in student unrest, the researcher was interested in learning about the sex composition of those who would and those who would not participate in the unrest. It is in this view that the two variables above were cross tabulated. Bar Chart 2 shows the results of the cross tabulation.

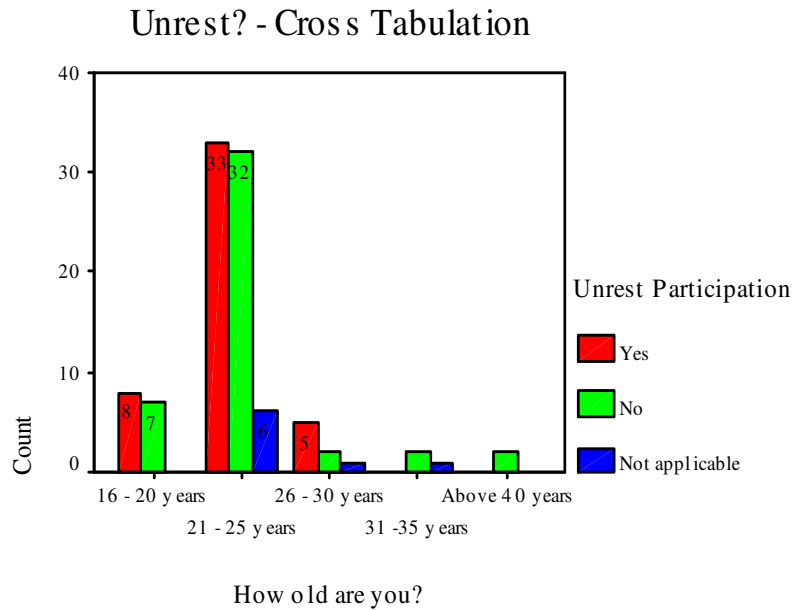
Bar Chart 2: Sex \* Would you Participate in such Unrest? - Cross Tabulation



### 5.1.16.3 Age Cross Tabulated with Willingness to participate in Student Unrest

The researcher was also interested in knowing the link between age and one's willingness to participate in student unrest. Consequently, the variables 'How old are you?' and 'Would you participate in such unrest?' were cross tabulated. The results are shown in Bar Chart 3.

Bar Chart 3: Age \* Would you Participate in such

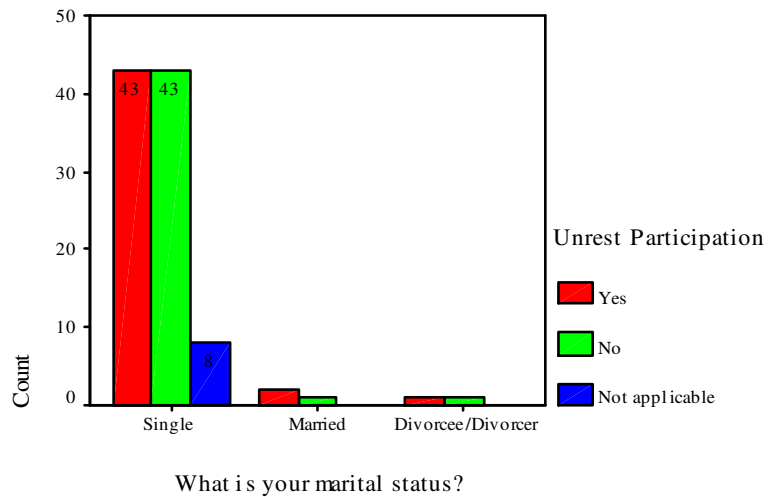


#### 5.1.16.4 Marital Status Cross Tabulated with Willingness to participate in Student Unrest

The researcher was further interested in learning about the link between marital status and one's willingness to participate in student unrest. This interest led to the cross tabulation of the variables 'What is your marital status?' and 'Would you participate in such unrest?' Bar Chart 4 shows the details of the findings.



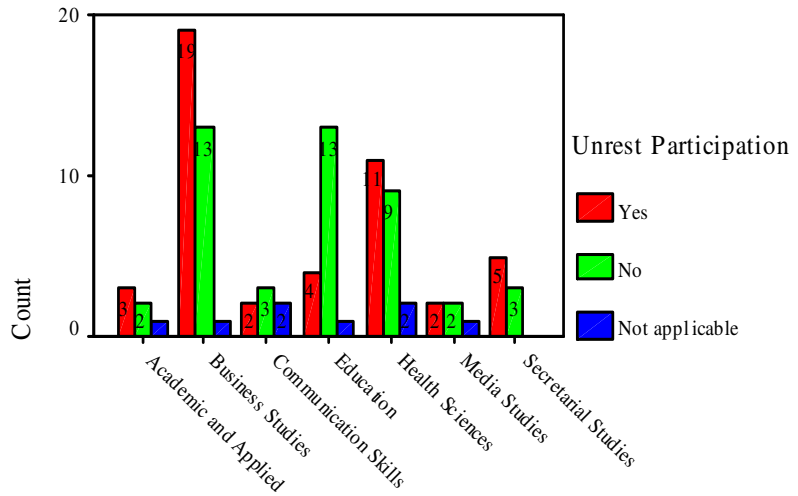
Bar Chart 4: Marital Status \* Would you Participate in such Unrest? - Cross Tabulation



#### 5.1.16.5 Department Cross Tabulated with Willingness to participate in Student Unrest

The programmes students pursue tend to instill certain behaviours in the students. In this regard, the researcher found it prudent to cross tabulate department with one's willingness to participate in student unrest. The specific variables under analysis were 'In which department are you?' and 'Would you participate in such unrest?' The findings are illustrated in Bar Chart 5.

Bar Chart 5: Department \* Would you Participate  
in such Unrest? - Cross Tabulation



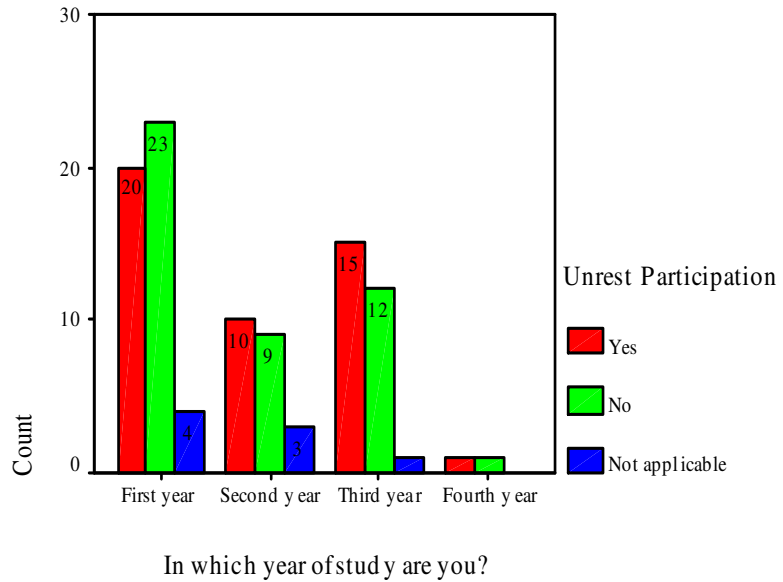
In which department are you?

**5.1.16.6 Year of Study Cross Tabulated with Willingness to participate in Student Unrest**

Of interest to the researcher was also the relationship between the length of time a student spent at the college and their willingness to participate in student unrest. The variables ‘In which year of study are you?’ and ‘Would you participate in such unrest?’ were cross tabulated. The findings are illustrated in Bar Chart 6.

Bar Chart 6: Year of Study \* Would you Participate

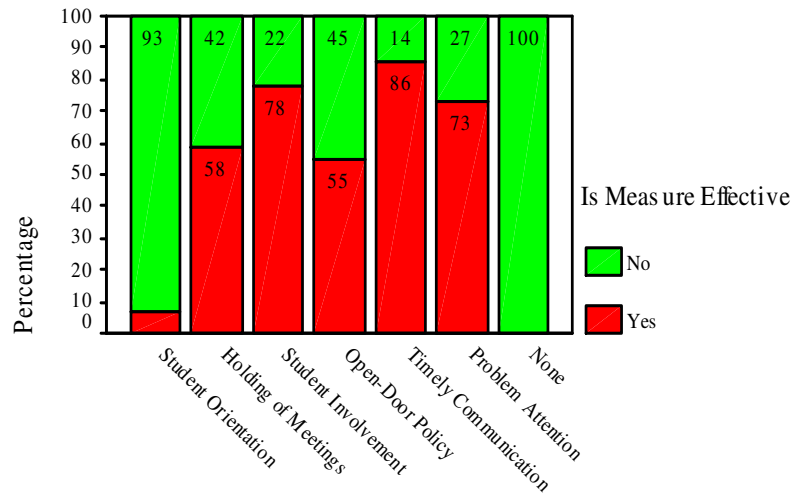
in such Unrest? - Cross Tabulation



**5.1.16.7 Management’s Communication Strategies Cross Tabulated with Students’ Perception of the Effect of the Strategies**

How the communication strategies used by the college to prevent student unrest interfaced with students’ perception of their effectiveness was also of particular interest to the researcher. Therefore, the variables ‘Which communicative measure has management put in place to promote mutual understanding with you and prevent unrest?’ and ‘Do you think the measure is effective enough to prevent student unrest?’ were cross tabulated. The results are reflected in Bar Chart 7.

Bar Chart 7: Communicative Measure \* Is the Measure Effective? - Cross Tabulation



Which Communicative Measure does Management use to Prevent unrest?

## 5.2 In-depth Interviews

### 5.2.1 Interviews with the Students' Union

The following were the findings from the interviews with the President General and the Vice President of the Students' Union.

#### 5.2.1.1 Communication Channels used by the Students' Union

The channels used were face to face discussion, meetings, DOS, HOSs, and HODs. The Students' Union also used internal mail service (for the transmission of information through memoranda and letters), the college counsellor,

matrons/patrons, and the mass media (local and national press and electronic).

The students stressed that the college had established procedures/routes (from DOS/HOS to the Principal) through which information flew. They were however quick to mention that some channels in the route were skipped to promote prompt action/response.

#### **5.2.1.2 Effect of the Students' Communication Channels**

Asked whether the communication channels enabled them to achieve their communication objectives, the students' union provided the following details.

All the channels yielded results that were in line with the students' communication objectives.

#### **5.2.1.3 Communication Channels used by Management**

According to the Students' Union, the communication channel used by management depended on the specific source of information to be communicated to the students.

The channels used were face to face discussions, meetings, notice boards (for the transmission of information through

memoranda and notices), HOS', DOS, HODs and EHCOSU.

#### **5.2.1.4 Effect of Management's Communication Channels**

Asked whether the communication channels used by management enabled management to achieve its communication objectives, the students provided the following information.

The only communication channel that enabled management to meet all its communication objectives was EHCOSU. According to the students, the reason for this was that the union was always in contact with the students.

Other communication channels yielded results that were in line with management's communication objectives only on certain occasions. The students attributed this to the bureaucracy in the official (established) organisational communication procedure. One student gave an example of a case where management increased students' accommodation fees but failed to communicate in time to the students through the DOS. When the fees were effected, the students demonstrated. The reaction from the students made management to rescind its decision. In this

case, management's communication objective was not achieved.

#### **5.2.1.5 Do Management's Communication Channels promote Mutual Understanding with the Students?**

In response to this question, students gave the following views:

They reported that in most cases, the channels did not promote mutual understanding with them. Three examples were given in this regard: HOS' did not intervene in students' financial problems; the DOS sometimes differed with the students and imposed his decisions on students; and the DOS office in most cases just disseminated information to students – meetings were very rarely held (only held on request from the Students' Union).

According to the students, face to face discussion especially with the Principal greatly promoted mutual understanding with the students. They cited situations where the Principal personally visited EHCOSU members in their hostel rooms to discuss student problems. This approach was appreciated by the students.

## **5.2.1.6 Problems faced by Students at the College**

According to EHCOSU, the following were the problems students faced.

**5.2.1.6.1 Shortage of Lecturers** - There was a critical shortage of lecturers especially in the Health Sciences Department. This led to a situation where students were learning at awkward times in some subjects. According to the students, the shortage was due to poor conditions of service especially salaries.

**5.2.1.6.2 Inadequate Learning Materials and Equipment** - According to the students, the institution lacked adequate learning materials and equipment especially in the Health Sciences Department. There was also a shortage of computers in all departments making the recommended one to one ratio of computers impossible.

**5.2.1.6.3 Shortage of Internet Facilities** - According to the students, although four of the eight academic departments had



computer laboratories, only three were connected to the internet and these had very few computers. The connection was through the local area network (LAN).

The students further lamented that although they were free to register, at a fee, for internet access at the college's Open Source Centre, the centre only had 50 computers which was just a drop in the ocean as compared to the demand and number of registered students.

**5.2.1.6.4 Shortage of Classroom Furniture** - The Students' Union reported that the available classroom furniture was inadequate for the student population. Although management took up positive steps towards the eradication of this problem by purchasing desks, the move was not appreciated. The students felt that desks were not appropriate for college students. According to the students, desks were meant for basic and high schools.

**5.2.1.6.5 Poor Sanitation** - The students complained of poor sanitation both in the hostels and classrooms. According to the students, this problem was caused by overcrowding. Management recruited more students than the available classroom and hostel space. For this reason, 'squatting', though illegal, was common at the college hostels.

**5.2.1.6.6 Inadequate Classroom Infrastructure** - The students also complained of a shortage of classroom infrastructure especially in the Business Studies Department.

**5.2.1.6.7 Shortage of accommodation** - The students bemoaned the shortage of hostel accommodation at the college. They reported that the college had 1,165 bed spaces for 3,800 full time students.

**5.2.1.6.8 Shortage of Bursary** - According to the students, the college lacked adequate bursary facilities. Out of the 3,800 full time students, only 250 were sponsored by government through the MSTVT Bursaries.

**5.2.1.6.9 Erratic Water Supply** - Students complained of erratic water supply. They attributed this problem to poor maintenance works at the college.

**5.2.1.6.10 Social/Emotional Problems** - The Students' Union reported that students experienced stress as a result of academic or social pressure or both. According to the students, social pressure mainly arose as a result of failure to be in anticipated relationships. The students observed that academic pressure was a cause of unrest among students since students perceived unrest as the only preventive measure for writing final examinations.

**5.2.1.6.11 Poor Communication from Management** - The students complained of inefficient communication and sometimes lack of communication at all. The case of the September 2010 closure of the institution by the government was given as an example. The government wanted to use the institution as a training centre for

census tabulators. The college was the only MSTVT institution that had already opened for its third term. In this case, students learnt of the closure of the college from the electronic media. Efforts to seek information from management failed. This led to a severe demonstration at the college. According to the students, the unrest was caused by lack of communication from management.

**5.2.1.7 Would any of the Problems faced by Students lead to any form of Unrest?**

In response to this question, the students reported that the problems faced could lead to student unrest. The unrest could be mild or severe.

**5.2.1.8 How the Problems faced by Students could be eradicated**

**5.2.1.8.1 Shortage of Lecturers** - According to the students, this problem could be eradicated if the government through MSTVT could help the college improve the conditions of

service for the lecturers and eventually recruit full time lecturers.

**5.2.1.8.2 Inadequate Learning Materials and Equipment** - With regard to this problem, the students advised that management acquires the necessary learning materials and equipment.

**5.2.1.8.3 Insufficient Access to Internet Facilities** - In order to deal with this problem, students advised that management acquires a wireless internet connection facility. This would enable students with own laptops to access the internet from any place within the college premises.

**5.2.1.8.4 Shortage of Classroom Furniture** - According to the students, management should purchase sufficient and appropriate classroom furniture and not the desks meant for basic and high schools.

**5.2.1.8.5 Poor Sanitation** - Students advised that the recruitment of students be done in line with the available classroom and hostel space.

Additionally, routine maintenance works be enhanced at the college.

**5.2.1.8.6 Inadequate Classroom Infrastructure -**

The students advised that management could consider building an additional block of three classrooms.

**5.2.1.8.7 Shortage of Accommodation -**

The students recommended that management enters into a Public Private Partnership (PPP) with private firms to build sufficient hostel blocks which would initially be in the hands of the private sector but later management would take possession. Additionally, students felt that there was need for them to fundraise for the college hostels through fundraising walks. One such walk had already been carried out by the students through the initiative of the Students' Union.

**5.2.1.8.8 Shortage of Bursary -**

Students felt that the government should increase on the number of students being offered bursaries

at the college to at least 25 per cent of the student population. Additionally, the Dean of Students office should seek student sponsorship from the private sector.

**5.2.1.8.9 Erratic Water Supply** - Students felt that there was need for management to intensify maintenance works at the college.

**5.2.1.8.10 Emotional/Social Problems** - In order to eradicate emotional and social problems among students, it was recommended that management employs more counsellors; management provides a conducive counselling environment – not one small room as was the case; and management trains matrons, patrons and some lecturers in counselling.

**5.2.1.8.11 Poor Communication from Management** - Students recommended that management ensured that complete required information was relayed to the students in good time. In addition, meetings were to be frequently held with the Students' Union to seek their

views on issues that affect them before making decisions.

### **5.2.1.9 Communication Strategies used by Management to prevent Student Unrest**

Students identified the following communication strategies:

**5.2.1.9.1 Orientation** - Management oriented students at the beginning of every year. However, the students indicated that not all students attended the orientation.

**5.2.1.9.2 Consistency in the Dissemination of Information** - Students reported that management was consistent in sending memoranda to them in order to keep them abreast with the happenings in the college.

**5.2.1.9.3 Open-Door Policy** - Management gave the students the right to approach it whenever they had problems.

**5.2.1.9.4 Involvement of Students in Decision-Making** - Students were allowed to take part in all Graduation Committee Meetings



as well as Student Disciplinary Committee Meetings. In these fora, the students were able to make their voices heard.

**5.2.1.9.5 Close Interaction with the Students -**

Members of the management team, especially the Principal, sometimes visited students in their hostel rooms in order to have informal discussions with them.

**5.2.1.10 How Management's Communication Strategies were perceived by the Students**

The students found the strategies quite beneficial. However, they recommended some adjustment in some of the strategies as follows:

**5.2.1.10.1 Orientation -** Students observed that orientation was usually intimidating. This needed not be the case. In addition, there was need for management to put in place measures to ensure that all students attended the orientation programme.

**5.2.1.10.2 Consistency in the Dissemination of Information -** There was need for

information to efficiently flow to students. The students reported that there were times when memoranda sent to students through the Dean of Students office got ‘stuck’ in the office of the DOS. A recommendation for an intercom telephone extension line for the EHCOSU office was made.

**5.2.1.10.3 Close Interaction with the Students -**

There was need for management to frequently visit the students and to also call for formal meetings with them.

**5.2.1.11 Communication Strategies used by the Students’ Union to promote Mutual Understanding with Management**

The following strategies were used by the Students’ Union:

**5.2.1.11.1 Efficient Communication -** The problems faced by the students were relayed to management to ensure quick solutions. The Students’ Union also ensured that feedback from management was relayed to students efficiently. Information to students was

relayed through memoranda, notices and general assemblies.

**5.2.1.11.2 Transparency in Planned Activities** - The Students' Union prepared action plans and availed them to management to promote transparency and avoid a 'Clash of Wills'.

**5.2.1.11.3 Open-Door Policy** - The Students' Union availed management an opportunity to freely approach it and discuss various issues.

**5.2.1.11.4 Mediation** - The Students' Union played the role of mediator in matters involving individual students and the police or management.

**5.2.1.12 Effect of Students' Communication Strategies**

According to the students, the strategies were effective. The justification for this view was the fact that, with the help of the Union, management had managed to achieve its communication objectives on several times. One EHCOSU representative even gave an example of a case where the college management involved the Students'

Union in the revision of accommodation fees. After a resolution to increase the fees was passed, the Union communicated to the students in a convincing manner. As a result, the resolution was upheld by the student populace.

#### **5.2.1.13 The Extent to which Management involved Students in Communication with it**

According to the students, management involved students in communication with it to a less extent. The students lamented that before a decision was made on an issue, the involvement of the students was usually low. However, after a decision had been made, the involvement was high. The students observed that the high involvement was for the purpose of information dissemination. This practice was not appreciated by the students.

The students further reported that there were times when they were not involved in oral communication with management at all. In such times, latest information could only be seen on notice boards.

**5.2.1.14 Is the Students' Union satisfied with the Extent of Communication with Management?**

In response to this question, the students indicated that they were not satisfied with the extent of the involvement. They preferred total involvement and not involvement in only certain stages of the decision-making process. They reported that as a result of the little involvement, students were sometimes antagonistic to management's decisions.

**5.2.1.15 How Management and Students could Work well together**

According to the students, management could work well with them if the following measures were put in place.

5.2.1.15.1 Both parties should respect each other's roles.

5.2.1.15.2 Management should fully involve students in all issues that affect them.

5.2.1.15.3 Management should support students in all areas and compliment their positive response. Before making any decision, the students' situation must be considered.

5.2.1.15.4 Management should intensify its rapport with students through the DOS.

## **5.2.2 Interviews with Management**

The following were the findings from the interviews with the DA, DOS and HODs for Business Studies, Education and Health Sciences departments.

### **5.2.2.1 Communication Channels used by Management**

According to management, there was an established official communication procedure or route through which information flew at the college. Information flew upward or downward through the organisational structure. Nonetheless, management identified a number of channels. These were notice boards, telephones, meetings/general assemblies, face to face discussion, Students' Union, student associations, course tutors/lecturers, class representatives, HOSs, DOS and DOSs.

### **5.2.2.2 Effect of Management's Communication Channels**

According to management, most of the channels enabled management to achieve its communication objective. However, some channels were not always effective. Such

channels were notice boards, EHCOSU and HOSs. The reasons are indicated below.

Management observed that documents placed on notice boards were sometimes removed by students before everyone concerned could read the information.

As for EHCOSU, management observed that information disseminated orally through the representatives was sometimes distorted as it was being conveyed to the rest of the students.

With regard to HOSs, it was observed that information disseminated to the students through them (HOSs) sometimes delayed in reaching the students.

**5.2.2.3 Do Management’s Communication Channels promote Mutual Understanding with the students?**

Management was convinced that the majority of the channels promoted mutual understanding with the students. However, management was also quick to mention that the channels identified in 5.2.1.2 as being ineffective sometimes did not promote mutual understanding with the students during those times they were ineffective. It was reported that any

misunderstandings with the students created by ineffective channels were cleared through face to face discussions and meetings. The two channels, according to management, promoted mutual understanding the most.

#### **5.2.2.4 Communication Channels used by Students**

All communication channels used by management were also used by students except notice boards.

#### **5.2.2.5 Effect of the Students' Communication Channels**

According to management, the channels used by students enabled them to achieve their communication objectives. The justification for this submission was that students were not in antagonism with management. However, management indicated that in situations where the channels were not effective, alternative channels were used as evidenced by the practice of 'skipping' certain officers in the official established communication hierarchy.

#### **5.2.2.6 Problems faced by Students at the College**

According to management, students at the college faced the following problems:



**5.2.2.6.1 Shortage of Lecturers** - Management mentioned that there was a shortage of full time lecturers especially in Health Science programmes.

**5.2.2.6.2 Shortage of Learning Materials** - There was a slight shortage of learning materials at the college. According to management, the shortage had to do mostly with materials acquired through TEVET support. Management also reported that the college library was also ill-stocked. It had few books some of which were out of date.

**5.2.2.6.3 Shortage of Internet Facilities** - It was reported that the main source of internet facilities for the majority of students was the Open Source Centre which housed only 50 computers. Although three academic departments had computer laboratories linked to the internet, the computers were not sufficient for the students in those departments. However, management had

plans of accessing a wireless internet connection within a short period.

**5.2.2.6.4 Deplorable Classroom Furniture** - It was reported that not all the classroom furniture was appropriate for the students. Some was in a bad state.

**5.2.2.6.5 Inadequate Academic Infrastructure** - It was reported that the classrooms and library were not adequate for the available student population of 5,000. The college was initially established for a student population of about 1,300 students. As a result of the shortage, some classrooms were overcrowded.

**5.2.2.6.6 Inadequate Recreation Facilities** - The only recreation facilities at the college were a sports field and an under-utilised gymnasium.

**5.2.2.6.7 Shortage of Accommodation** - The college only had 1,165 bed spaces for the 3,800 full time students.

**5.2.2.6.8 Shortage of Sponsorship** - Only 250 students were on MSTVT bursary and 80 had scholarships from the private sector. As a result, some female students resorted to prostitution.

**5.2.2.6.9 Emotional/Social Problems** - Some students could not contain the academic pressure due to poor planning or influence and resorted to unrest when examinations drew near.

**5.2.2.6.10 External Political Influence** - Management reported that the institution was a campaign area for various political parties. This problem often led to conflicts among students and between students and staff as a result of the differences in political affiliation.

**5.2.2.7 Would any of the Problems faced by Students lead to any form of Unrest?**

According to management, all problems faced by students could lead to student unrest. The unrest could be mild or severe.

## **5.2.2.8 How the Problems faced by Students could be eradicated**

**5.2.2.8.1 Shortage of Lecturers** - Management felt that there was need to recruit Staff Development Fellows (SDF) for programmes that did not easily attract full time lecturers such those in Health Sciences. In addition, the practice of engaging part time lecturers was to continue. On the overall, management strongly felt that there was need for the government to improve the conditions of service at the college.

**5.2.2.8.2 Shortage of Learning Materials** - There was need for improvement in the TEVET Fund procurement process to ensure an efficient supply of materials.

**5.2.2.8.3 Shortage of Internet Facilities** - To increase access to internet, the college should have a wireless internet connection. This would enable students with their own

computers to access the internet from anywhere within the college vicinity.

**5.2.2.8.4 Deplorable Classroom Infrastructure -**

According to management, the deplorable furniture needed to be replaced with new one. It was reported that management had already started acquiring new desks.

**5.2.2.8.5 Inadequate Academic Infrastructure -**

Management appealed to government to build additional classroom blocks for the students. Management already had plans of building a three by one classroom block. It was reported that the library also needed to be expanded.

**5.2.2.8.6 Inadequate Recreation Facilities -**

Management felt that it was its responsibility to source for funds and provide more recreational facilities for students.

**5.2.2.8.7 Shortage of Accommodation -**

Management felt that there was need for it to go into Public Private Partnership (PPP)

with some organisations so as to build more hostels.

**5.2.2.8.8 Shortage of Sponsorship** - According to management, government should increase the bursary allocation.

**5.2.2.8.9 Emotional/Social Problems** - It was the view of management that the college counsellor continues providing counselling services to the affected students.

**5.2.2.8.10 External Political Influence** - Management could not give any clear suggestion on how this problem could be eradicated.

### **5.2.2.9 Communication Strategies used by Management to prevent Student Unrest**

The following strategies were used by management:

**5.2.2.9.1 Orientation** - Management oriented students at the beginning of every academic year. Orientation took the form of a general assembly. During orientation,

students learnt about many issues pertaining to their life at the college.

**5.2.2.9.2 Efficient Flow of Communication -**

Management ensured that accurate and complete information was relayed to students on time.

**5.2.2.9.3 Open-Door Policy -**

Management ensured that students freely approached any member of the team whenever they needed to.

**5.2.2.9.4 Involvement of Students in Decision-Making -**

When dealing with student problems, management held meetings with the Students' Union to ensure that the students participated in the decision-making process.

**5.2.2.9.5 Immediate Attendance to Problems -**

Management solved internal student problems within the shortest time possible. Problems that took long to solve or could not be solved at all had external influence. Management maintained a close link with

the students during the time the problems were still being attended to.

**5.2.2.9.6 Provision of Student Rule Books -**

Management provided students with college rule books shortly after they were enrolled. The purpose was to educate them about the offences and penalties. This measure enabled students to avoid committing offences.

**5.2.2.9.7 Close Interaction with Course Tutors**

**and HOSs -** Management was always in touch with students through course tutors and HOSs.

**5.2.2.10 Effect of Management's Communication Strategies**

Management believed that the strategies were effective as evidenced by a reduction in the incidents of student unrest at the college. Management reported that there was very little hostility from students.



### **5.2.2.11 Communication Strategies used by Students to promote Mutual Understanding with Management**

According to management, students used the following strategies:

#### **5.2.2.11.1 Participation in Problem Solving -**

Management noted with satisfaction the assistance provided by the students in solving the problems they faced. Students once held a fundraising walk, 'Walk for Hone', to raise money to help start the construction of hostels so as to solve the problem of accommodation shortage.

The Students' Union also helped management deal with the shortage of sponsorship at the college. They once did this by sponsoring fellow students who failed to pay for their college fees.

#### **5.2.2.11.2 Efficient Communication -**

The Students' Union submitted students' problems to management immediately they faced any or received complaints from their fellow

students. The union also efficiently relayed information to the student populace.

#### **5.2.2.12 Effect of Students' Communication Strategies**

Management found the strategies very beneficial. The relationship between management and the students was cordial as a result of the students' communication strategies. However, management expressed disappointment at the students' frequent demands for immediate resolution of their problems.

#### **5.2.2.13 The Extent to which Management involved Students in Communication with it**

According to management, students were involved in communication with it to a very large extent. Management cited student involvement in college committee meetings such as Graduation and Student Disciplinary as proof. Frequent meetings and face to face encounters with the Students' Union were also cited as situations where students communicated with management.

**5.2.2.14 Are Students satisfied with the Extent of Involvement?**

In response to this question, management indicated that students were satisfied with the extent of involvement. The justification for the submission was that no complaints had been received from students on this subject.

**5.2.2.15 How Management and Students could Work well together**

According to management, the following measures could enable students and management to work well together:

5.2.2.15.1 Both parties should be frank with each other. This would yield trust between the parties.

5.2.2.15.2 Students should frequently dialogue with management. They should not communicate to management through demonstrations.

5.2.2.15.3 Joint action in the resolution of problems faced by students.

### **5.3 Participant Observation**

The researcher was attached to EHCAAC for a period of three months in the year 2010. The following findings were observed during the attachment:

#### **5.3.1 Communication Channels used by Management**

**5.3.1.1 Face to Face Discussion** – Through this channel, students communicated directly with management.

**5.3.1.2 Internal Mail Service** - Management used this channel to communicate directly with the students. Through this channel, mail was sent to students through messengers employed by the college. Internal mail service was extensively used for disciplinary matters.

**5.3.1.3 Meetings** - Meetings were also used as channels of communication. While through this channel, management communicated directly with the students, the frequency of meetings was quite low. In addition, no general assembly, which ideally is attended by all students and chaired by the Principal, was held during the time the researcher was attached to the institution.

**5.3.1.4 Notice Boards** - Notice boards were frequently used by management to communicate to students on various matters. These were found in the hostels and in

departments. Notices and memoranda were stuck on notice boards.

**5.3.1.5 Hone FM** - Hone FM was sparingly used by management to relay information of newsy nature such as the re-opening of the college after the abrupt closure of the college for census activities.

**5.3.1.6 Students' Union** - Management communicated to students through EHCOSU on issues that it was convinced that the union was better placed to relay the information. The DOS office was usually the channel through which such information was disseminated although sometimes the DA's office was.

**5.3.1.7 Matrons/Patrons** - These members of staff were used as channels in the transmission of information to students on matters concerning accommodation.

**5.3.1.8 Dean of Students** - The DOS was used as a channel for relaying both oral and written communication to not only EHCOSU but the entire student population.

**5.3.1.9 Heads of Section** – These were used as channels of communication for information coming from various members of the management team. Most of the

information was relayed orally. Unfortunately, some of the information was not relayed at all.

**5.3.1.10 Heads of Department** - As channels of communication, HODs relayed most of the information through HOSs. Some of the information was relayed directly to students through face to face discussions, meetings or in writing. Unfortunately, some of the information was not relayed to the students.

**5.3.1.11 Course Tutors** - Course tutors are lecturers who are in charge of classes. They were used as channels of communication by HOSs. Course tutors relayed the information orally.

### **5.3.2 Effect of Management's Communication Channels**

The majority of the channels enabled management to achieve its communication objectives. However, where documents were removed from the notice boards before they were read by students or information was not relayed by some interpersonal channels, management's objectives were not achieved.

### **5.3.3 Communication Channels used by Students**

The channels used by the students in their communication with management were class representatives, course tutors, HOSs, HODs, DOS, face to face discussion and meetings.

### **5.3.4 Effect of Students' Communication Channels**

All the interpersonal channels enabled students to achieve their communication objectives. In situations where they were not effective, students communicated directly to management through face to face discussion or meetings.

### **5.3.5 Problems faced by Students at the College**

Students at the college faced the following problems:

**5.3.5.1 Shortage of accommodation** – There were only 1,165 bed spaces for 3,800 students.

**5.3.5.2 Erratic water supply** – There were situations when there was a shortage of water at the college. This problem led to student unrest on one of the occasions.

**5.3.5.3 Inadequate Sponsorship** – Only 250 students were on government bursary and 80 had scholarships from the private sector.

**5.3.5.4 Poor management communication** – There were times when information was relayed late to students or not relayed at all. Additionally, on few occasions, students could not receive feedback from management.

**5.3.5.5 Limited Counselling Facilities** – There was a critical shortage of counselling services at the college. There was only one counselling staff (the Counselling Officer) and one small office in the counselling section.

### **5.3.6 Communication Strategies used by Management to prevent Student Unrest**

The following strategies were used by management:

**5.3.6.1 Student Participation** – EHCOSU was involved in the decision-making process for issues that concerned students.

**5.3.6.2 Open-door Policy** – Students freely approached management whenever they had problems.

**5.3.6.3 Immediate Attendance to Problems** – Management attended to most of the student problems promptly except in situations where action was prevented by financial or other means.

**5.3.6.4 Transmission of Information** – On many occasions, management tried to disseminate information efficiently.



**5.3.6.5 Provision of Rule Books** – Students were given rule books in order for them to be acquainted with the college rules and regulations. However, there was no proper system of issuing the books. Consequently, not all students had rule books.

### **5.3.7 Communication Strategies used by Students to promote Mutual Understanding with Management**

**5.3.7.1 Efficient Communication** - The Students' Union efficiently communicated student problems to management. The students also relayed information from management to the student populace.

**5.3.7.2 Open-Door Policy** - The Students' Union allowed management to freely approach it and discuss various issues.

## **CHAPTER SIX**

### **INTERPRETATION OF DATA**

#### **6.1 Communication Channels used by Management and Students**

##### **6.1.1 A Variety of Channels were used**

Management and students used a variety of communication channels to communicate with each other. The use of a variety of communication channels by both the college management and students is an indication of willingness to communicate with each other. Willingness to communicate is the backbone of good mutual understanding between or among stakeholders.

The channels can be grouped in two major categories namely interpersonal and mass communication channels. Interpersonal channels comprised students, members of staff and members of the management team. Mass communication channels comprised radio (Hone FM) and press (notice boards).

As Rogers (1983:198) also says, interpersonal communication channels are very effective in dealing with resistance on the part of the target audience. Mass communication channels, too, reach a wide audience; quickly spread information; and lead to expected attitude change.

A key finding to note is the extent to which interpersonal communication was used by senior students. 50 per cent of the fourth year students used face to face discussion. Another 50 per cent used meetings. This could be attributed to gained freedom as a result of having been at the institution for a long period. Only 21 per cent of third year students and 4 per cent of second year students used face to face discussion. Although the first year students formed the majority (47.5 per cent) of the sample, only 11 per cent of these students used face to face discussion. At that level as the Organisational Assimilation Theory posits, students are new to the organisation and therefore frequently seek information from colleagues and members of staff on how to live at the institution. Fellow students and members of staff are closer to the new students than is the management team. The students could, therefore, be timid and afraid of communicating directly with members of the management team.

Face to face discussion was favoured by 27 per cent of the respondents. This is because it provides opportunities for self expression, immediate feedback as well as privacy. Evans (1990:178) also states that “in face to face contact many ‘tools’ of communication are working in concert: intonation of the voice, facial expression, gesture, posture and movement, all of which provide a much fuller and often more accurate indication of the import of any given message”. However, only 13.1 per cent of the respondents used this channel to communicate with the college management. Additionally, only 3 per cent of the respondents identified

face to face discussion as a communication channel used by management. The interpretation for this is that management did not provide students with total opportunities to engage in communication with it.

### **6.1.2 Hierarchy of Communication Channels**

There was a hierarchy in the interpersonal communication channels. The hierarchy was from class/hostel representative, lecturer/course tutor, HOS or DOS to the Principal. Whilst certain feedback could be provided by people at lower and middle tiers of the organisation, some feedback was dependent on higher authority. Delayed communication could, therefore, be partly attributed to the hierarchy.

Some interpersonal communication channels were skipped by students in a bid to seek quick positive responses. For instance, 5.1 per cent of the respondents used HODs as channels of communication while 13.1 per cent used senior management through face to face communication. As Griffin (1997:495) also asserts, this is a reflection of managerialism at the institution since the students have a tendency to look up to managers for everything. The students do this because they are knowledgeable of management's power to make decisions.

### **6.1.3 Students' Union as a Communication Channel**

The majority (20.2 per cent) of the students used EHCOSU as a communication channel. This is an indication of the trust in the Union

since it comprises fellow students with similar needs to satisfy. Thus the FIRO Theory is being applied. According to the theory, one of the interpersonal needs that most people share is the need for inclusion (Schutz, 1958:1-25). Inclusion is the need that people have to be recognised as participants in human interaction. Therefore, students used EHCOSU because they recognised it as a participant in human interaction and assumed EHCOSU did the same.

According to the findings, fourth year students did not use EHCOSU as a channel of communication. The resentment of the Union by the students could be attributed to Union's weaknesses as discovered by these students during their length interaction with the Union. This is an indication that fourth year students fully assimilated to the institution and thus knew more than the other categories of students.

Although EHCOSU was a link between management and students, it was used as a communication channel to a less extent – it represented only 7.1 per cent of the total channels used by management compared to notice boards which represented 35.4 per cent. This is a reflection of some distrust in the Union on the part of management.

#### **6.1.4 Effectiveness of the Communication Channels**

The communication channels used by both management and students were quite effective as evidenced by the ability to promote effective communication. 68.7 per cent of the respondents reported so. Only 31.3

per cent of the respondents reported the opposite. The reported ineffectiveness of the channels could be linked to delayed communication.

## **6.2 The Possibility of Unrest at the College**

The findings indicate that 91.9 per cent of the respondents predicated that the college would experience student unrest. Most of the incidents of unrest would be mild in nature. The unrest would occur as a result of the problems faced by students at the college. Poor communication was identified as one of the problems that would lead to unrest. Where there is poor communication, even when problems have been solved, they may still be perceived to be there. Poor communication, therefore, worsened the severity of the problems faced by students at the college and the perceived likelihood of unrest.

From the 91.9 per cent of the respondents who predicated student unrest at the college, the majority (46.5 per cent) were interested in participating in the rest. This is an indication that most students are not happy with the prevailing situation and therefore the scope of unrest that would occur at the institution is large.

From the 46.5 per cent of the respondents who were interested in participating in student unrest at the college, the majority (19 per cent) were pursuing Business related programmes. The interpretation for this is that Business related courses train students to be very liberal, vocal and action-oriented.

An equal number of males and females (23 of each) were interested in participating in student unrest at the college. This is attributed to the fight for gender equality by mostly females in the country and the world at large. As a result of this fight, females no longer fear violence which was initially left for the males.

Amongst the respondents interested in participating in student unrest, single ones were in the majority (43). This is because these students had no family to worry about in case of an eventuality such as suspension, expulsion, injury or death as a result of participating in the unrest.

The majority (33) of the respondents who were interested in participating in student unrest were aged between 21 and 25 years old. Their lack of fear of the unrest and its possible consequences is linked to limited or lack of responsibility on their part. In addition, although at that stage the students could have moved to adulthood according to Engle and Snellgrove (1989:55), they may still be immature and may, therefore, rebel over minor things.

### **6.3 Strengths of Management's Communication Strategies**

#### **6.3.1 Students were Oriented**

According to 28.3 per cent of the respondents, management used orientation as a communication strategy for preventing student unrest. Through this strategy, new students were educated on the rules and general expected behaviour at the institution. The exercise was

conducted through general assemblies targeted at all students. Since according to Hossler (2008:2) the institution can influence students' behaviour to positively affect persistence by contacting students, orientation was a preventive measure against student unrest.

### **6.3.2 Rule Books were availed to some Students**

As a way of complementing the orientation strategy, students were given college rule books. In this way, students could study the rule books and avoid committing offences such as inciting fellow students to demonstrate.

### **6.3.3 Meetings were held with Students**

Management held some meetings with students. The meetings enabled management to discover student problems, suggested solutions to problems and their perception of management. The holding of meetings was found to be quite effective to prevent student unrest as reported by 58 per cent of the respondents.

### **6.3.4 Students were involved in Decision-making**

Students were involved in decision-making on some of the issues that affected them. To some extent, students were empowered through this measure as they were part of the decisions made. Participation in the decision-making process enabled students to feel appreciated. Since the way individuals perceive themselves within the organisation is



particularly pertinent to their self-esteem and self-efficacy as postulated by Brooks (2006:20), this measure greatly contributed to the promotion of mutual relationship between management and students. Additionally, as Betts (2000:163) underscores, student involvement in the decision-making process minimises prejudices and antagonistic reactions to outcomes of decisions. It is for this reason that 78 per cent of the respondents perceived the strategy of student participation in the decision-making process to be effective enough to prevent student unrest.

### **6.3.5 Opportunities for Students to Communicate with Management were availed**

Students were free to approach management. The opportunities availed contributed to an efficient flow of information from students to management. 55 per cent of the respondents found this measure to be effective enough to prevent student unrest.

### **6.3.6 Information was efficiently communicated**

Management tried as much as possible to provide timely, accurate and complete information to the students. Since communication can be used to promote mutual understanding between an organisation and its publics as postulated by Appleby (1994:52), this measure was found to be very effective in preventing student unrest. 86 per cent of the respondents reported so.

### **6.3.7 Most Problems were promptly attended to**

Management promptly attended to most of the problems that affected students. The very fact that problems were attended to even if no immediate solution was provided made students feel appreciated. In fact, Betts (2000:156) states that the practice of immediately attending to problems enables management to build its reputation. It is for this reason that 73 per cent of the respondents were convinced that this measure was effective enough to prevent student unrest.

## **6.4 Weaknesses of Management's Communication Strategies**

### **6.4.1 Orientation Meetings were poorly attended**

Orientation meetings were not attended by all the students. Therefore, information could not reach all the students. This is the reason why 93 per cent of the respondents found orientation not to be effective enough to prevent student unrest.

### **6.4.2 Not all Students had access to Rule Books**

The findings indicate that not all students had access to the rule books. Therefore, not all students were aware of the college rules and regulations related to student unrest. This could be one of the reasons why there was a high likelihood of student unrest at college.

#### **6.4.3 Meetings with Students were rarely held**

Management rarely held meetings with students. It is for this reason that 42 per cent of respondents perceived the strategy of holding meetings to be ineffective in preventing student unrest.

#### **6.4.4 Students were not fully involved in the Decision-making Process**

According to the findings, students were not happy with the extent of involvement in the decision-making process at the college. This is because they were not fully involved in the process. Additionally, the lack of total involvement in the decision-making process made some students perceive the strategy of student involvement to be ineffective in preventing student unrest. 22 per cent of the respondents said so.

#### **6.4.5 Not all Students benefited from the Open-Door Policy**

44 per cent of the respondents perceived the strategy of Open-Door Policy used by management to be ineffective in preventing student unrest. This could be because it was mainly senior students who benefited from the strategy as evidenced by the use of face to face discussion as a channel of communication by these students. 50 per cent of fourth year students and 21 per cent of third year students used face to face discussion as a channel of communication with the college management. Only 4 per cent of second year students and 11 per cent of first year students communicated to the college management using face to face

discussion. The possible timidity of first and second year students may have prevented these students from totally benefiting from the strategy of Open-Door Policy.

#### **6.4.6 Sometimes Information was relayed to Students late**

Although the provision of timely, accurate and complete information was perceived to be the most effective strategy in preventing student unrest, 7 per cent of the respondents perceived it to be ineffective. The interpretation for this is the delay in the transmission of information exhibited by management on some occasions. 31.4 per cent of the respondents identified poor management communication as one of the problems they faced. When used effectively, communication as also noted by Robins (2005:299) acts to control member behaviour in several ways including the prevention of student unrest.

#### **6.4.7 Some Problems were not promptly attended to**

Management did not immediately attend to all the problems faced by students. This is evidenced by the finding that 27 per cent of the respondents perceived the strategy of immediate attendance to problems to be ineffective in preventing student unrest.

In concluding on the weaknesses of management's communication strategies, it is important to note that the strategies were not known by all the students. 3 per cent of the respondents could not identify any communication strategy used by management to

prevent student unrest. This is an indication that the strategies were not intensified. The ignorance is also an indication of the knowledge gap between management and students. In addition, the same communication strategies used by management were recommended by respondents as strategies that could prevent student unrest at the college. This, too, is an indication that the strategies used by the college were not intensified.

## **6.5 Strengths of Students' Communication Strategies**

### **6.5.1 Problems were efficiently communicated to Management**

Students ensured that all the problems they faced were efficiently communicated to management. This measure was a reflection of students' desire to live in harmony with management. The measure, as reported by management, was very beneficial in addressing student unrest.

### **6.5.2 Some Problems were solved in Conjunction with Management**

The students participated in solving some of the college problems. For instance, it was reported that the students helped raise some funds for the construction of student hostels. This was done through a fund raising walk called "Walk for Home". Shortage of accommodation is a major problem affecting students at the college. It was identified as a problem by 93.9 per cent of the respondents.

In addition, as a way of trying to help management deal with the shortage of bursaries identified by 31.3 per cent of the respondents, the Students Union sponsored some of the students who failed to pay their college fees.

Participation in problem-solving is an indication of the students' desire to live in harmony with management since the causes of student unrest were the problems faced by students.

### **6.5.3 Opportunities for Interaction were availed to Management**

The Students' Union provided management with opportunities to approach it whenever there was need. This promoted communication between management and students. In this way, mutual understanding between management and students was enhanced.

### **6.5.4 The Students' planned Activities were made open**

Students did not hide their planned activities from management. This was a positive gesture in that it prepared management for forthcoming activities whether they be supportive of management or antagonistic. The students' conduct was an indication of their willingness to collaborate with management.

## **6.6 Weaknesses of Students' Communication Strategies**

### **6.6.1 Information from Management to the Students' Populace was sometimes distorted**

Sometimes the Students' Union distorted the information they relayed from management to students in order to suit their personal interests. In the process of distortion, some information was withheld thereby creating a knowledge gap between management and students. As Mcquail (1994:357-358) says, the gap widens since people who are information-rich, in this case management, move even further ahead of the information-poor people, who in this case are the students.

The practice of distorting information may have also contributed to lack of knowledge about management's communication strategies by some students. As a result of this conduct by the Union, management did not totally trust it. This explains why the EHCOSU was sparingly used by management. According to the findings, only 7 per cent of the respondents identified EHCOSU as a communication channel used by management.

### **6.6.2 There were demands for immediate resolution of Problems**

Although students helped management solve some of the problems they faced, in most cases, they demanded for immediate resolution of problems. This conduct by the students is one of the complaints raised by

management over students. The students' behaviour put management under intense pressure as it sought for solutions to problems some of which were not immediately found.



## **CHAPTER SEVEN**

### **CONCLUSION AND RECOMMENDATIONS**

#### **7.1 CONCLUSION**

Higher education is considered as a source of great potential for the socio-economic and cultural development of a country. It is a general perception globally that through quality higher education, an under-developed nation can be transformed into a developed nation within the lifetime of a single generation. Unfortunately, the challenge of student unrest that the institutions face may hinder them from progressing. Student unrest impedes the moral and morale of the students as well as the quality of education. It is, therefore, prudent for institutions to find ways of preventing student unrest. Research shows that communication can be used to promote mutual understanding between an organisation and its publics.

In this study, the researcher evaluated the communication strategies used by Evelyn Hone College of Applied Arts and Commerce (EHCAAC) to prevent student unrest. The findings indicate that the college used a number of communication strategies aimed at creating mutual understanding with the students. Although the strategies were valued highly by students, there was little success in preventing student unrest through these strategies. This is evidenced by the high likelihood of unrest at the college. Worse still, some students were not aware of these strategies. The findings also indicate that students equally took up steps to promote mutual understanding with management. Most of the

student strategies were effective. It is, therefore, evident that EHCAAC management and students enjoy a cordial relationship with each other to some extent.

According to the findings, a variety of interpersonal communication channels were used by both management and students to communicate with each other. Management also used some mass communication channels. Most of the channels enabled the parties to communicate effectively. However, some of the channels worked against the communication objectives of the parties and therefore need attention.

Furthermore, the findings show that students at the college faced a number of problems which included poor communication from the college management. Unfortunately, as a result of the problems faced, there was a very high likelihood of the college experiencing student unrest. To make matters worse, the majority of the students were interested in participating in student unrest. This is an indication that the communication strategies put in place by management were not effective enough to prevent student unrest.

The task of preventing student unrest in higher institutions of learning is, therefore, not an easy one. Effective communication can prevent conflicts in institutions. Therefore, management should also ensure that all its communication channels are effective. Most importantly, the college management should intensify its communication strategies so as to succeed in the fight against student unrest. Additionally, the link between student problems and

unrest cannot be overlooked. Therefore, there is need for the college to attend to student problems.

## **7.2 RECOMMENDATIONS**

Based on the findings of the study, the following recommendations are made:

7.2.1 It is recommended that management makes all communication channels 100 per cent effective. The Dean of Students, heads of section and heads of department should be educated on the importance of efficient communication. Additionally, communication to students sent through these channels should be accompanied by written communication through notice boards since the latter channel was quite effective.

7.2.2 Notice boards should be fitted with glass doors to prevent unlawful removal of documents.

7.2.3 There is need for management to sometimes communicate to students through e-mail. In this way, information sent to students will not be distorted. Therefore, the college should acquire a wireless internet connection so as to enable students to easily access the internet.

7.2.4 It is further recommended that management ensures that its communication strategies are 100 per cent effective. This calls for intensification of the strategies. The college must consider employing a Public Relations Manager to spearhead the intensification of the strategies.

- 7.2.5 There is need for management to make maximum use of Hone FM Radio. A deliberate radio programme to be aired once a week in the evening when the lectures are over could be created to avail students a chance to listen to developments at the college. Additionally, a small sound box could be placed in the roof of every lecture room so that at a given time, the Public Relations Manager could be making announcements. This could be done around break time.
- 7.2.6 Management needs to ensure that the orientation programme is attended by all students. Therefore, students should register during the orientation meetings. Disciplinary action must be taken against those students who absent themselves from the meetings. This measure will prevent absenteeism in orientation meetings. In this way, orientation information will be communicated to all students.
- 7.2.7 It is recommended that rule books be availed to all students. This entails the institution of a proper system. A fresh distribution of rule books must be done to all students. Receipt acknowledgement forms require designing. These should be signed by each student upon receipt of a rule book. After completing the distribution exercise, future distribution to new students should be done during the registration period using the same procedure. In this way, every student will be aware of the college rules and avoid committing offences especially those related to student unrest.

- 7.2.8 It is also recommended that management frequently holds meetings with students. The meetings should be held at least once a term. Students must be informed well in advance about the forthcoming meetings through a meeting plan to be developed by management. Additionally, management could meet students as need be.
- 7.2.9 Regarding matters of participatory decision-making, there is need for students to be totally involved in the decision-making process of issues that concern them. The involvement should not only be linked to issues that are dealt with in committees to which the students belong but also to all issues that concern their lives at the college. This implies frequent communication between management and students. When students are involved in the decision-making process, resistance to decisions passed is very unlikely. Since student unrest usually occurs as a result of resistance to situations, total student involvement eradicates it.
- 7.2.10 It is also recommended that the open-door policy be upheld, publicised and maximised. Management needs to continue being approachable. However, for the policy to be 100 per cent effective, management has to be approachable to all students. In addition, students need to be educated on the existence of this policy. This could be done through orientation meetings, general meetings as well as face to face discussions. Once this is done, students will make maximum use of the policy.

7.2.11 A recommendation is also made for efficient communication at the college. Management needs to always ensure that complete and accurate information is relayed to students immediately events occur. There should be no time lapse between the occurrence of an event and its publication. This will make the students feel appreciated; promote mutual understanding between management and students; and empower students with information to make constructive decisions.

7.2.12 It is also recommended that management upholds the strategy of immediate attendance to problems and communicates its actions to students. Not all problems may be solved there and then. However, the very fact that they have not been ignored but are being attended to shows concern for the affected. It is, therefore, recommended that management not only attends to student problems immediately but also informs the students the actions taken over the problems. Furthermore, students need to be continuously updated on the progress made in resolving the problems faced.

7.2.13 A recommendation is also made for the placement of suggestion boxes at the college. These should be placed on the ground floor of every hostel block and every floor of the classroom blocks. This step will encourage students to promptly communicate their problems and suggestions to management. Documents should be retrieved from the boxes on a daily basis and attended to by management within two days of receipt. The

placement of suggestion boxes will enable management to resolve problems before they can escalate and lead to unrest.

7.2.14 Management needs to find ways of solving the problems affecting the students. Adequate learning materials and equipment should be provided. Management need not wait for TEVET fund for it to purchase some of the required materials but should do so using its resources that would be recompensed once the funding is received. In addition, adequate classroom furniture should be purchased by the college.

7.2.15 There is need for the college to recruit Staff Development Fellows (SDFs) for programmes that cannot easily attract qualified full time lecturers. This will eradicate the problem of the shortage of lecturers.

7.2.16 A recommendation is made for the college to provide water to students on a 24-hour basis. Plumbers should be given the responsibility of daily monitoring the water situation. The plumbers should be rectifying any identified problem promptly.

7.2.17 It is also recommended that the college intensifies its maintenance works so as to improve on sanitation. There must be a daily maintenance programme which will require that every area is cleaned on a daily basis. This will entail allocating workers to various working areas. The workers should be supervised.

7.2.18 A recommendation is also made for the intensification of counselling facilities at the college. Three assistant counsellors need to be recruited. From the available office accommodation, counselling rooms as well as adequate office space for the counsellors should be provided. These measures will ensure that students' emotional, social and academic problems are dealt with.

7.2.19 For sponsorship problems, the college should persuade the government to increase the bursary allocation so as to cater for at least 50 per cent of the total full time student population. Additionally, the college, through its Public Relations Manager, should persuade private institutions and non-governmental institutions to sponsor some of its students.

7.2.20 It is further recommended that the college persuades the government to construct a classroom block comprising of ten lecture rooms to deal with the current challenge of classroom space and also cater for future increment in student enrolment. It is also recommended that through Public Private Partnership (PPP), the college constructs more hostels to cater for the total full time student population.

7.2.21 Finally, it is recommended that management upgrades the existing recreation facilities. Fully functional recreation facilities will prevent students' minds from being idle and thinking about destructive activities such as unrest. As the saying goes, 'an idle mind is a devil's workshop'.



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- 2. 21 – 25 years
- 3. 26 – 30 years
- 4. 31 – 35 years
- 5. 36 – 40 years
- 6. Above 40 years

3) What is your marital status?

- 1. Single
- 2. Married
- 3. Divorcee/Divorcer
- 4. Widow/widower

4) In which department are you?

- 1. Academic and Applied Sciences
- 2. Business Studies
- 3. Communication Skills
- 4. Education
- 5. Health Sciences
- 6. Media Studies
- 7. Secretarial Studies

5) In which year of study are you?

- 1. First year
- 2. Second year
- 3. Third year
- 4. Fourth year

6) Which communication channel do you use to communicate with the College Management?

- 1. Face to face Discussion

- 2. Internal Mail Service
- 3. Post Office Service
- 4. Meetings
- 5. Matron/Patron
- 6. Lecturer/Course Tutor
- 7. Students' Union
- 8. Dean of Students
- 9. Head of Section
- 10. Head of Department

11. Other (specify):.....

7) Does the channel enable you to achieve your communication objective?

- 1. Yes
- 2. No

8) Which channel would you prefer to use in your communication with Management?

.....

9) What is the reason for your answer in question (8) above?

- 1. It is quick
- 2. It provides an opportunity for students to fully express their views
- 3. It enables students to get what they want
- 4. Other (specify).....

10) Which communication channel does Management use to communicate with you?

- 1. Face to face Discussion
- 2. Internal Mail Service

- 3. Post Office Service
- 4. Meetings
- 5. Notice Board
- 6. Hone FM Radio
- 7. Students' Union
- 8. Matron/Patron
- 9. Dean of Students
- 10. Head of Section
- 11. Head of Department
- 12. Other (specify): .....

11) Do you think the channel enables Management to achieve its communication objective?

- 1. Yes
- 2. No

12) Which channel would you prefer Management to use in its communication with you?

.....

13) What is the reason for your answer in question (12) above?

- 1. It is quick
- 2. It provides students with an opportunity to fully express their views
- 3. It enables students to get what they want
- 4. Other (specify) .....

14) What problems do you face at the college?

.....  
 .....

.....

15) Would any of the problems you face bring about a student demonstration (unrest)?

Yes  No

16) If yes, which problems would bring about student unrest?

.....  
.....  
.....

17) If your answer to question (15) is yes, what kind of unrest would occur?

- 1. One which does not involve serious disruption of college activities but reflects students' concern for the prevailing situation
- 2. One which involves serious disruption of college activities and is manifested through out-of-control demonstrations/riots

18) Would you participate in such unrest?

1. Yes  2. No

19) Which communicative measure has Management put in place to promote mutual understanding with you and prevent unrest?

- 1. Orientation of new students
- 2. Holding of frequent meetings with students to get first hand information on issues that may be affecting them
- 3. Involvement of students in the decision-making process for issues that concern them
- 4. Practicing of an open-door policy where students freely approach Management when they have a problem

5. Provision of timely, accurate and complete required information

6. Immediate attendance to problems

7. Other (specify): .....

20) Do you think the measure is effective enough to prevent student unrest?

1. Yes

2. No

21) If no, which communicative measure would you suggest?

.....

**Thank you so much for your time**

## APPENDIX B

### STUDENT QUESTIONNAIRE CODING SHEET

- Question 1** → 1. Male          2. Female
- Question 2** → 1. 16 – 20 years  
2. 21 – 25 years  
3. 26 – 30 years  
4. 31 – 35 years  
5. 36 – 40 years  
6. Above 40 years
- Question 3** → 1. Single  
2. Married  
3. Divorcee/Divorcer  
4. Widow/widower
- Question 4** → 1. Academic and Applied Sciences  
2. Business Studies  
3. Communication Skills  
4. Education  
5. Health Sciences  
6. Media Studies  
7. Secretarial Studies
- Question 5** → 1. First year  
2. Second year

3. Third year

4. Fourth year

**Question 6** → 1. Face to face Discussion

2. Internal Mail Service

3. Post Office Service

4. Meetings

5. Matron/Patron

6. Lecturer/Course Tutor

7. Students' Union

8. Dean of Students

9. Head of Section

10. Head of Department

11. Class/Hostel Representative

**Question 7** → 1. Yes            2. No

**Question 8** → 1. Face to Face Discussion

2. Meetings

3. Lecturer/Course Tutor

4. Students' Union

5. Dean of Students

6. Head of Section

7. Head of Department

**Question 9** → 1. It is quick

2. It provides an opportunity for students to fully express their views

3. It enables students to get what they want
4. It promotes mutual understanding between students and management

- Question 10** →
1. Face to face Discussion
  2. Internal Mail Service
  3. Meetings
  4. Notice Board
  5. Hone FM Radio
  6. Students' union
  7. Matron/Patron
  8. Dean of Students
  9. Head of Section
  10. Head of Department

- Question 11** →
1. Yes
  2. No

- Question 12** →
1. Face to face Discussion
  2. Meetings
  3. Students' Union
  4. Dean of Students
  5. Head of Section
  6. Head of Department
  7. Notice Board

- Question 13** →
1. It is quick
  2. It provides students with an opportunity to fully express their views



3. It enables students to get what they want
4. It promotes mutual understanding between students and management

**Question 14** →

1. Inadequate accommodation
2. Inadequate learning materials/equipment
3. Inadequate accommodation and learning materials/equipment
4. Inadequate accommodation and poor communication from management
5. Inadequate accommodation and poor sanitation
6. Inadequate accommodation, learning materials/equipment and poor communication from management
7. Inadequate accommodation, learning materials/equipment and bursaries.
8. Inadequate accommodation, poor sanitation and poor communication from management

**Question 15** →

1. Yes
2. No

**Question 16** →

1. Inadequate accommodation
2. Inadequate learning materials/equipment
3. Poor communication from management
4. Inadequate accommodation and learning materials/equipment
5. Inadequate accommodation and poor communication from management
6. Inadequate accommodation and poor sanitation
7. Inadequate accommodation, poor sanitation and poor

communication from management

8. Inadequate accommodation, bursaries and learning material/equipment
9. Not applicable

- Question 17** →
1. One which does not involve serious disruption of college activities but reflects students' concern for the prevailing situation
  2. One which involves serious disruption of college activities and is manifested through out-of-control demonstrations/riots
  3. Not applicable

- Question 18** →
- |        |       |                   |
|--------|-------|-------------------|
| 1. Yes | 2. No | 3. Not applicable |
|--------|-------|-------------------|

- Question 19** →
1. Orientation of new students
  2. Holding of frequent meetings with students to get first hand information on issues that may be affecting them
  3. Involvement of students in the decision-making process for issues that concern them
  4. Practicing of an open-door policy where students freely approach Management when they have a problem
  5. Provision of timely, accurate and complete required information
  6. Immediate attendance to problems
  7. None

- Question 20** →
- |        |       |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

- Question 21** →
1. Holding of frequent meetings with students to get first hand information on issues that may be affecting them
  2. Involvement of students in the decision-making process for issues that concern them
  3. Provision of timely, accurate and complete required information
  4. Immediate attendance to problems
  5. Provision of suggestion boxes
  6. Not applicable

## **APPENDIX C**

### **IN-DEPTH INTERVIEW GUIDE**

#### **FOR**

#### **STUDENTS' UNION PRESIDENT GENERAL AND VICE PRESIDENT**

#### **DURATION: ONE HOUR**

1. What kind of communication channels do you use to communicate to Management?
2. Do the channels enable you to achieve your communication objectives?
3. What kind of communication channels does the College Management use to communicate with you?
4. Do you think the channels enable Management to achieve its communication objectives? Give reasons.
5. Do you think the channels promote mutual understanding between Management and your union?
6. What problems do students face at the College?
7. Would any of these problems bring about any form of unrest among students? If so, which ones to be specific?
8. How do you think these problems can be eradicated?
9. What communicative measures has Management put in place to promote mutual understanding with you and prevent student unrest?
10. How do you find the measures?

11. What communicative measures has your union put in place to promote mutual understanding with Management?
12. Do you think the measures are effective? How do you know?
13. To what extent does Management involve you in communication with it?
14. Is your union satisfied with the level of involvement?
15. How can Management and students work well together?

**APPENDIX D**

**IN-DEPTH INTERVIEW GUIDE**

**FOR**

**DEAN OF STUDENTS, DIRECTOR ACADEMIC, HEADS OF**

**DEPARTMENTS FOR BUSINESS STUDIES, EDUCATION AND**

**HEALTH SCIENCES**

**DURATION: ONE HOUR**

1. What kind of communication channels do you use to communicate with students?
2. Do the channels enable you to achieve your communication objectives?
3. Do you think the channels promote mutual understanding between Management and the students?
4. What kind of communication channels do the students use to communicate with you?
5. Do you think the channels enable them to achieve their communication objectives? Give reasons.
6. What problems do students face at the College?
7. Would any of these problems bring about any form of unrest among students? If so, which ones to be specific?
8. How do you think these problems can be eradicated?
9. What communicative measures have you put in place to promote mutual understanding with the students and prevent unrest?
10. Do you think the measures are effective? How do you know?

11. What communicative measures have students put in place to promote mutual understanding with you?
12. How do you find the measures?
13. To what extent do you involve students in communication with you?
14. Do you think the students are satisfied with the level of involvement? How do you know?
15. How can Management and students work well together?