Abstract
Crisis has become a common phenomenon in Nigerian tertiary institutions today. It occurs in various forms and are multi-dimensional in nature. Crisis in tertiary institutions in Nigeria has reached the level that beats the imagination of neophyte administrators. Its management is one of the most difficult challenges facing the administrators of tertiary institutions in Nigeria. It has caused a lot of setbacks in the attainment of educational goals and objectives in many tertiary institutions in the country. It is only the administrators with wealth of experience that would be able to cope effectively with the management of crisis in tertiary institutions. In this paper the causes of crisis in tertiary institutions are examined. It highlighted the possible effects of crisis in any educational institution. Some crisis management techniques for effective administration are discussed in this paper. Some recommendations are made of which it is the hope of this paper will enhance effective management of crisis in tertiary institutions in Nigeria.

Introduction
Men are social beings that relate together in the process of carrying out the functions of life. In this process they come together in groups. Such groups unavoidably relate with one another and as a result of individual differences, disagreement is inevitable among them. This made Akomolafe (2002) and Ajayi and Ayodele (2002) to contend that conflict is unavoidable in any organization. In a similar view, Babatola and Adewumi (2007) observed that no human organization is immune to conflict. It is more or less a natural occurrence in human co-existence. Gillin (2004) also considered conflict as a normal part of man's social relations.

At this juncture, conflict is defined by Sotonade (1998) as a struggle for control over another person's behaviour, doing or action. Conflict is an open disagreement between two or more people. It could be between a head of the institution and the students or among the students. Conflict, a disagreement between ideas, principles or people if not properly resolved results to crisis - a period of uncertainty. Crisis arises because there is dissatisfaction somewhere.

The democratic nature of today's world makes it crisis laden as there are bound to be conflicts which when not properly handled, may manifest into crisis. According to Ogido (2004), the world is now a crisis-ridden place, a situation that is not unconnected with leadership problems in the universe Nigeria is no exception to this trend. The tertiary institutions in Nigeria are not spared by the wave of crisis.

Causes of Crisis in Tertiary Institution
Crisis in tertiary institutions in Nigeria emanate from various sources and are multi-dimensional in nature. There are many areas of conflict in the administration of tertiary institutions in Nigeria which usually defy amicable resolution. These include:

1. Crisis in Education Itself
According to Murkerji (1970), the educational system all over the world has since 1950 began to expand. He explained further that since then, larger numbers of students have enrolled in many countries of which Nigeria is one, educational expenditure has increased at an even faster rate and education has emerged as the largest local industry. With this rapid development there are problems in education world-wide. He observed that practically every country rich or poor, developed or under developed is experiencing an acute shortage of fund.

2. Unsatisfactory Resolution of Conflicts
After an extensive review of the researches made by others on industrial organizations, Agris (1975) made his own investigations on the same subject and came up with the conclusion that the needs of even healthy individuals are in conflict with the demands of formal organization. They often have to work in situations that coerce them to be dependent, subordinate, submissive and to use merely their
skin-surface abilities. At times, their needs are not congruent with the traditional requirements of the formal organizations. This results in a disturbance and individuals resort to conflict and frustration by creating one or a combination of kinds of behaviour such as the following:

- quitting the organization
- moving up the ladder of the organization
- adopting the defence mechanism
- turning apathetic and losing interest

3. Lapses in Management

According to Lassa (2002), frequent crisis in tertiary institutions in Nigeria in most cases is due to lapses in management. He contended that in some other cases, the excesses of the institutional heads have caused the conflict and subsequent crisis. He advised therefore, that heads of educational institutions should avoid excesses of life that usually come with attainment of executive positions such as flamboyant gestures, inaccessibility and the Nigerian acquisition syndrome.

4. Interference of Government

Garba et al (2001) found out that conflict in Nigerian universities has been on the increase and of a much wider scope and of longer duration since the 1990s. According to them, many reasons could be deduced for such a trend one of which is undue interference of government in the administration of tertiary institutions and the disparity in the conditions of service in tertiary institutions.

5. Hostile Relationship between ASUU and Government,

Onyeonom and Bankole (2002) found out that one of the causes of frequent crisis in tertiary institutions is the hostile relationship between the Academic Staff Union of Universities (ASUU) and the government. The frequent disagreement has caused so many setbacks in the attainment of educational objectives so much that today in Nigeria, students know when they begin a course but cannot predict when they will finish.

Effects of Crisis in any Organization

Though conflict is considered as an essential part of group formation and for progress, Oyebade (2005) described it as a peculiar form of sickness. Madubuike (2000) is therefore of the opinion that the consequences of conflict on institution of learning are better imagined than explained, especially when conflict is allowed to transform into crisis. According to Fisher (1974), conflict is so destructive and it is the most difficult social issue in any institution.

Crisis is considered as one of the causes of ineffective management of educational institutions. Therefore, if crisis is to be minimized, the need for effective conflict resolution techniques is imperative.

Crisis in any organization leads to insecurity and in an organization where insecurity posses threatening situation, job satisfaction cannot be achieved because security in work environment enhances job satisfaction.

Crisis Management Techniques for Effective Administration

One of the main functions of a manager in an institution is resolution of problems. Management of crisis is found to be one of the most stressful challenges that face chief executives of educational institutions. Even Follet (1940), one of the pioneer advocates of humanistic approach to administration recognized conflict as one of the major problems in educational administration. She suggested three ways of resolving conflict as:

1) domination
2) compromise and
3) integrations, although she considered integration as the most constructive since administration is an attempt to utilize the efforts of all in the organization, the manager should use fix responsibilities to locate and correct mistakes.

Lassa (2002) observed that many chief executives waste a lot of energy and resources trying to substitute rules, logic and technical knowledge for the appreciation and a better understanding of the human feelings and emotions of the personnel they have to manage. He is of the opinion that human minds are currently set into action based on the way they feel not necessarily by logic or reason. This statement accounts for why people are often violent on the slightest excuses. Therefore, paying attention
Lassa (2002) has outlined four steps in resolving conflict. According to him the first step in resolving conflict is bringing the parties concerned to a negotiating table. The four-point approach to negotiation set up by the Federal Ministry of Education (FME) which has proved useful may be followed. The four elements to consider as stated by (FME) (1993) in Lassa (2002) are:

1. **People**: Separate the people from the problem. This implies sublimating their differing emotions, beliefs, likes and dislikes to allow the discussion to hold.
2. **Interest**: Focus on interests not on the position. Critical listening to arguments for genuine interests of the parties and going for interests that will serve the universal basic needs is very necessary.
3. **Options**: Generate a wide variety of possibilities before arriving at a decision. It is recommended that any pre-mindedness should be avoided and demands for several alternative solutions through brainstorming and insist on shared interests.
4. **Criteria**: Objective and standard criteria by which the result of the negotiation will be appraised should be agreed upon. By this method, there will be fair play amongst all.

Whatever resolution is arrived at according to Lassa (2002) usually fall under what he described as:

- **Win-Lose**: Here the losing side usually feel unsatisfied and by this there is high probability that the conflict may likely resurface.
- **Lose-Lose**: That is, both parties compromise in the deal on grounds that are seldom acceptable to either of the parties.
- **Win-Win**: Here both parties are satisfied and happy with the resolution.

Ajayi and Ayodele (2002) and Babatola and Adewumi (2007) warned chief executives about the danger in delaying action on conflict resolution. They pointed out that the difficulty in managing conflict may be due to the undeniable individual differences that might be occasionally manifesting within an organization. Also, they opined that most of the conflict management strategies might have already been overused so much so that they could have lost their potency. Therefore, the need for managers to be more creative in resolving conflict cannot be overemphasized.

**Conclusion**

Findings from this study showed that conflict is an unavoidable occurrence in any organization but it should be kept to a minimum. Conflict is considered as a common phenomenon in tertiary institutions and it is necessary for the development of the organization. It is also discovered that the institutional heads should carefully study the causes of conflict in their institution and to adopt appropriate conflict management strategies to enhance effective and maximum results. There is need for dialogue and a bit of compromise from both sides for easy resolution of conflict.

It is hoped that this paper would be useful to administrators of tertiary institutions, staff and students in providing useful insight on appropriate approaches to conflict and how best to handle such in their various tertiary institutions. This knowledge is considered essential in order to foster peaceful and conducive atmosphere for teaching-learning.

**Recommendations**

Based on the findings of this study, the following recommendations are made for better management of crisis in tertiary institution.

1. The use of dialogue in the management of crisis should be adopted in tertiary institutions.
2. There is need for these administrators to give unbiased and prompt attention to matters that are of great concern to staff and students.
3. The manager should demonstrate that he is truly a democratic leader by encouraging freedom of self-expression which will enhance minimal conflict in his institution.

**Reference**


