

## Causes of Campus unrest as Perceived by Students of Kogi State Polytechnic, Lokoja

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### Abstract

*This paper examined causes of campus unrest as perceived by students of Kogi State Polytechnic, Lokoja. The objectives of this paper was to investigate; (i) the most causes of campus crisis in Kogi State polytechnic, Lokoja. Descriptive research of survey type was adopted for the study. The population consisted of all 4,238 students in Kogi State polytechnic, Lokoja while the target population was the final year students. Three hundred and thirty six respondents were selected across the six schools in the polytechnic using simple random sampling technique. Self-designed questionnaire titled: "Causes of Campus Unrest as Perceived by Students Questionnaire (CCUPSQ)" was used to collect necessary data from the respondents. One research question was raised and answered while three hypotheses were formulated and tested. Descriptive and Inferential statistics of mean ranking, t-test and Analysis of Variance (ANOVA) were used to answer the research questions and test hypotheses respectively at 0.05 level of significance. The findings of the study indicated that failure of authority to listen to students' complaints is the most causes of campus crisis in Kogi State polytechnic, Lokoja. The study concluded that inability of government to address some of the students grievances promotes students unrest irrespective of gender, study stage and residence*

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*status of students. Based on the findings of the study, therefore, it was recommended, among others that: the school authority should ensure there is adequate provision of fundamental infrastructure to enhance conducive teaching and learning in order to prevent student unrests.*

**Keywords:** Causes, Campus Unrest, Study Level, Residency Status and Perceived

## **Introduction**

One common phenomenon in Nigerian higher institutions of learning is campus unrest. This phenomenon is so common that hardly do students complete a session successfully in school without facing unrest. Campus unrest occurs in the form of demonstrations, strikes, non-attendance (boycott) of classes, riot and a times destruction of properties and even loss of lives. This unrest often gives no room to adequate coverage of academic syllabus and consequently leading to the alleged falling standard of education. Campus unrest has become a common phenomenon in institutions of higher learning since independence, even though it's earliest manifestation was pre-independence.

In recent times, campus unrest has acquired national dimension and mobilization capacity that they constitute serious threat to the political authority and national security. Campus unrest in the polytechnics is prevalent in recent years, recently is the one in Bida Polytechnic where several properties worth millions of naira were destroy on the complaint of increase in school fees in school. Campus unrest is caused by many factors such as welfare problems which arise in the form of lack of electricity and pipe borne water, inadequate facilities for learning lack of proper motivation on the part of lecturers and facilitators. This unrest occurs in the form of riot demonstration, protest of hike in school fees, sexual harassment, lecturer strike just to mention a few.

In Nigeria, the ideas of Solanke's West African Students' Union (WASU) and the nationalist anti-imperialist stance of the union of Nigerian students' in Great Britain and Ireland against colonial rule in Nigeria. This was before Nigeria gained independence but immediately after independence, Nigeria witnessed a lot of campus unrest which is still ongoing sporadically (Adeoye, 2019). Davies (2019) asserted that between the years 1990 and 2000, not less than one hundred campus unrest were recorded in the various institutions of higher learning in the country in which Kogi State polytechnic is not exception. By this time, the situation of campus unrest in the polytechnics had become more intolerable. The drive to leave Nigerian educational institutions for foreign ones and even the local private institutions of higher learning had become so challenging for many thereby making demoralizing the students.

According to Davies (2019), most students derive joy in campus unrest for some reasons best known to them, some students see the unrest as an opportunity to go on a holiday in order to ease academic tension. Furthermore, some other students view the unrest as an ample opportunity to escape from the tight economic situation on the campuses, restraining their feeding habit. Again, others see it as an avenue to settle scores and to vent their anger on those lecturers whose courses they are "carrying over". In most cases, the resultant implications of campus unrest are usually drastic. In the process, innocent lives are lost, properties worth millions of naira are destroyed and the well planned academic calendar is usually sadly and untimely interrupted.



Before independence, only mature students were admitted into the few existing tertiary institutions. Although, they paid minimal fees, their clothes, including bedding was laundered at government expense. At independence, and thereafter, there occurred an explosion in student population and proliferation of higher education, which brought in its train a teeming population of adolescents (Ehiamezor, 2014). Added to this, was the increase of tuition fees in all higher institutions of learning in Nigeria. This act of the government led to the 1978 student crisis "Ali Must Go". Since these events, students have used several opportunities to express their grievances.

Kogi State polytechnic was established in 1993 and accredited by the National Board for Technical Education (NBTE) to give certificates. Between 2005 and 2009, the polytechnic experienced a large number of hoodlums that disrupted the matriculation ceremony of fresh students, set fire on the rector's office and damaged several vehicles before escaping. The violence was a reaction to increase in school fees and deteriorated school facilities. Between 2010 and 2018, one hundred and five people, including 49 students of the polytechnic, were crushed to death by a cement truck that ran out of control. In protest, students barricaded the Lokoja/Abuja highway, set fires and vandalized vehicles. It is on the basis of the above exposition that the researcher intends to critically examine the causes of campus unrest as perceived by students of Kogi State Polytechnic, Lokoja.

### Statement of the Problem

The frequent occurrence of campus crises in Nigerian polytechnics have been a matter of concern to educationists. For instance, in Bida Polytechnic between 2005-2009, fifty five people were crushed to death by a cement truck that ran out of control, also, Osun State Polytechnic witness a massive students protest due to increase in school fees which led to students unrest. It seems that not much has been done to reduce the crises. The students' militancy, crises and revolts leading to breakdown of law and order, closure of schools, expulsion of students from schools and destruction of lives and property among others were the effect of the unrest on campus. These have been major issue of serious concern to school authorities, parents, government, staff and even students themselves, their parents and the nation at large. Incessant closures of schools due to campus unrest have limited the ability of higher institutions in Nigeria and Kogi State in particular to give students a very sound and qualitative education which is a major reason for the establishment of higher institutions.

Rampage disrupts the planned curriculum and in many cases renders the school properties damaged. The lives of both staff and students are at stake as students grow so wild that no regard is accorded their counterparts or staff. Over the years, the general performance of graduates in Nigerian polytechnics has been on the decline (Ahmed, 2008).

Few researchers have extensively dealt with the causes of campus unrest. Agajelu (2011) conducted a study on internal factors responsible for campus unrest in Osun state universities and found out that, internal factors such as shortage of learning facilities within the institution are the major causes of campus unrest among students. It was found that shortage of learning facilities in school has negated their development which has serious effects on students' academic performance. The missing gap that the researcher aimed to fill is to find out causes of students' unrest as perceived by students of Kogi State polytechnic.



## **Purpose of the Study**

The main purpose of the paper was to examine the causes of campus unrest as perceived students of Kogi State polytechnic, Lokoja. Specifically, the paper:

- i. examine the influence of moderating variable of gender, study level and residency status.

## **Research Questions**

The research question was raised to guide the paper:

- i. what is the most causes of campus unrest as perceived students of Kogi State polytechnic, Lokoja?

## **Research hypothesis**

The following research hypotheses were postulated to guide the paper:

- $H_{01}$ : There is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on gender.
- $H_{02}$ : There is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on study stage.
- $H_{03}$ : There is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on residency status.

## **Methodology**

This paper adopted the descriptive research of survey design type to obtain the relevant and needed data on the paper. The population consisted of all 4,238 students in Kogi State polytechnic, Lokoja while the target population was 336 final year students. As at the time of the study, there are six schools in the polytechnic which forms the study area. A total number of 56 students in each of the six schools in the polytechnic were selected using simple random sampling technique which forms a sample of 336 respondents. The reason for chosen simple random sampling technique was because it is a process whereby every member of the population has an equal chance of being selected in order to eliminate the possibility of being biased. Questionnaires titled: "Causes of Campus Unrest as Perceived by Students Questionnaire" (CCUPSQ) was used for the study. In order to ascertain the validity of the self-designed instrument, the draft of the instrument was given to three experts in the University of Ilorin, Ilorin, Nigeria for both face and content validity. Those that were consulted are three lecturers: two from the Department of Educational Management and one from the Department of Test and Measurement in the Faculty of Education. Their opinions and suggestions were incorporated into the final instrument that was used for the pilot study and later on the respondents when it was found suitable. The test re-test reliability method was adopted in determining the reliability of the instrument. The coefficient correlation obtained from the test was 0.69. This is an indication that the instrument is highly reliable. Descriptive statistics of mean ranking was used to answer the research question while the t-test statistics and Analysis of Variance (ANOVA) were used to test all the hypotheses at 0.05 level of significance as a standard region of decision of the hypotheses. However, 336 questionnaires were administered but 289 were returned for analysis which represent 86.1%

## Results

**Research Question 1:** What is the most causes of campus crisis in Kogi State Polytechnic, Lokoja?

In order to answer this research question, responses of the teachers to items on the causes of campus crisis was collated. The data collected from the study were analysed as shown in Table 1

**Table 1**

Mean Ranking Order of the Causes of Campus Crisis

S/N	Causes of Crime	X	SD	Rank Order
1	lack of accommodation	3.77	.34	12 <sup>th</sup>
2	poor campus transportation	3.67	.38	13 <sup>th</sup>
3	failure to guarantee security to lives and properties	3.53	.65	14 <sup>th</sup>
4	dissatisfaction over academic programmes	3.45	.48	15 <sup>th</sup>
5	dissatisfaction over national issues	3.22	1.08	17 <sup>th</sup>
6	Cultism	3.23	.85	16 <sup>th</sup>
7	poor leadership on campus	4.44	1.15	2 <sup>nd</sup>
8	high handedness	3.11	.98	18 <sup>th</sup>
9	unguided information as a result of social media on campus by student	3.09	.32	19 <sup>th</sup>
10	failure of authority to listen to students' complaints	4.76	.87	1 <sup>st</sup>
11	over restriction	4.08	.34	7 <sup>th</sup>
12	excessive intrusion into students privacy	4.07	.38	8 <sup>th</sup>
13	strict school rules and regulations	3.97	.65	9 <sup>th</sup>
14	lack of diplomacy in handling students' affairs	3.93	.48	10 <sup>th</sup>
15	low morality spying/ night parties	3.82	1.08	11 <sup>th</sup>
16	poor medical care on campus	4.09	.85	6 <sup>th</sup>
17	off-handed administration	2.87	1.15	20 <sup>th</sup>
18	Poor method of teaching	4.17	.98	5 <sup>th</sup>
19	too many co-curricular activities	4.25	.32	4 <sup>th</sup>
20	unstable academic calendar	4.35	.87	3 <sup>rd</sup>

Source: Fieldwork, 2021

Table 1 shows the causes of campus crisis in Kogi State Polytechnic, Lokoja. The table revealed that failure of authority to listen to students' complaints has the highest mean score of 4.76. This implies that failure of authority to listen to students' complaints is the most cause of campus crisis in Kogi State Polytechnic, Lokoja. This is followed by "poor leadership" with mean score of 4.44. Off-handed administration has the mean least score of 2.87.

## Hypotheses Testing

Three hypotheses were postulated in the course of this study. It was tested using t-test statistics and Analysis of Variance (ANOVA) at 0.05 level of significance.

**H<sub>0</sub>:** There is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on gender.

**Table 2**

Results of t-test comparing Causes of Campus Unrest as Perceived by Students Based on



## Gender

Source of Variable	N	Mean	SD	df	t-cal	t-crit	Sig(2-tail)	Decision
Male	150	4.88	1.24	287	6.223	1.96	.000	Ho <sub>1</sub> Rejected
Female	139	2.83	.94					

Table 2 shows a calculated t-value of 6.223 and critical t-value of 1.96. Since the calculated t-value is greater than the critical t-value, therefore, the hypothesis which states that there is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on gender is rejected. This means that there is significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on gender.

**Ho<sub>1</sub>:** There is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on study stage

**Table 3:** ANOVA showing the difference in the Causes of Campus Unrest Based on Study Stage

Source of Variable	df	SS	Mean Square	Cal F value	Sig.	Decision
Between	2	8.998	4.499	4.057	.000	Ho <sub>2</sub> Rejected
Within	276	306.084	1.109			

**\*Significant P<.05**

Table 3 shows the F-value calculated of 4.057, while p-value is .000. Since the p-value is less than the significant value of .05, therefore, the hypothesis which states that there is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on study stage is rejected. Hence, there is significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on study stage.

**Ho<sub>2</sub>:** There is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on residence status

**Table 4:** ANOVA showing the difference in the Causes of Campus Unrest Based on Residence Status

Source of Variable	df	SS	Mean Square	Cal F-value	Sig.	Decision
Between	2	9.770	4.88	5.113	.000	Ho <sub>3</sub> Rejected
Within	276	263.856	.956			

**Significant P<.05**

Table 4 showed the F-value calculated of 5.113, while p-value is .000. Since the p-value is less than the significant value of .05, therefore, the hypothesis which states that there is no significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on residence status is rejected. Hence, there is significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on residence status.

### Discussion of the Findings

Findings on research question one which states that revealed that what is the most causes of campus crisis in Kogi State Polytechnic, Lokoja revealed that failure of authority to listen to students' complaints has the highest mean score of 4.76. This implies that failure of authority to listen to students' complaints is the most cause of campus crisis in Kogi State Polytechnic, Lokoja. This is followed by "poor leadership" with mean score of 4.44. Off-handed administration has the mean least score of 2.87. The finding agrees with the Ajibade (2019) who found the causes of students unrest to include those arising from the institutions internal administrative policies like students' welfare-food problem, accommodation problem, inter campus transportation problem, rising in tuition and other fees, shortage of basis facilities (water, light just to mention a few). Also, Ishola (2018) opined that strained relationship between institutions officials and the student union executives, lack of involvement on matters that affect them and a host of others causes the inability of school authority to adequately address the complaints of students which promote peace in the school. Odotara (2019) opined that ill preparation of students for examination may lead to campus unrest as they may resort to witch-hunt the school authority in an attempt to cause violence.

Findings on research hypothesis one revealed that there is significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on gender. This finding is in agreement with that of Uchendu, Anijaobi-Idem, and Odigwe (2013) who opined that there is significant difference in the causes of campus unrest as perceived by students based on gender.

Finding revealed that there is significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on study stage. Blackburn, Martin, and Hutchinson (2016) found that there is significant difference in the causes of campus unrest as perceived by students based on study stage.

The finding also revealed that there is significant difference in the causes of campus unrest as perceived by students of Kogi State polytechnic based on residence status. This finding is in disagreement with that of Uchendu, Anijaobi-Idem, and Odigwe (2013) who posited that there is significant difference in the causes of campus unrest as perceived by students based on residence status.

### Conclusion

Based on the findings which stemmed from the data collected and analyzed with the results obtained, it could be concluded that poor leadership on campus, failure of authority to listen to students complaints, unstable academic calendar, too many co-curricular activities, poor method of teaching, poor medical care on campus, over restriction, excessive intrusion into students privacy and strict school rules and regulations were causes of campus crisis in Kogi State Polytechnic, Lokoja. In appreciation of the potential issues that would generate student protests in the near future, student services professional would be challenged to evolve strategies that would help to bring the incidents of student unrest as perceived by students of Kogi State Polytechnic, Lokoja.

### Recommendations

Based on the findings of this study, the following recommendations were made:



1. there is need for regular meeting between the school authorities and the students union officers as it will bridge the communication gap between the student's body and the school authorities. Bridging the communication gap between the school authorities and the student body would improves student/school authorities and student/staff relationship and address students complaints;
2. the school authority should ensure there is adequate provision of fundamental infrastructure to enhance conducive teaching and learning in order to prevent student unrests;
3. the school authority should to be proactive in the demands and agitations of students to avert unrest on campus; and
4. there is need for the school authority to be effective in their leadership style by ensuring that students irrespective of age, study and residency stages were involved in all decision making that can cause campus unrest;

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