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# STUDENT'S UNREST AND ACADEMIC ACHIEVEMENTS IN TERTIARY INSTITUTIONS IN NIGERIA

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## ABSTRACT

This study determined the factors and effect of student's unrest on student's academic achievements in tertiary institutions in Nigeria. The study adopted the survey research design and a sample size of 125 respondents was drawn from students of the Enugu State Institute of Management and Technology (IMT), Enugu. Data were analyzed with five point's likert's scale. The result shows that student's unrest has negative effects on students' academic achievement because, most times, it results to the vandalization of schools property. When students disrupt the peace, it often leads to a lack of infrastructure development and other illegal actions in tertiary institutions, which can have an impact on students' academic accomplishments. The study concluded, among other things, that the welfare of students should be a top concern for the government and school administration in order to reduce widespread student agitation, which often leads to student unrest.

*Keywords: Student's unrest, Academic achievement and Tertiary institutions*

## 1.  INTRODUCTION

Universities around the world have gone through one or two crises, including social and organizational discontent between university staff unions and university authorities, student unions and university authorities, and student to student organizations, among other things (Nyamnjoh, Konings, 2012; Pitan & Akindele, 2016; Manderson, 2016;Omodan &Dube, 2019). Many of the protests have been tied to university management methods, with varied charges that university officials are largely autocratic in their dealings with their subordinates (Omodan, 2016). Students and their leaders are in the forefront of these protests, as they see their university administration as an authority that must be addressed in order to silence their voices and agitations (Bunmi, 2020). In recent years, student unrest has been a common occurrence in the country's tertiary institutions. The issue is not limited to universities; it affects a wide range of higher institutions, including colleges of education, polytechnics, monotechnics, and even secondary schools. The educational sector has nearly been immobilized as a result of the frequent occurrences, as instructional activities are frequently disrupted and the academic calendar is thrown off. Unrest is thought to be a scenario in which individuals or groups of people are in difficulties, danger, or anxiety about something and must make a significant decision to settle the issues (Horby, 1963). Students discontent is most often associated with a situation in which students at a particular institution, led by student union leaders, are in opposition to school management's policies and or positions on a specific subject affecting the school's day-to-day operations. Students' constant dissatisfaction as a result of one or more disagreements and dichotomies with institutional authority has resulted in the loss of life, property devastation, and excessive lengthening of academic sessions (Fomunyam, 2017; Akparep, 2019). The notion is that there could be a slew of social and university-specific elements influencing the system's ability to effectively manage, control, and prevent student unrest. Identifying this will allow for effective and efficient management of the problem, allowing it to be resolved quickly. This type of factor (or factors) may be linked to the university environment and the behaviors of its inhabitants, such as students. According to Omodan (2019) and Omodan, Kolawole, and Fakunle (2016), university atmosphere, which is synonymous with environmental elements, has a significant impact on stakeholders' behavior in the school system.

However, one may argue that in responding to student dissatisfaction, the university management team overlooked the ability of environmental and social threats to influence stakeholders' behavior against themselves. That is, when social and climatic factors are unpleasant or anti-social, anti-social behavior will inevitably follow.

Previous research on student unrest, such as those by Adeyemi (2009) and Sanda (1992), have focused on the impact of student unrest on academic activity. Magagula (2007) identified students' aggressive character as a primary source of dissatisfaction among students. Agwadu and Nwokorie (2020) looked at student unrest in Nigeria, specifically at Nasarawa State Polytechnic Lafia. Bunmi's (2020) research was guided by Ubuntu and Transformative Paradigm. Davies, Ekwere, and Uyanga (nd) looked at the idea of student discontent, the factors that drive it, and the impact it has on students' academic performance at the University of Uyo in Akwa Ibom State. They discovered that student discontent had an impact on students through factors like as low academic performance, the establishment of criminal gangs, and cultural exposure. Breaking laws and regulations, a lack of social facilities, and student engagement in cultism were also identified as important elements that can impact student unrest in higher education institutions. Because no research of this sort has been conducted in Nigeria's Eastern area, the topic of student unrest has been a source of disagreement

in practically all Nigerian universities in recent years. To this end this study however, seeks to fill the gap by determine the factors and effect of student's unrest in tertiary institutions in Nigeria.

## 2. CONCEPTUAL REVIEW

A student is a person who is enrolled in a school or university. A university student is someone who is pursuing a primary subject in a specific field. Students in this study refer to university students, M. Phil. students, and Ph. D. students. However, throughout the period from roughly 1967 to the early 1970s, student unrest mainly refers to rallies, the occupation of campus facilities, and even some brief riots by students. 7 It impacted the majority of Western Europe and the United States. Almost majority of the students were against the United States' involvement in the Vietnam War. Apart from that, student complaints tended to differ from nation to country. West Germany saw the most persistent and violent student unrest. Unrest in this study refers to an unforeseen scenario in educational institutions that prevents effective educational progress.

Every responsible person nowadays laments the rise in student indiscipline. This is a fact supported by daily events. When something is done against their will, students go on strike. They make fun of their teachers. They insist on coping during exams. He is threatened if any invigilator checks them. All of this obviously demonstrates that our students are disorganized. In this study, student discontent refers to students' unexpected behavior and student indiscipline as a result of educational institution challenges. It is about student violence on campus; strike, that is, unexpected closures of institutions, clashes of rival organizations, examination violations, and so on.

### Students' Unrest in Nigerian Higher Institutions

Unrest is defined as a state of distress, turmoil, or misunderstanding. Scholars have interpreted the concept of disturbance in many ways according on their theoretical perspectives. Unrest, according to Fajana (1990), is the art of using violence to express unhappiness or a scenario in which two or more people disagree. Rayeshi & Bryant (1994), who agree with Fajana, define unrest as a condition of discord caused by variances in impulses, desire, or tendencies. Unrest usually occurs when there is tension or when people are dissatisfied with the status quo and want to change it. Most of the time, it is directed towards social faults, irregularities, injustice, and bias. Writing about the causes of unrest, Non-participation of students in decision-making processes, welfare issues, a lack of amenities, and a lack of social facilities are among the reasons for student dissatisfaction in schools, according to Denga (1998). This usually leads to students expressing their dissatisfaction through agitation, protest, and demonstrations. Unrest among students usually stems from a conflict between school officials and students. In most cases, the aftermath is followed by an abrupt closure of schools to ensure that normalcy is restored before the situation is under control. Students' agitation can be rational when it is directed toward a beneficial goal, but it can also be irrational when it is launched and promoted by hoodlums and rascals who use studentship as a cover for illegal activity. Unrest among students is a departure from standard procedures and channels for channeling issues. It is a deviation from established procedures, which is why it frequently results in criminal charges. Students' dissatisfaction usually begins as a nonviolent protest and quickly escalates into violence if not handled appropriately, particularly by school administrators and law enforcement officers.

### Factors behind Students' Unrest

The prevalence of student unrest in the country is due to a number of reasons and factors. The explanations are frequently interchangeable and revolve around the welfare of kids. The dissatisfaction among Nigerian students is caused by a variety of circumstances. A lack of sincerity on the part of the government and school administration has been noted.

### Drug abuse

Drug addiction has been identified as a threat to the university community's management of student-related concerns. This is not a problem limited to the academic system; rather, it is discovered to be a societal issue. It was discovered that drugs such narcotics, cannabis, hallucinogens, alcoholic beverages, tobacco, inhalants, and caffeinated beverages are not only used by non-serious students, but are also used by student leaders to help them accomplish and undo things. If this trend continues, the campus community's harmony will be jeopardized. This is in line with Florence's (2010) conclusions that drug misuse has a significant impact on riots and student violence. This also supported Sugut and Mugasia's (2014) findings that drug usage is highly relevant and has a high reliability co-efficient in relation to university violence. When these students are cared for, the university officials show them affection and make them feel like they are a part of the system; when students are given all they need to succeed, they are more likely to resist drugging and other social vices. As a result, substance addiction or abuse continues to be a threat to university administration.

The prevalent drug misuse culture has played a significant role in the rise of teenage violence, including student rebellion. Students and kids in general are frequently detected in possession of hard substances such as heroin, marijuana, and cocaine. Alcohol and other mind-altering drugs frequently lead to violent confrontations. Ifaturoti (1994) asserts that drug addiction, such as cocaine, and excessive consumption of alcoholic beverages, such as gin and whisky, alter the user's mental state and predispose it to aggression. Nigeria is dealing with a big drug problem. According to Kazeem (2019), about 15% of the adult population uses psychoactive chemical substances. Kazeem (2019) discovered that people between the ages of 25 and 39 had the highest rate of drug use. This is appropriate for students their age. The research also indicated that the most used drug is cannabis. Sedatives, heroin, cocaine, codeine, and tramadol are among the other narcotics used by teenagers, according to him. Others, he claims, include glue sniffing and sewage sniffing. Economic considerations: According to Obateru (1994), poverty appears to be the source of the majority of violence, owing to issues such as poor physical and social infrastructure. The current economic downturn in Nigeria must have exacerbated the plight of youngsters, leaving them idle and almost despondent. As a result, they have become weapons of elite manipulation for ethno-religious and political insurgencies, as well as student unrest. According to Iheriohanma (2010), Nigeria's economy is significantly reliant on the economies of developed countries for the production of cash crops or raw resources for export. He went on to say that such a production system leads to the importation of a large range of foreign manufactured items while overlooking domestic production, which has socioeconomic consequences. Young males have been more vulnerable to radicalization as a

result of poverty and unemployment caused by the weak economy. When young people are faced with this stress, they turn to radical groups for help. The majority of these young people join the deadly Boko Haram, armed organizations that terrorize populations.

**Family influence**

It is also possible for the frequently battered mother to transfer her suffering to her children in the form of harsh punishments for minor offences. Such children soon become resistant to even dangerous battering and gladly participate in street/public fight (Albert & Filian, 2015). (Albert & Filian, 2015). They are lured into gangster organizations, students violent protests, and other activities that pose a threat to society's peace and tranquility. Furthermore, because many parents do not pay enough attention to their children, youths who are distressed by their family circumstances may engage in student unrest and delinquent behaviors as a way of either seeking attention from their parents or revolting against them (Ifaturoti, Banbilo and Walter, 2013). According to Iheriohanma (2009), the social structure's influences on crime can be reduced if the state's role is aggressively pursued with the required mechanisms for democratic government.

Family influences play an unquestionable part in forming the personalities of children and teenagers. Their behavior reflects the quality of their family life. According to Iheriohanma (2009), the pervasive circumstances are due to leadership ineptitude in democratic government and offering equitable possibilities for all to pursue decent livelihood. Furthermore, it has been discovered that poverty and crime are linked. Violence is reflected in the aggressive behavior of the family's youth in homes where violence is a way of life (Ifam, 2001). Madu (2008) and Livi (2005) elaborate on this point by stating that children who grow up in violent environments are more likely to become violent agents themselves. These kids instinctively regard violence as a tool for inter-group conflict.

**Economic factors**

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**Social and moral decadence**

Students' dissatisfaction appears to be a symptom of Nigerian society's general social and moral degradation. This deterioration presents itself in a variety of social vices and ills, such as corruption, indiscipline, moral laxity, and a variety of other societal ills (Okeowo, 2007). Since youth in Nigeria, who do not exist in a vacuum, observe this unhealthy social environment and the breakdown in societal values and norms, it is from what they observe and the signals they perceive that they emulate the behavior of society in order to achieve what they perceive as societal goals. As a result, society can be viewed as a cause of violence, with teenagers just mimicking societal behavior. When people who have achieved success through corruption are praised, it sends a message to the youth that corruption is an acceptable means of gaining success (Ifaturoti, 2013). Of course, this is mirrored in the youth's violent behavior.

**Possible Effects of Students' Unrest**

Unrest among pupils has a variety of harmful consequences for students. Unrest leads to the destruction of educational facilities, vandalism, the loss of life, and the disruption of tranquility. Unrest among students has a negative impact on academic calendars at universities. According to Aluede, Jimoh, Agwinede, and Omorege (2005), the impacts of student unrest include school closures and the breakdown of school management, among other things. Students' unhappiness has a severe impact on their academic performance because they are obliged to stay at home for a period of time while the situation is being resolved. During this time of waiting, students participate in activities that are not educational, and when classes resume, they begin again as learners or freshmen. According to Egbegi and Iheriohanma (2018), most pupils are completely cut off from academics when they are absent from school for a lengthy time or on a regular basis. This, they claim, is because the conditions at home may not be conducive to creative and demanding academic activity. They may instead divert kids' attention, making them easy prey for evildoers (Egbegi & Iheriohanma, 2018). Unrest among students also leads to a lack of infrastructure development in schools. This is because instability frequently results in infrastructure devastation. Unrest among students has a harmful impact on pupils' psychological thinking, encouraging them to join unholy organizations at school. Students and their parents feel frustrated due to the long wait for school to resume, which is sometimes out of sight. Parents and guardians are often required to pay certain damages, which has an impact on their finances. Affected parents are bereaved in the event of death.

Agwadu and Nwokorie (2020) looked at student unrest in Nigeria, specifically at Nasarawa State Polytechnic Lafia. The theoretical foundation was based on the Relative Deprivation Theory. The study employed a survey research design. A total of 150 people were gathered for analysis. The information was gathered from both primary and secondary sources. The data analysis was done with the use of pie and bar charts. Students' unrest is also linked to low academic achievement, the emergence of criminal gangs, and exposure to a violent culture, according to the findings. Students used a pattern of violent protest, peaceful demonstration, barricade of access routes, arson, threatening people, and vandalism during unrest, according to the findings. Bunmi's (2020) research was guided by Ubuntu and Transformative Paradigm (TP). Focused Group Discussion (FGD) was employed as a method of data gathering from 8 selected university stakeholders in a Participatory Action Research design. The data was analyzed using socio-thematic analysis (StA). The study discovered that campus environmentalism and drug misuse were the most serious risks, with uninterrupted university productivity and student academic achievement as a result of addressing the threats. Davies, Ekwere, and Uyanga (nd) looked at the idea of student unrest, the elements that drive it, and the consequences of it. The data for the analysis was collected using a survey research design and a

fifteen-item questionnaire. The data was analyzed using percentages, frequency counts, and a mean model. According to the findings, breaching laws and regulations, a lack of social amenities, and student involvement in cultism are all important issues that might contribute to student unrest in higher education institutions. While a strong student union and occasional strikes by the institution's faculty were viewed as less severe variables that could affect student discontent.

## 3.    METHODOLOGY

The study used a survey research design, which allows for the collecting of data from representative samples and the creation of certain primary data from their original sources. A total of 125 students from the Enugu State Institute of Management and Technology (IMT) in Enugu were surveyed. However, 95 questionnaires were recovered for analysis using a multi-stage sampling procedure and given questionnaires to complete out. The data was analyzed with the help of a five-point Likert scale.

## 4.    DATA ANALYSIS AND RESULTS

Research question 1: what are the factors that affecting student's unrest in Enugu State tertiary institution?

**Table 1: Showing the mean of the factors affecting student's unrest**

| S/N | Questions | SA | A | Un | D | SD | FX | N | X | Remark |
|-----|-----------|----|----|----|----|----|----|----|----|--------|
| 1 | Another challenge to student management has been discovered to be drug addiction. | 30 | 39 | 5 | 17 | 4 | 359 | 95 | 3.77 | High |
| 2 | Students may experience discontent and delinquent behavior due to a lack of parental attention. | 29 | 49 | 0 | 17 | 0 | 375 | 95 | 3.95 | High |
| 3 | Corruption, indiscipline, moral laxity, and other social vices and afflictions are only a few examples. | 33 | 45 | 2 | 11 | 4 | 377 | 95 | 3.97 | High |
| 4 | Peer pressure and age are significant factors in predicting youth involvement in violence and disturbance. | 30 | 42 | 0 | 23 | 0 | 364 | 95 | 3.83 | High |
| 5 | Physical and social infrastructures are insufficient. | 25 | 41 | 1 | 22 | 6 | 342 | 95 | 3.60 | Moderate |

Source: Field survey, 2022

Table 1 clearly shows those factors that influence the students' unrest in tertiary institutions. It is observed that the tendency of Drug abuse influences students' unrest on campus is 'high' with a mean score of 3.77. Lack of parental attention and various social vices and ills epitomized by corruption were observed as cause of student's unrest on tertiary institutions with a mean score of 3.95 and 3.97 respectively is high. Also, shows that the Peer group pressure and the age factor and inadequate physical and social infrastructures cause students' unrest in tertiary institutions are 'moderate' with a mean score of 3.83 and 3.60.

However, there are lots of factors that are contributing to student's unrest in tertiary institutions in Nigeria.

Question 2: To what extent has student's unrest affect student academic achievement in tertiary institutions in Nigeria?

**Table 2: Showing the mean of the effect of student's unrest on academic achievement in tertiary institutions.**

| S/N | Questions | SA | A | Un | D | SD | FX | N | X | Remark |
|-----|-----------|----|----|----|----|----|----|----|----|--------|
| 1 | Student rebellion resulted in vandalism and deaths in the society. | 28 | 56 | 0 | 11 | 0 | 386 | 95 | 4.06 | |
| 2 | Peace disturbance. | 27 | 37 | 4 | 26 | 1 | 348 | 95 | 3.66 | |
| 3 | The agitation among students caused academic calendars to be thrown off. | 30 | 39 | 0 | 25 | 1 | 357 | 95 | 3.76 | |
| 4 | Infrastructural development in schools is lacking. | 33 | 40 | 0 | 22 | 0 | 369 | 95 | 3.88 | |
| 5 | In the classroom, psychological thinking leads to cultism. | 22 | 37 | 1 | 27 | 8 | 323 | 95 | 3.40 | |

Source: Field survey, 2022

Table 2 shows that students' unrest actually affects student's academic achievement and causes students to vandalization, disturb peace and leads to low level of infrastructural development in their campuses, hence four of the statements score above 3.50. It also shows that the Psychological thinking leading students into cultism in the school as a result of students' unrest is 'moderate' with a mean score of 3.40.

The Table above further reveals that the level of effect on students' academic achievements led to vandalization, loss of lives in the society is 'high' with a mean score of 4.06.

However, the result indicates that the students' unrest on tertiary institutions attribute to students' academic failure.

## 5.  CONCLUSION

Students' dissatisfaction has a negative impact on their academic performance since it frequently leads to vandalism of school property. When students disrupt the peace, it often leads to a lack of infrastructure development and other illegal actions in tertiary institutions, which can have an impact on students' academic accomplishments.

The following recommendations were made based on the findings:

1)   The welfare of students should be a top concern for the government and school administration in order to reduce widespread student agitation, which frequently leads to student unrest.

2)   Government and school administrators should tweak the various procedures in place to deal with student activism in order to fix some flaws and to explore new options.

3)   School information units should be charged with the obligation of constantly informing pupils about the consequences of student unrest.

4)   People with charm should be placed to administrative positions so that incidents of student unrest can be handled diplomatically when they arise.

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