

STUDENTS' UNREST: AN EVALUATION OF INFLUENCING FACTORS AND CONTROL IN TERTIARY EDUCATIONAL INSTITUTIONS IN DELTA STATE, NIGERIA

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Abstract: *Incessant closure of schools for months in the wake of students' unrest has become a regular feature of tertiary educational institutions in Nigeria. This study therefore sought to explore factors and control of students' unrest in tertiary educational institutions in Delta State. A descriptive method was adopted and data was collected via a survey of 750 respondents comprises of students, academic and non-academic staff in five tertiary educational institutions in Delta State. Data analysis was performed using percentages, means, correlation analysis and t-test. Findings indicated that increase in tuition fees, dissatisfaction over academic programmes, poor leadership and cult activities were the major factors influencing students unrest whilst effective communication, stable and moderate tuition fees, students' involvement in decision-making and effective leadership behaviour were perceived as the major control measures to curb students' unrest. Besides establishment of functional professional counseling units in all tertiary educational institutions in Delta State, involving students in decision-making particularly on issues that border on their welfare and academic programmes, it was also recommended that authorities of educational institutions should as much as possible observe transparency in their dealings with students, be proactive and listen to students' complaints.*

Keywords: *student, unrest, causes, control, tertiary educational institutions*

INTRODUCTION

Education is a distinctive way in which the society inducts its young ones into full membership. Education provides the platform for the acquisition of knowledge, skills, habits and values for productive living in the society (Yalokwu, 1992). As a result of this, education equips individuals with the personal capabilities for survival in and contribution to the societal development (Nwagwu,

2005; Akeusola, Viation & Asikhia, 2012). Globally, socio-economic and political developments are increasingly been driven by the advancement and application of knowledge (education). This explains why education in general and higher education in particular is germane to the growth and development of knowledge and economy (World Bank, 1999). Therefore, Nigerian tertiary educational institutions are established with the aim of given any student who enrolls a very sound and qualitative education, to be able to function effectively in any environment in which he/she may find him/herself; so as to become more productive, self-fulfilling and attain self-actualization (federal Government of Nigeria, 1981). Under the Nigerian Policy on Education of 1977, revised in 1981 and 2004, higher education aims at:

- i. The acquisition, development and inculcation of the proper value – orientation for the survival of the intellectual capacities of individuals to understand and appreciate their environment
- ii. The development of the intellectual capacities of individuals to understand and appreciate their environment
- iii. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community and
- iv. The acquisition of an objective view of the local and external environments (Federal Government of Nigeria, 1981 & 2004; Aluede, Jimoti, Agwinede & Omoregie, 2005).

Tertiary educational institutions in Nigeria are developed to achieve the above aims through: a. Teaching, b. Research and c. Dissemination of existing and new information (especially through publication); and service – fostering community service and professional training for the development of intermediate and high level manpower (Federal Government of Nigeria, 1981; Aluede *et al.*, 2005; Akeusola *et al.*, 2012; Odu, 2013). However, studies conducted by Akinade (1993), Aluede and Aluede (1999), Aluede (2000), Aluede *et al.* (2005) and Adeyemi (2009), Akeusola *et al.* (2012) and Oodu (2013) have shown that many of the Nigerian tertiary educational institutions are finding it difficult to achieved their aims because of the many problems confronting them. One of such is the problem of students' unrest. In recent times, students' unrest have come to be recognized as one of the most visible perennial problems of significance when compared with other social vices like cultism, examination malpractices and drug abuse (Aluede *et al.*, 2005).

Students' unrest is worrisome to parents, government and even the students themselves. In recent times, Nigeria higher education authorities cannot predict how long a semester or academic year could last depending on the frequency of students' unrest. In Nigeria today, students' unrest is a serious challenge. Therefore, the need to maintain crises free system provided the motivation for this study. It was also the aim of the study to explore factors and control of students' unrest in tertiary educational institutions in Delta State so as to proffer useful recommendations. There is no doubt that this study will provide database to authorities in tertiary educational institutions and policy makers on students' crises

management. Finally, the study will provide a building block and therefore serve as a strong reference point for future researchers, academia, and students of management and social sciences who may deem it fit to carry out further studies on the subject matter.

Statement of the Problem

Students' unrests, revolts, protests, violence and closure of schools for months, expulsion of students from schools and destruction of lives and property among others have been a major issue of concern to institution authorities, parents and even student themselves. The incessant closure of schools in the wake of students' unrest have limited the ability of Nigerian tertiary educational institutions to give students a very sound and qualitative education which is a major reason for the establishment of higher institutions (Aluede *et al.*, 2005; Adeyemi, 2009; Akeusola *et al.*, 2012; Odu, 2013). Despite the measures taken over the years in curbing students unrest, the situation seems to be on the increase in recent times and makes this study apt. this is because the more that is known of students' unrest and its control, the better for the formulation of a realistic students crises management strategy that will help to achieve peace in higher institutions of learning and thus, contribute to the achievement of the aims of higher education as specified in the National Policy on Education. Therefore, this study seeks to examine the influencing actors and control of students unrest in tertiary education institutions in Delta State and provide a lasting solution to the prevalence of students' unrest in Nigerian tertiary educational institutions.

Research Questions

In the light of the above, this study seeks to answer the following research questions:

- i. What is the level of occurrence of students' unrest in tertiary educational institutions in Delta State?
- ii. Is there difference between the opinion of female and male students on the causes of students' unrest in tertiary educational institutions in Delta State?
- iii. Is there significant relationship between causes of students' unrest and control measures' used to curb students' unrest in tertiary educational institutions in Delta State?
- iv. Is there difference in the mean rating of students on control measures of students' unrest in tertiary educational institutions in Delta State?

Research Hypotheses

The following null hypotheses were formulated for testing:

- H₁:** There is no significant difference between the occurrences of students' unrest in tertiary educational institutions in Delta State.

- H₂:** There is no significant difference between the opinion of female and male students on the causes of students' unrest in tertiary educational institutions in Delta State.
- H₃:** There is no significant relationship between causes of students' unrest and control measures' used to curb students' unrest in tertiary educational institutions in Delta State.
- H₄:** There is no significant difference between the mean ratings of students on control measures of students' unrest in tertiary educational institutions in Delta State.

LITERATURE REVIEW

Every nation strives to improve its position in the Innovation Index and wants to evolve as the most innovative nation. It helps the country develop socially, politically, professionally and culturally. All nations have recognized that providing students with the right type and creative education can enhance their learning outcomes; improve their performance on the job and help them to become better citizens which ultimately will impact positively on the national development growth. The main aim of any educational institution is not just for their students to get good grades, but also to make students more innovative, creative and independent learners. The students are also being trained for their future professions even from the earliest days of their schooling. The current education reforms in education sector in Nigeria in the areas of planning, curriculum innovation and teacher education among others are control measures to revamp education industry to instill discipline in various institutions of learning. Federal Government of Nigeria have in one point or the other introduced free education scheme and bursary award for students of tertiary educational institutions in order to enhance equal educational opportunities. The efforts of government notwithstanding, there have been increase in students' unrest in most Nigerian tertiary educational institutions (Odu, 2013, Makinde, 2014).

Students' unrest according to Aluede *et al.* (2005) is known by different nomenclature such as students' revolt, protest, violence, crises, etc. According to Titilayo (2003), students' unrest is a form of protestation that results from the inability of students and those in management position to amicably resolve grievances or areas of disagreements. In such cases, students show their grievances on such issues that affect their general well-being in the campus. When the situation becomes unbearable to them, they resort to violence and subsequently move to the streets with placards rioting and vandalizing properties. In the view of Falua (2004), students' unrest is an unstable situation of misbehaviour, boycott of classes, disturbance, wanton destruction and the extreme danger that could be perpetrated by students. Akeusola *et al.* (2012) sees students' unrest or crises as a revolt and rampages by students to show their grievances or press their demands to their school authorities. Students' unrest can therefore be seen as a chaotic situation

in which students are angry and consequently behave violently in their protest against certain institutions' decision.

In recent times, it has been observed that students' unrest in Nigeria tertiary educational institutions was precipitated by several factors such as increase in tuition fees, cultism, failure of institution authorities to listen to students' complaints and poor campus transformation system. Others include non-participation of students in decision-making, academic stress, changing value systems of students, contemporary national issues, absence of welfare amenities such as residential facilities for a sizeable number of students, government policies and actions, e.t.c. All these have constantly been issues that have largely dominated student protest actions in higher educational institutions across the country. It is very clear that students in Nigerian tertiary educational institutions now have values that are generationally at variance with those of the authorities who are in charge of the administration of the campuses. These students make demands that the socio-economic climate of the larger society cannot satisfy (Animba, 1993; Ajibade, 2013). However, as future leaders, students fail to realize that no meaningful development can take place in crises ridden system caused by militancy and rampage (Akeusola *et al.*, 2012, Ige, 2013).

The genesis of students' unrest or crises in Nigeria tertiary institutions dates back to 1944 when students protested against the British authorities' intension to build a military base in Lagos to help in the Second World War, and also when the king's college students clashed with the police in Lagos over hostel accommodation in March 1944. In 1962, there was another student crisis at University of Nigeria Nsukka over poor quality of food being given to students. In 1965, there was an inter-students crisis between the supporters of Prof. Eni Njoku and Prof. Saburi Biobaku over who should be the Vice Chancellor of University of Lagos. By the mid – 1960s and early 1970s, the form of protest changes from its peaceful, non violent and open confrontation with the school authorities and security agencies leading to destruction of lives and properties. In 1978, the introduction of tuition fees in all tertiary educational institutions in Nigeria led to the students' protest tagged "Ali Must Go". Also, in 1988, there was a nation-wide students' protest against increase in the prices of petroleum products. In 1998, Ambrose Alli University, Ekpoma protests against cult activities. In 2005, students at Olabisi Onabanjo University, Ago-Iwoye protested against the killing of students of OOU. College of Agricultural Science, Ayetoro also protested against the killing of student by the police, to mention but a few. Since then, students' unrest has grown to become a regular occurrence in Nigerian tertiary educational institutions.

Causes of Students' Unrest in Nigeria Tertiary Education Institutions

A cursory look at Nigerian tertiary educational institutions reveals that several factors precipitate students' unrest in recent times. These factors include:

- i. **Cultism:** Cultism as one of the major causes of students' unrest is described as an assemblage of people who share unconventional ideas and beliefs, and involve themselves in eccentric conduct and manifestation mostly shrouded in

secrecy; carry out secret cult activities and membership, organization, rules and mode of operation are supposed to be unknown and unknowable to non-member cult (Igodo, 2002; Odu, 2013). Infighting and internal wrangling by cultists led to the formation of spinster groups such as seadogs, buccaneer confraternity, the Vikings, the Black beret, the Daughters of Jezebel, among others (Egwu, 2003). Impulsive desires for supremacy are among the reasons behind cult clashes, murder, maiming, rape, acts of sickening and barbarism in our institutions of higher learning (Igodo, 2002). Cult menaces in our institutions of higher learning are gaining momentum daily taking more dangerous dimension and in fact, running a parallel government with the institutions authorities. However, measures targeted at stemming the menace of cultism in Nigeria tertiary educational institutions appear not yielding positive results (Omisade, 2014).

ii. **Leadership of the Institution:** Students' unrest does not occur without reason. It is an indicator that certain inadequacies exist in the administration of the institutions involved. The leaders of tertiary educational institutions may be insensitive to the students' problems and thus neglect their needs. This may give room for student's confrontation with school authorities which may end in crises. Loto (2000) noted that poor leadership style of the school authority has led to breakdown of law and order, disturbance of public peace, loss of lives, disruption of school administration, damage of school properties and truncation in academic programme.

iii. **Government Policy:** More often than not, some government policies may have direct or indirect adverse effect on the students' welfare. However, some policies may be proper but the students might misinterpret them and resolve to violence. This may involve many tertiary educational institutions simultaneously (Obi, 2014). One incident of students' unrest in 1960 was essentially due to students' dissatisfaction with government insensitivity to national issues, and its inability to address them appropriately. Universities of Obafemi Awolowo, Ile, Ife, Jos and Federal University of Agriculture, Abeokuta protested against the federal government in 1977 due to student dissatisfaction with newly introduced educational polices (Aluede *et al.*, 2005).

iv. **Communication Gap:** effective communication diffuses tension among students and authorities in the institution. Despite this fact, some authorities of tertiary educational institutions shut their administrative doors to students' complaints and grievances which may likely result to students registering some unacceptable social behaviour such as violent demonstration of 1981 at Ahmadu Bello University, Zaria leading to the death of a student and vice-Chancellor dismissed. Obi (2014) sees communication gap as lapse in the means of transferring ideas, opinions and views to the students. Therefore, communication breakdown can occur when the effective channels of communication are not in place.

v. **Students' participation in Decision-Making:** Students' demand for participatory in administration, especially on issues affecting their academic life are likely to continue and even be on the increase. Odu (2013) noted that when students are denied the opportunity of being part of policy making decision in related matters of their welfare, they feel subjected and dehumanized. Students believe they should have significant voice in determining some issues concerning their welfare. When they ask to be heard and refused being heard and when legitimate channels are closed there is bound to be crises. When students' body or representatives are excluded from participating in the deliberation on issues that significantly influence their educational objectives, a feeling of isolation and ostracism is created.

vi. **Religious Factor:** The religious factors cannot be left out of the causes of students' unrest in Nigerian tertiary educational institutions. In Nigeria today, the mode of dressing of many female students on campuses often causes disapproval. Some of their male counterpart especially Muslim fundamentalists may feel uncomfortable around them. For example, Bayero University Kano had sometimes in 1993 witnessed total breakdown of law and order when some Muslim fundamentalists invaded a 'miss campus' competition organized by the students' union government (Titilayo, 2003).

vii. **Youthful Exuberance:** In Nigeria today, youthful exuberance especially the negative characteristics is another serious issues that spark off students' crises in our institutions of higher learning. Social irrelevances of youth behaviour, confrontation, victims of intellectual arrogance, emotional instability are characteristics of adolescents which when overstretched results to disastrous consequences such as riots and demonstration (Ufot, 1980, Odu, 2013). Peter and Okolie (1998) observe that majority of Nigerian students now are often exuberant, outspoken and radical in outlook, which have set out to challenge institutional authority and any attempt to correct them may create tension and consequently crises. Anadi (1993) noted that home background of students to some extent dictates the quality of students' behaviour at a stage in life. Students as products of the home, their behaviour reflect the nature of their homes. Some undesirable behaviour of students directly or indirectly leads to students' crises such as intimation, assault and insult, wanton destruction of property, participation in secret cults, drug offences, lesbianism and homosexuality (Ige & Olowolabi, 2010).

viii. **Other Factors:** Some other factors that may give room for students' unrest include inadequate teaching and learning facilities, poor accommodation; unwarranted rustication and expulsion; intimidation of students by some lectures; inadequacy of previous valued options , goals, and ends; poor funding of tertiary educational institutions; infrastructural collapse and social distortion; brain drain, ideological and political reasons; absence of employment opportunities; obvious

inequalities, perverted sense of right and wrong in social affairs; declining economic condition; increase in the price of petroleum products (Aluede *et al.*, 2005; Adeyemi, 2009; Ajibade, 2013; Obi, 2014; Oludaya, Uche, Omonijo and Eche, 2015).

Theoretical Framework

In this study, Merton's Strain Theory Anomie propounded by Merton (1968) was adopted as the framework of analysis. According to Merton (1968), the real problem in the modern society is not created by a sudden social change, but rather by a social structure that holds out the same goals to all its members without giving them equal means to achieve them. It is this lack of integration between what the culture calls for and what the structure permits that causes the breakdown of the normative system. Merton, however, holds that there are certain goals which are strongly emphasized by society (i.e. acquisition of power or wealth and certain means (i.e. education, hard work, unlimited job opportunity, e.t.c.) were equally emphasized to reach the goals.

However, not everyone according to Merton has equal access to the legitimate means to attain those goals. Therefore, Merton (1968) present five ways in which individuals denied access to socially approved goals and means may adapt to the strain-conformity, innovation, ritualism, retreatism and rebellion. The conformist continues to accept both the goals as well as the prescribed means for achieving those goals. Individuals who adapt through innovation reject the means (hard work, etc.) and design alternative means or ways (burglary, fraud, embezzlement, robbery or host of other crimes) to attain the goals (power, wealth, e.t.c.) prescribed by society, which he/she continues to uphold/accept.

In ritualism, individual's abandon/reject the prescribed goals (power, wealth, etc.) emphasized by the society but continues to uphold the culturally prescribed means (hard work, etc.). Retreatism is the adaptation of people who give up both the goals (can't make it) and the means (why try?) and retreat into the world of alcoholism and drug addiction.

They have internalized the value of system and therefore under internal pressure not to innovate. The final adaptation, rebellion, occurs when the cultural goals and the legitimate means are rejected. Individuals create their own goals (i.e., get rid of establishment) and their own means (revolutionary activities, i.e., physical violence such as violent demonstration or riot).

Following from the above assumptions, the Merton's strain theory is apt and relevant for the appreciation of the frequent and prevalence of students' unrest in Nigerian tertiary educational institutions. However, students' unrest in Nigerian higher institutions can be hung on the fifth adaptation, which is rebellion.

The strong cultural emphasis on success goals in Nigeria is not matched by an equally approved means everyone is socialized to aspire towards high achievement and success.

These successes are expected to be achieved through legitimate educational and economic endeavours. However, it is obvious that the Nigerian economic and

educational systems subject students to diverse strain and stress individually and as a group. For instance, many tertiary educational institutions in Nigeria lack basic amenities like functional laboratory, well equipped library, sports equipment and adequate hostel with functional facilities like water, light, etc., necessary for successful academic enterprises. Again, the spectre of unemployment, underemployment and inflation haunts many students in Nigeria. Under this condition, students are apt to question and challenge the legitimacy of the social, economic, political and institutional arrangement producing such inimical conditions (Ajibade, 2013).

METHODOLOGY

A descriptive method was adopted and data was collected via a survey of 750 respondents. The target population comprised three sampling frames made up of the five tertiary educational institutions. These consisted of a university (Delta State University, Abraka), two Polytechnics (Delta State Polytechnic, Ogwashi-Uku and Delta State Polytechnic, Ozoro) and two colleges of education (College of Education, Agbor and Federal College of Education (Tech) Asaba, Delta State).

The simple random sampling technique was considered most Apt for the study to target respondents with knowledge about the specific issues capture in the study. Out of the 750 copies of questionnaire administered, 608 were retrieved, giving us a response rate of 81.07%. Out of the 608 respondents, 366 were students and 242 were academic and non-academic staff.

Table I: Distribution of the Sample Size according to institutions

S/ N	Institutions	Students		Academic & Non Academic Staff		Total
		Male	Female	Male	Female	
1	Delta State University, Abraka	48	28	24	25	125
2	Delta State Polytechnics, Ogwashi-Uku	38	41	25	23	127
3	Delta State Polytechnics, Ozoro	33	44	25	23	125
4	College of Education, Agbor	41	35	23	25	124
5	Federal College of Education (Tech.) Asaba	34	24	24	25	107
6	Total	194	172	121	121	608

Source: Fieldwork, 2018

The research instrument for the study was the structured questionnaire. This was a modified form of the instrument used by Adeyemi (2009), Akeusola *et al.* (2012) and Odu (2013). This was necessary to better address the new respondents in a different state/environment. The data collected were analyzed using percentages, means, correlation analysis and t-test while the hypotheses were tested at 0.05 levels of significance.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Table 2: Perceive Causes of Students' Unrest in Tertiary Educational Institutions in Delta State

S/N	Variables	Frequency	Percentage	Cumulative Percentage
1	Cultism	86	14.1	14.1
2	Poor leadership	89	14.6	28.7
3	Communication gap	48	7.9	36.6
4	Youthful exuberance	19	3.1	39.7
5	Government policies and related issues	32	5.3	45.0
6	High handedness	15	2.5	47.5
7	Dissatisfaction over national issues	17	2.8	50.3
8	Unfulfilled needs	15	2.5	52.8
9	Religious factors	08	1.3	54.1
10	Dissatisfaction over academic programmes	106	17.4	71.5
11	Students welfare related causes	38	6.3	77.8
12	Staff Issues	12	2.0	79.8
13	Increase in tuition fees	123	20.2	100.0
	Total	608	100.0	

Source: From the Questionnaire Administered

In table 2, the results indicated that increase in tuition fees, dissatisfaction over academic programmes, poor leadership and cultism were the major causes of students' unrest in tertiary educational institutions in Delta State.

Table 3: Consequences of Students 'Unrest in Tertiary Educational Institutions in Delta State

S/N	Variables	Frequency	Percentage	Cumulative Percentage
1	Temporary closure of the institution	97	16.0	16.0
2	Boycott of lectures	92	15.1	31.1
3	Loss of lives	95	15.6	48.7
3	Disruption of school administration and truncation in academic programmes	123	20.2	66.9
4	Suspension and expulsion of students and students' ring leaders	99	16.3	83.2
5	Wanton destruction of school properties	102	16.8	100.0
	Total	608	100.0	

Source: From the Questionnaire Administered

In table 3, the disruption of school administration and truncation in academic programmes was the major consequence of students' unrest in tertiary educational institutions in Delta State as indicated by 123 respondents which constituted 20.2%. Other consequences given by the respondents include Wanton destruction of school properties (16.8%), suspension and expulsion of students and students' ring leaders (16.3%) temporary closure of the institution (16.0%), loss of lives (15.6%), and boycott of lectures (15.1%).

Table 4: Control Measures of Students' Unrest in Tertiary Educational Institutions in Delta State

S/N	Variables	Frequency	Percentage	Cumulative Percentage
1	Extra curriculum	24	4.0	4.0
2	Stable and moderate tuition fees	104	17.1	21.1
3	Effective communication	131	21.5	42.6
4	Effective leadership behaviour	81	13.3	55.9
5	Efficient teaching – learning facilities	29	4.8	60.7
6	Students' involvement in decision-making	96	15.8	76.5
7	Good governance and effective social security	24	4.0	80.5
8	Use of negotiation with students	28	4.6	85.1
9	Dialogue with parents and other stakeholders	24	4.0	89.1
10	Professional counseling	17	2.8	91.9
11	Cordial community relations	37	6.1	98.0
12	The use of security forces like police/army to maintain law and order in the affected institution	13	2.0	100.0
	Total	608	100.0	

Source: From the Questionnaire Administered

In table 4, the results indicated that effective communication, stable and moderate tuition fees, students' involvement in decision-making and effective leadership behaviour were perceived the respondents as the major control measure to curb students' unrest in tertiary educational institutions in Delta State

Testing of Hypotheses

Hypothesis I

H₁: There is no significant difference between the occurrences of students' unrest in tertiary educational institutions in Delta State

Table 5: Occurrence of Students’ Unrest in Tertiary Educational Institutions in Delta State

S/N	Variables	N	\bar{X}	SD	SD \bar{X}	Cat. T	Crit. T
1	Delta State University, Abraka	125	4.05	0.58	0.68	2.92	1.96
2	Delta State Polytechnics, Ogwashi-Uku	127	3.93	0.61	0.23		
3	Delta State Polytechnics, Ozoro	125	3.48	0.43	0.39		
4	College of Education, Agbor	124	3.17	0.51	0.20		
	Federal College of Education (Tech.) Asaba	107	2.79	0.60	1.01		

$p < 0.05$

Source: Authors’ Computation, 2018

In table 5, the test statistics show that calculated ‘t’ (2.92) is greater than the critical ‘t’ (1.96). The null hypothesis is therefore rejected. This means that there was a significantly difference in the occurrence of students’ unrest in tertiary educational institutions in Delta State.

Hypothesis 2

H₂: There is no significant difference between the opinion of female and male students on the causes of students’ unrest in tertiary educational institutions in Delta State

Table 6: Opinion of Female and Male Students on the Causes of Students’ Unrest in Tertiary Educational Institutions in Delta State

S/N	Variables	Group	N	\bar{X}	SD	SD \bar{X}	Cat. T	Crit. T
1	Cultism	Female	172	4.03	0.51	0.05	1.43	1.92
		Male	194	4.01	0.58	41		
2	Poor leadership	Female	172	4.00	0.52	0.02	1.42	1.97
		Male	194	3.01	0.56	36		
3	Communication gap	Female	172	3.06	0.50	0.002	1.45	1.99
		Male	194	3.03	0.53	24		

4	Youth exuberance	Female	172	3.02	0.50	0.01	1.51	1.92
		Male	194	3.04	0.58	55		
5	Government policies and related issues	Female	172	3.00	0.54	0.01	1.55	1.97
		Male	194	2.91	0.52	36		
6	High handedness	Female	172	2.83	0.56	0.01	1.58	1.97
		Male	194	2.81	0.56	30		
7	Dissatisfaction over national issues	Female	172	2.66	0.52	0.01	1.63	1.92
		Male	194	2.58	0.51	22		
8	Unfulfilled needs	Female	172	2.64	0.50	0.001	1.63	1.97
		Male	194	2.56	0.51	39		
9	Religious factors	Female	172	2.81	0.57	0.01	1.64	1.96
		Male	194	2.50	0.55	34		
10	Dissatisfaction over academic programme	Female	172	2.48	0.50	0.01	1.66	1.97
		Male	194	2.54	0.53	56		
11	Students welfare related causes	Female	172	2.71	0.50	0.01	1.71	1.97
		Male	194	2.47	0.55	39		
12	Staff issues	Female	172	2.11	0.54	0.001	1.76	1.92
		Male	194	2.34	0.52	22		
13	Increase in tuition fees	Female	172	2.96	0.51	0.01	1.82	1.97
		Male	194	1.59	0.53	26		

< 0. 05

Source: Authors' Computation, 2018

According to the results presented in table 6 above, all calculated 't' (1.43, 1.42, 1.45, 1.51, 1.55, 1.58, 1.63, 1.64, 1.66, 1.71, 1.76 and 1.82) are less than the critical 't' (1.92). The null hypothesis is therefore accepted. This means that female and male students perception do not differ in their expression on the causes of students' unrest in tertiary educational institutions in Delta State.

Hypothesis 3

H₃: There is no significant relationship between causes of students' unrest and control measures used to curb students' unrest in tertiary educational institutions in Delta State

Table 7: Correlation between Causes and Control of Students' Unrest in Tertiary Educational Institutions in Delta State

Variables		Causes	Control
Causes	Pearson correlation	1	.857**
	Sig (2 – tailed		.000
	N	608	608
Control	Pearson correlation	.857**	1
	Sig (2 – tailed	.000	
	N	608	608

** Correlation is significant at the 0.01 level (2 – tailed).

Source: Authors' Computation, 2018

Table 7 above shows the correlation between causes and control of students' unrest in tertiary educational institutions in Delta State. There exist a significant positive high correlation between causes and control measure ($r = .887$, $n = 608$, $p < 0.01$). This implies that the causes of students' unrest and the control method taken are highly related for all the tertiary education institutions in Delta State. Therefore, the null hypothesis which states that there is no significant relationship between the causes and control measures to curb students' unrest in tertiary educational institutions in Delta State is rejected. This is widely supported by the previous findings of Aluede (2000); Viatonu and Jegede (2007); Akeusola *et al.* (2012).

Hypothesis 4

H₄: There is no significant difference in the mean rating of students on control measures of students' unrest in tertiary educational institutions in Delta State

Table 8: Difference in the Mean Rating of Students on Control Measures of Students' Unrest in Tertiary Educational Institutions in Delta State

S/N	Variables	Group	N	X	SD	SDX	Cat. T	Crit. T

1	Delta State University, Abraka	Female	172	4.05	0.59	0.01	1.42	1.97
		Male	194	4.01	0.56	0.15		
2	Delta State Polytechnics, Ogwashi-Uku	Female	172	4.06	0.56	0.18	1.44	1.96
		Male	194	4.03	0.52	1.34		
3	Delta State Polytechnics, Ozoro	Female	172	3.74	0.50	0.01	1.53	1.97
		Male	194	3.48	0.51	39		
4	College of Education, Agbor	Female	172	2.59	0.58	0.001	1.50	1.92
		Male	194	2.60	0.59	0.14		
5	Federal College of Education, Asaba	Female	172	2.98	0.46	0.58	1.58	1.97
		Male	194	2.84	0.55	36		

$p < 0.05$

Source: Authors' Computation, 2018

According to the results presented in table 8 above, the calculated 't' values (1.42, 1.44, 1.53, 1.50, and 1.58) are less than the critical 't' value (1.97). The null hypothesis is therefore accepted. This means that there is no significant difference in the mean rating of students on control measure of students' unrest in tertiary educational institutions of Delta State. This is supported by the previous findings of Odu (2013).

Discussion of Findings

Factors that could influence students' unrest in tertiary educational institutions were examined and findings revealed that all the factors influence students' unrest. They are cultism, poor leadership communication gap, youthful exuberance, government policies and related issues, unfulfilled needs, religious factors, dissatisfaction over academic programmes, students welfare related issues, staff issues and increase in tuition fees. This is in agreement with the views of previous researchers such as Aluede (200 & 2001); Adeyemi (2009); Akeusola *et al.* (2012); Odu (2013) and Obi (2014). The study revealed that female and male student's perception do not differ in their expression on the causes of students' unrest in tertiary educational institutions. This finding substantially supports those of Aluede (2000) and Odu (2013).

Adeyemi's (2009) and Odu's (2013) findings are also in support of some of the findings of the current study. Effective communication, stable and moderate tuition fees, students' involvement in decision-making and effective leadership behaviour are the major control measures necessary for curbing students' unrest. This is in partial agreement with the views of previous researchers. Onyenoru

(1996); Onwurati (2000); Alabi, Akanbi and Owoade (2002); Aluede *et al.* (2005) and Obi (2014) for instance, found that efforts at managing students' unrest by the concerned authorities (government and institutions with an ultimatum instructing students to vacate their halls of residence and premises, suspension or dissolution of students' unions and their executives. And when the crises have a national impact, the government often reacts by proscribing the students' union organization at the national level. Other control measures mentioned by these scholars include rustication or outright expulsion of student rig leaders and the use of security forces like the police and army to maintain law and order in the affected institutions.

The study also revealed that the causes of students' unrest and the control measures taken are highly related for both the state and federal tertiary educational institutions in Delta State. This finding agreed with those of earlier researchers (Akeusola *et al.*, 2012).

CONCLUSION AND RECOMMENDATIONS

This study examined the causes and control of students' unrest in tertiary educational institutions in Delta State. Students' unrest is not issues that can be handled with levity as the outcome of such crises have not been in the interest of the institutions, the parents; the students themselves even the society at large. There is no doubt that students unrest in Nigerian tertiary educational institutions often disrupt and threatening the stability of these institutions and the country's economy at large. The causes and consequences of students' unrest have been highlighted. Based on findings, the study conclude that increase in tuition fees, dissatisfaction over academic programmes, poor leadership and cultism are the major causes of students' unrest in tertiary educational institutions in Delta State. The study also conclude that effective communication, stable and moderate tuition fees, students' involvement in decision-making especially on matters affecting their academic life and effective leadership are the most basic control measures and prevention of students' unrest. Based on the empirical and theoretical findings of this study, the following recommendations were made.

i. Efforts should be made to bridge the communication gap between school authorities and students. This will help to bring the incidents of students' unrest in Nigerian tertiary educational institutions to the barest minimum.

ii. Students should be involved in decision-making particularly on issues that border on their welfare and academic programmes.

iii. Authorities of educational institutions should as much as possible observe transparency in their dealings with students, be proactive and listen to students' complaints.

iv. School authorities should set up welfare committee to seek out students' problems or challenges. This will guarantee good and adequate support services for majority of the students.

v. The use of police and other law enforcement agents to scuttle disperses and breaks students crises had led to the killing and maiming of many students. And rather than helped to mitigate the problem of students' crises, such measure had

only further aggravated the phenomenon. Therefore, it is suggested that government and authorities of institutions should avoid using police and other law enforcement agents as a control measure in curbing students' unrest. This is because it often calls for the use of extra – ordinary measure, including force to restore law and order.

vi. Government should intensify efforts in the provision of necessary facilities and equipment to enhance effective teaching-learning activities.

vii. School authorities should establish functional professional counseling units to help students understand the consequences of students' unrest on campus.

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