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EFFECT OF STUDENTS' UNREST ON MANAGEMENT OF SECONDARY SCHOOLS IN MAKURDI LOCAL GOVERNMENT AREA OF BENUE STATE, NIGERIA.

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ABSTRACT

This study investigated the effect of Students' unrest on the management of Secondary Schools in Makurdi Local Government Area of Benue State. The study was guided by three research questions and three hypotheses. A descriptive survey design was adopted for this study. From the total population of 1594 teachers across 89 schools, a sample of 160 teachers and 20 schools were drawn for the study. A 13 items structured questionnaire titled Effect of Students' Unrest on Management of Secondary Schools Questionnaire (ESUMSSQ) was administered to one hundred and sixty (160) teachers for data collection. Data obtained were analyzed using both descriptive statistics of mean and standard deviation and inferential statistics of the chi-square (χ^2) test of goodness of fit. The null hypotheses were tested at a 0.05 level of significance. The findings of the study revealed causes of Students' unrest as Involvement of students in a cult, students' home background, dissatisfaction over academic needs, and poor communication gap which affect the planning and implementation of school's programs and infrastructural development in the management of secondary schools in Makurdi Local Government Area of Benue State. The researcher, therefore, recommended that government and school management should strategize ways of identifying causes of Students' unrest and appropriate measure of putting a halt to their occurrence. To achieve this; peers should be advised on the kinds of relationships they keep with their fellow peers in order to control causes of unrest among them.

KEYWORDS: Students, Unrest, management.

1. INTRODUCTION

Education system in any country is established to help in achieving the determined goals of education which are in line with the aspirations of the country. A school is therefore the functional unit of the education system through which educational goals can be achieved. However, the achievement of the educational goals is dependent on the effective administration of schools. Effective school administration is one of the basic necessities for the attainment of educational aims and objectives. Students' unrest in secondary schools has become an endemic challenge to school administration. Student unrest refers to any form of disruptive behaviour that interferes with smooth running of an

educational institution (Christian, 2005). It is manifested in form of boycott, sit-ins, riots, stone throwing demonstrations and strike. Okafor (2006) observed that students' unrest in post primary institutions have increasingly caused great concern not only to those administering the institutions but also to those concerned with student welfare as well as stability of these institutions. Students' unrest is seen as an unstable situation of extreme danger or difficulty and the rampage made by students in pressing for their demands on certain issues with authorities of the various institutions of learning. During this period, students show their displeasures through agitation, protest and as a last resort go into violent demonstrations. Students' unrest is a global phenomenon where students have adopted violent approaches towards solving problems that threaten their welfare rather than applying diplomatic approaches in pressing for their demands. Secondary schools in Benue State particularly in Makurdi Local Government Area of Benue State have recorded cases of students' unrest leading to disruption of academic and administration programmes. For instance, (pmnewsnigerian May 28, 2010) reported that the harmonious relationship between students of government college and command secondary schools both in Makurdi, Benue State was shattered recently, following a violent clash between students of the two post primary schools over the misunderstanding on the school's premises which both schools have been sharing over three years without rancour. The incidence recorded 15 seriously injured students and properties worth millions were destroyed. Students' unrest in post primary schools is worrisome to parents, government, administrators and even the students themselves as it often leads to closure of schools, suspension of students and disruption in academic calendar which deter the stability of academic outcomes.

It is worthy to note that the progress and success of a school system can hardly be achieved there is persistent students' unrest in the school. Students' unrest in school often posed challenges to the effective administration of schools. The administrators of secondary schools are seriously worried over series of student's protest, violent demonstration, cult activities and examination malpractices in various secondary schools which have brought a series of setback to the administration of the institutions.

Administration is seen as the process of getting things done through effective and efficient utilization of available resources. Akpakwu (2005) posit that administration is the ability of educational managers to judiciously handle human, material, time and financial resources towards achieving the goals of education. He further maintained that, school administration involves planning, directing, organizing and controlling human or material resources in an educational setting.

Educational goals of every nation can be realized through hospitable school administration which includes proper planning, organizing, coordinating, staffing, budgeting, controlling, maintenance of sound school discipline among staff and students. In secondary schools, administrators are saddled with the responsibility of managing finance, time, human and material resources in order to achieve the aims and objectives of their institutions.

Planning and implementation of school programmes are management function that provides a framework and guideline for adoption of a deliberate course of action for the administration of routine based activities in the school. A healthy school environment makes planning and implementation of programmes effective, while unhealthy school environment that is characterized by students' unrest makes planning and implementation of school programmes ineffective. The ineffectiveness of the administration of school in turn hinders the achievement of educational outcomes.

Students' unrest or crises in school have become perennial and endemic particularly in secondary schools where students embark on demonstration to express their grievances (Igbo, 2014). These demonstrations are mostly violent in nature which results to loss of lives and destruction of the school infrastructure. Infrastructural development is the stem for the success of educational goals and objectives.

The realization of educational goals could rarely be achieved due to the challenges that impede the effective and efficient administration of school system truncating into low academic standards and poor education outcomes. Such challenges include unrest or crises, strike, cultism, examination and indiscipline among students. These have made administration of secondary school ineffective in the area of planning, organizing, staffing, directing, coordinating and budgeting. It is with the above scenario in Mind that the researcher is interested in carrying out research on the effect of students' unrest on secondary school administration in Makurdi Local Government Area of Benue State with special focus on causes of students' unrest, its effect on planning and implementation of school programmes and infrastructural development as well as measures to curb unrest in secondary schools.

Statement of the Problem

Students' unrest at the secondary school level has resulted into violence, and negative effects ranging from destruction of school infrastructure, disruption of academic programmes, loss of lives and relations. Paralysis of administrative and academic activities on school premises are the main effects that frequently occur during a period of students' unrest. Students' unrest is by and large destructive and undesirable. It is a world-wide phenomenon that is impeding effective administration of schools for effective realization of educational goals and objectives. In 2010 it has been reported that the harmonious relationship between students of Government College and Command secondary schools both in Makurdi Local Government Area of Benue State shattered following violent clash between the students of the two post primary schools over the misunderstanding on the school premises which both schools have been sharing over three years without ran out. The incidence recorded 15 seriously injured students and properties worth millions were destroyed. Outing (2008) reported that students of Government Secondary School Odigo in Oju Local Government Area of Benue State went on rampage in 2003 over the inability of the school authority to resolve crises between the Junior and Senior students which led to wanton destruction of the school infrastructure and destruction of academic programme. Similarly, the case of St. Francis Secondary School Otukpo 1998 students' unrest and Emmanuel Secondary Schools in Benue state. The frequent occurrence of students' unrest in Nigeria schools particularly secondary schools has been a matter of concern to educationist. It seems much

that has been done to reduce the incidence of unrest have not yielded complete result. Despite the strategies used in curbing the students' unrest by school administrators and the management, common observation shows that students' unrest seems to be on an increase in the secondary schools especially in Makurdi Local Government Area of Benue State. It is against this background that the researcher is interested to investigate the effect of students' unrest on the administration of secondary schools in Makurdi Local Government Area of Benue State.

Purpose of the Study

The purpose of the study is to investigate effect of students' unrest on the management of secondary schools in Makurdi Local Government Area of Benue State. Specifically, the study sought to:

1. Identify the causes of students' unrest in secondary schools in Makurdi Local Government Area of Benue State.
2. Examine the effect of students' unrest on planning and implementation of secondary school programmes.
3. Determine the effect of students' unrest on infrastructural development of secondary schools

Research questions

The following research questions guided the study:

1. What are the causes of students' unrest in secondary schools in Makurdi Local Government Area of Benue State?
2. To what extent does students' unrest affect the planning and implementation of secondary schools' programmes?
3. To what extent does students' unrest affect infrastructural development in secondary schools?

Research Hypotheses

The following hypotheses were formulated and tested at (0.05) level of significance:

1. Causes of students' unrest have no significant effect on management of secondary schools in Makurdi Local Government Area of Benue State.
2. Students' unrest has no significant effect on the planning and implementation of secondary school programmes.
3. Students' unrest has no significant effect on infrastructural development in secondary schools.

Research Design

The researcher employed the descriptive survey design which according to Emaikwu (2010) is one in which a group of people or items are studied by collecting and analysing data from people considered to be a representative sample of the entire population. This method is therefore appropriate for this study because, according to Ada (2010) it enhances the study situation in their natural settings without manipulations of variables. It also helps in providing a relatively cheap and easy means of collecting

large amount of data concerning the Problem. Using this approach, the researcher was able to obtain data for the purpose of answering the research questions and as well testing of the hypotheses.

The population of the study consists of 1594 teacher from 89 secondary schools in Makurdi Local Government of Benue State (Benue State Teaching Service Board). The sample of the study is made up of 160 teachers or 10% in 20 schools or 10% out of the population were randomly selected from the area. Pila (2016) asserted that a 5%, 10% or 20% sample is ideal for a total population of 1000 or more. The sampling technique employed is simple random sampling, applying the Hat and Draw method. According to Ada (2010), the simple random technique ensures a true representation of the entire population of the study mostly when the targeted population is homogeneous. This technique was adopted since the targeted population was homogeneous.

A 13 items structured questionnaire titled Effect of Students' Unrest on Management of Secondary Schools (ESUMSSQ) was used to obtain data for the study. The questionnaire was structured into two sections. Section "A" requested for the name of the school, while section "B" solicits information from the respondents on problem under investigation. The instrument was a four-point rating scale with a response mode of Strongly Agree (SA) = 4 Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1 respectively.

The instrument was validated by two experts in the field of Educational Management and test and measurement from Benue State University, Makurdi. They assessed the instrument to make sure the language of the instrument was not ambiguous. The researcher personally visited all the 20 sampled schools in Makurdi Local Government of Benue State to ensure that the entire randomly selected respondents were given copies of the questionnaire to answer. However, this was done after obtaining permission from the principal's to use their teachers for the research. The copies of the questionnaire were collected on the same day after the completion by each respondent. This was to ensure that no copy of the questionnaire was lost.

The data collected were analysed using mean and standard deviations and chi-square (χ^2) test of goodness of fit. Mean scores was used to answer the research questions. The chi-square (χ^2) test of goodness of fit was used to test the hypotheses at 0.05 alpha level of significance.

Analysis and Interpretation

The data presentation, Analysis and interpretation for this study is based on the responses obtained from respondents on the research questions and hypotheses. Mean scores and standard deviations were used to answer the research questions. A cut-off point of 2.50 was used for the decision making. Mean scores of 2.50 and above was accepted as having the desired effect while mean scores of below 2.50 were rejected as not having the desired effect. The hypotheses were tested using chi-square test of goodness of fit at 0.05 level of significance.

Analyses of Research Questions

Research Question 1:

What are the causes of students’ unrest in secondary schools in Makurdi Local Government Area of Benue State?

Table 1: Mean and standard deviation rating of the causes of students’ unrest in secondary schools’ secondary schools in Makurdi local government of Benue state

S/N	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
1	Involvement of students in cult activities causes students’ unrest in secondary schools.	50	79	16	15	3.03	.89	Accepted
2	Students’ home background does not emanate to students’ unrest in secondary schools.	20	40	50	50	2.18	1.02	Not accepted
3	Dissatisfaction over academic needs results to students’ unrest in secondary schools.	75	30	36	19	3.01	1.08	Accepted
4	Poor communication gap causes students’ unrest in secondary schools.	68	42	29	21	2.98	1.07	Accepted
Cluster Mean and Standard deviation						2.80	1.02	Accepted

Table 1 shows the mean scores of the causes of students’ unrest in secondary schools in Makurdi Local Government area of Benue state. Their ratings of items 1 to 4 are 3.03, 2.18, and 2.98. based on the decision point, all the items are above the cut-off point of 2.50 and the cluster mean 2.80 is also above the cut-off point which shows that the respondents accepted that the followings are causes of students’ unrest in secondary schools in Makurdi Local Government area of Benue state.

Research Question 2:

What effect does student unrest have on planning and implementation of secondary schools’ programmes?

Table 2: Mean and standard deviation rating of the effect of student unrest on planning and implementation of secondary schools’ programmes

S/N	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
1	Unrests in secondary schools interrupt academic session.	66	35	19	40	2.79	1.22	Accepted
2	Students’ unrest hinders effective evaluation of students.	81	34	18	25	3.06	1.14	Accepted
3	Students’ unrest impedes effective implementation of school curriculum.	69	45	29	17	3.04	1.02	Accepted
4.	Closure of schools as a result of students’ unrest prevents effective planning and implementation of school programmes.	83	34	18	25	3.09	1.12	Accepted
5.	Unrests in schools provide an enabling environment for effective planning and implementation of school programmes.	21	39	40	60	2.13	1.06	Not Accepted
Cluster Mean and Standard deviation						2.82	1.11	Accepted

Table 2 shows the mean scores of effects of student unrest on planning and implementation of secondary school’s programmes. Their ratings of items 1 to 4 are 2.79, 3.06, 3.04, and 3.09, Based on the decision point, all the items are above the cut-off point of 2.50 and the cluster mean 2.82 is also above the cut-off point which shows that the respondents accepted that student unrest have effect on planning and implementation of secondary school’s programmes.

Research Question 3:

What effect does student unrest have on infrastructural development in secondary schools?

Table 3: mean and standard deviation rating of the effect of student unrest on infrastructural development in secondary schools.

S/N	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
1	Students’ unrest reduces the cost of maintaining and refurbishing school infrastructural facilities.	91	32	25	12	3.26	.98	Accepted
2	Philanthropists are willing to donate building structures to schools where students’ unrest frequently occurred.	11	21	62	66	1.86	.90	Not accepted
3	Administrators do not find it a challenge to embark on infrastructural projects in schools where students’ unrest occurred.	19	18	45	78	1.86	1.03	Not Accepted
4	Government always gives quick assistance to schools where damage occurred for the maintenance of school infrastructure.	14	27	36	83	1.82	1.01	Not Accepted
Cluster Mean and Standard deviation						2.20	0.98	Accepted

Table 3 shows the mean scores of effects of student unrest on infrastructural development in secondary schools. Their ratings of items 1 to 4 are 3.26, 1.86, 1.86, and 1.82. Based on the decision point, all the items are below the cut-off point of 2.50 except item 1 and the cluster mean 2.20 is below the cut-off point which shows that student unrest have effect on infrastructural development in secondary schools.

Test of Hypotheses

In testing the three hypotheses of this study, Chi-Square (X²) was used to test the options of respondents at 0.05 level of significance.

Hypothesis 1

Causes of students’ unrest have no significant effect on management of secondary schools in Makurdi local government area of Benue state.

Response	O	E	Df	Level of sign	X^2_{cal}	X^2_{tab}	Remark
SA	313	160	3	0.05	47.7	7.81	Rejected
A	191	160					
D	131	160					
SD	105	160					

From table 4, the calculated value of Chi-square $X^2=47.7$ is greater than the critical table value (7.81) at 0.05 level of significance and 3 degree of freedom, the null hypothesis which states that causes of students' unrest have no significant effect on administration of secondary schools in Makurdi local government area of Benue State is rejected and the alternative hypothesis accepted.

Hypothesis 2

Students' unrest has no significant effect on the planning and implementation of secondary school programmes.

Table 5: Chi-square calculated values for effect of students' unrest on planning and implementation of secondary school programmes

Response	O	E	Df	Level of sign	X^2_{cal}	X^2_{tab}	Remark
SA	320	160	3	0.05	106.5	7.81	Rejected
A	187	160					
D	124	160					
SD	169	160					

From table 5, the calculated value of Chi-square $X^2=106.5$ is greater than the critical table value (7.81) at 0.05 level of significance and 3 degree of freedom, the null hypothesis which states that students' unrest has no significant effect on the planning and implementation of secondary school programmes is rejected and the alternative hypothesis accepted.

Hypothesis 3

Students' unrest has no significant effect on infrastructural development in secondary schools.

Table 6: Chi-square calculated values of effect of students’ unrest on infrastructural development of secondary schools.

Response	O	E	Df	Level of sign	X^2_{cal}	X^2_{tab}	Remark
SA	135	160	3	0.05	67.3	7.81	Rejected
A	98	160					
D	168	160					
SD	239	160					

From table 6, the calculated value of Chi-square $X^2=67.3$ is greater than the critical table value (7.81) at 0.05 level of significance and 3 degree of freedom, the null hypothesis which states that students’ unrest has no significant effect on infrastructural development in secondary schools is rejected and the alternative hypothesis accepted.

DISCUSSION OF FINDINGS

Based on the analysis of research questions and testing of hypotheses, the findings are hereby organized and discussed below for easy comprehension.

The first findings of this study revealed that causes of students’ unrest have significant effect on administration of secondary schools in Makurdi local government area of Benue state. This finding is in agreement with Adeyemi (2009) who carried out search on causes, consequences and control of students’ crises in public and private universities in Nigeria. The purpose of this study was to investigate the causes and consequences of students’ crises and how it can be controlled. Four research questions and two hypotheses guided the study. The study population comprised all the 81 universities in the country from which a sample of 9 universities (6 public 3 private) was taken. Out of the 8400 members of staff and 5600 final year students in the public universities, 1460 respondents (850 members of staff and 610 students) were chosen. Out of the 2650 members of staff and 1400 final year students in the private universities, 635 respondents (420 members of staff and 212 students) were chosen. A descriptive survey research design was used in carrying out the stud. The method of selection was by stratified random sampling. The instrument used was a questionnaire while the data collected were analysed using percentages, t-test and Pearson Product Moment correlation. The findings show that the level of students’ crisis in public universities was high. One major cause of the crisis was the failure of university authorities to meet students’ demands. Based on the findings, it was then recommended that university authorities should imbibe the use of the dialogue strategy in controlling students’ crises.

The second findings revealed that students’ unrest has significant effect on the planning and implementation of secondary school programmes. This finding is in agreement with Okwori (2011),

who asserted that an outstanding consequence of students' unrest in schools is break down of law and order in the school. The absence of peace prevents students from enjoying a full and uninterrupted session. Moreover, unpeaceful atmosphere of school make it impossible to predict the academic calendar for any school even the annual process of admission of new students is affected. For any plan to be effective, enough facilities such as offices spaces, computers, writing materials, other tools as well as proper procedures for processing plans should be put in place (Okwori, 2011). The rampage caused by students to a long way in altering the school calendar which in turn affects not only the school management but also the students, this is because some students leave the school and spend more days at home. Efficient and effective evaluation of students becomes difficult as a result of students' rampage or unrest because of the adjustment in academic calendar which affects the school examination and test time tables, most often, examinations are postponed. The case is not only in secondary schools but extend its frontiers to higher institutions of learning. A practical example is the case of students of Benue State University, Makurdi who on Friday 19th, February 2018 protested against the university policy of no payment of school fees no examination which led to the closure of the university and examination postponement. Furthermore, implementation of curriculum in secondary school where cases of unrest have been recorded is ineffective because of the time needed for implementation is low. Okwori (2011) assert that, it is worthy to note that the goals and objectives of a school can only be achieved through effective planning and implementation of school programmes by prioritizing the goals and mapping out strategies to achieve the goals systematically.

The third findings revealed that students' unrest has significant effect on infrastructural development in secondary schools. This finding is in agreement with (Okwori, 2011) who stated that the school infrastructure affects the feeling and behaviour of the students who occupy the building. Okwori observed further that, a well maintained, bright, sparkling physical facility suggest a school that people care about and such schools does something positive for the individuals who occupy the building. On the other hand, a poorly maintained school tends to weaken the spirit of the students who must spend days, weeks and months in school. School infrastructure include structures that house students by way of classrooms and staff offices and other necessary equipment for learning such as library, laboratories, sufficient space for exercises, such as sport and recreation. The school with shamble infrastructure would hardly produce quality graduates. Where there is a general dissatisfaction of students, wanton destruction of infrastructure is made, it makes no sense of educational qualification as their validity, reliability and credibility are put to question, whereby producing half-baked graduates (Ogbonnaya, 2009). Ogbonnaya added that, students continue to lack equipment and facilities for study and greater achievement of academic goals since school finance may continuously be used to replace destroyed valuable properties during crisis.

Other effect of students' unrest or crisis on infrastructural development in secondary schools according to Ogbonnaya (2009) includes: students' unrest creates lack of competitive edge from the affected schools. A conducive school environment would motivate students to learn better and the teachers also contribute quality inputs to students to bring about quality educational outcomes in a

better learning environment. Students' unrest culminates in poor students' performance because learning is characterized by threat in the school environment where students' crisis lingers, whereas it is an accomplished fact that learning thrives mostly in an environment devoid of threat. Any society characterized by any form of violence will not be conducive for any social interaction in form of teaching and learning.

CONCLUSION

Based on the findings of the study, it is concluded that, causes of students' unrest, planning and implementation of schools programmes and infrastructural development have significant effect on administration of secondary schools in Makurdi Local Government Area of Benue State.

RECOMMENDATIONS

Based on the findings of this study, the researcher recommends that;

1. Government and schools management should strategize ways of identifying causes of students' unrest and appropriate measures of putting a halt to their occurrence. To achieve this, monitoring students' activities, meeting their needs and ensuring school discipline are good means. Guidance and counsellors in the schools can facilitate achieving this.
2. Hence planning and implementation of school programmes is aimed at achieving a smooth management, incidence of students' unrests should be properly and timely managed.
3. Facilities should be made available in schools by government, philanthropists as well as other concerned bodies and measures should be taken to safeguard them from being destroyed as a result of students' unrest.

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