

**STUDENTS' UNREST: AN EVALUATION OF INFLUENCING FACTORS
AND ITS IMPLICATIONS ON BUILDING PEACEFUL LEARNING
ENVIRONMENT IN PUBLIC SECONDARY SCHOOLS IN EDO STATE.
A CASE STUDY OF IDOGBO SECONDARY SCHOOL,
IKPOBA OKHA LOCAL GOVERNMENT AREA.**

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DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

JULY, 2023.

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF BACHELOR OF EDUCATION DEGREE
IN EDUCATIONAL MANAGEMENT**

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CERTIFICATION

We, the undersigned, hereby certify that this Study was carried out by Ebighe Abigail Apex in the Department of Educational Management, Faculty of Education, and University of Benin, Benin City, as adequate in scope and quality for the partial fulfillment for the award of B.A. (Ed) degree in Educational Management

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DEDICATION

This project is dedicated to my God Almighty, My parents, Mr and Mrs Ebighe,

ACKNOWLEDGMENTS

ACKNOWLEDGMENTS

I wish to express my profound gratitude to God Almighty who is the source of my strength and inspiration throughout this project.

The researcher is delighted in expressing her gratitude to her Project Supervisor, Dr. Amen Ogbemudia, for his constructive scholarly corrections, professional and motherly advice and prayers which ensured high quality and success of this study.

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ABSTRACT

Edo state students are notorious for unrest due to series of students demonstrations recorded in the state. It appears bearable if it is a public school but becomes a grave concern when a federally funded college took to the streets on rampage. The study investigates the root causes of students' unrest in Rivers State Secondary schools with student unrest questionnaire" and oral interviews were used for data collection. A total of 175 students and 25 staff were selected through stratified random sampling. Frequency counts and percentages were used for statistical analysis with 50% and above as statistical significance. From results remote causes were students' dissatisfaction over Acting Principal's off- handed administration, low emphasis on academics, low morality, and ill advice of parents. Immediate causes were the chastisement of students over complaints of poor feeding and arbitrary transfer of staff. It was recommended that an organised and more effective use of the college Press club should be encouraged for students to make constructive criticisms within the college, the school authority should apply strict measures to uphold school rules and regulations, and management should endeavour to make effective use of Guidance Counsellors.

CHAPTER ONE

INTRODUCTION

Background of the study

Education has been considered to be the corner-stone for development. It provide platform for the acquisition of knowledge, literacy skills habits and values for productive learning, technological advancement and ability to harness human and material resources towards the advancement of societal goal (FRN 2004). Education is a distinctive way in which the society inducts its young ones into real membership. Secondary school education is the stage of education following primary school. It is generally the final stage of compulsory education. Webster (2009) sees secondary school as a school intermediate between elementary and lugher school usually offering general technical, vocational or college preparatory course, while Collins refers to it as school for young people usually between the ages of Eleven and 18 eighteen years of age.

Environment can also be seen as aggregate of all external condition and influences affecting the life and development of an organization. In this study, learning environment includes all the internal conditions and

influences in the school that affects and bring about peaceful learning environment is free from war, violence, disorder or conflict. School environment should be planned for peaceful and safe environment.

Student unrest is a common terminology used to describe a state of uncontrolled behavior or unrestrained indulgence in something by group of people is unrest. Demonstration, revolt, rioting or rampage these are frequent agitation of students arising from unattended biogenic and political needs from frustration and punishment. Thus, the revolts or demonstration usually against established authorities in an attempt to earn recognition or achieve the desire need. Unrest is a state of discontent bothering on riotousness or anger (chamber 21st dictionary). Therefore student unrest can be describe as a violent action taken by group of angry students seeking recognition or an out left to public secondary schools have experience a state of instability and destructions as a result of student unrest. To cite an example western boys' high school, Ikpoba hill, Niger College, Upper Sakponba and Idogbo Secondary School, Idogbo all in Ikpoba Okha Local Government Area of Edo State. Their reason for riots varied from Some of the influencing factors include not limited to; Cultism, communication gap, unconducive learning

environment youthful exuberance, high rate of indiscipline among students, negative peer influence, sudden change of school or government policy and other factors that may give rooms for students unrest may include inadequate teaching and learning facilities, poor accommodation, unwarranted expulsion intimidation of students by teachers. Consequently, the schools concerned are usually closed down temporally.

Frequency of students' unrest, demonstration and campus tension in secondary school has got to a stage where that it is now worrisome to parents, government and even students themselves. In Nigeria today, student unrest is a serious challenge. According to Titilayo (2003), student's unrest is a form of protestation that result from the grievances or areas of disagreements. In such cases, students show their grievances to press home their demand to school authorities. Students unrest therefore can be seen as a chaotic situation in which student are angry and consequently behave violently in their protest against certain acquisitions.

Peaceful Learning Environment is critical to teaching and learning. The strong relationship between students, teachers, and parents promote a safe

and peaceful environment where teaching and learning is considered to be an important focus. Hence, this definition actually seeks to demonstrate that a positive teaching environment makes the students feel wanted and valued. Thus, this goes hand in hand with what McFarland (2012:137) emphasizes, that positive learning environment “is when the students feels that they are supported and valued in whatever they are doing and learning is mastered easily”. In addition, all students with challenges and extra ordinary personal challenge can do well in their studies if they get full support and motivation. This emphasizes the point that creating a positive learning environment can stimulate student learning. The role of teachers as catalysts for positive learning environment: teachers should equip themselves with tools or methods of creating a positive learning environment. All teachers must take it as their responsibility to create a positive learning environment for students. Some of factors that influence unrest in secondary schools and it implications on academic performance a cursory look at the causes of student’s unrest in public secondary schools in Edo State reveal that several factors precipitate student’s unrest in recent times.

In the first instance, the resultant implications of students' unrest are usually drastic. In the process well planned academic calendar is usually sadly and untimely interrupted. Some students see the unrest as an opportunity to go a holiday in order to ease academic tension. Some other students view the unrest as an opportunity to escape from the tight economic situation, other sees it as an avenue to settle scores and to vent their anger on those teachers whose subject are not interesting. In most cases, there is loss of innocent lives, properties worth millions could be destroyed and valuables school properties can be stolen. Over time the general performance of students in both internal and external examination has been on decline. The fact remains that students' unrest is an educational problem facing the nation at large and Edo State in particular. It is usually a necessary for stakeholders in education especially school principals to recognize it constructive and destructive potential and make use of appropriate measures to promote and build peaceful learning environment.

Statement of Problem

In recent times, it has been observed that student unrest in public secondary schools in Edo State was precipitated by several factors. A cursory look at

the public secondary schools in Ikpoba Okha Local Government it was observed that the growing incidents of students unrest in the secondary schools in Ikpoba Okha local government it was observed that the growing incidents of students unrest in the secondary schools in Ikpoba Okha Local Government Area of Edo State and more especially the case of Idogbo secondary school birthed the idea for the researcher to carry out this investigation. Students' unrest has no positive impact on school system. A school that indulges in this can hardly achieve the educational objectives. Lawlessness is rampant in schools where students are head bound to put laws into their hands. Students' going on rampage disrupts the planned curriculum in many cases render the school properties damaged.

Schools have experienced a state of instability and disruption as a result of students' unrest. Frequency of students unrest, demonstrations, and campus tension protest, violence and closure of schools for months and destruction of lives and property among others have been a major issue of concern to school authorities, parents and even students themselves. Therefore this study seek to investigate student unrest: An Evaluation of influencing factors and it implication on building peaceful learning environment in selected

public secondary schools in Edo State: A case of study of Idogbo Secondary School Idogbo Ikpoba Okha Local Government Area.

Research Questions:

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

1. What are the factors influencing for students unrest in public secondary school?
2. What are the possible measures that can be put in place to minimize occurrences of students' unrest in public secondary schools in Edo state?
3. What are the implications of students' unrest on building peaceful learning environment?

The Purpose of the Study

The purpose of study is to determine the influencing factors and its implications on a peaceful learning environment in Edo State.

The specific objectives are to:

- To find out the influencing factors that causes students unrest in public secondary schools in Edo State.
- To determine the implications on peaceful learning environment in public secondary schools in Edo State

- To ascertain the possible measures in minimizing occurrences of unrest in public secondary schools in Edo State

Significance of the study

It is hoped that this study will provide information to educators, students, government to reflect upon various ways that help minimize the occurrences of students unrest and been able to achieve a peaceful learning environment.

Scope and delimitation of the study

This research work focuses on students' unrest: an evaluation of influencing factors and its implications on building a peaceful learning environment in Edo state.

The study is delimited to selected secondary schools in Ikpoba Okha local government area.

Definition of terms

Student Unrest: the rampage made by students in pressing their demand on certain issues with university authorities. Student unrest include; demonstration, boycott of classes/lectures, civil disturbance, protect, crises, and riot among others.

Peaceful learning environment: when students feel safe, calm, and relaxed in their environment.

Influencing Factors: are those things that can affect some features of target object.

Implications: possible effect or result of an action or a decision

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature under the following sub- headings

Theoretical framework

Concept of student unrest

Perceived influencing factors

Concept of peaceful learning environment

Its Implications on building peaceful learning environment

Theoretical framework

According to Festinger (1997), people strive to achieve a state of equilibrium among various attitudes (or learned predisposition to persons, situations or things) and behavior. This is because people prefer consistency or consonance to inconsistency or dissonance. Therefore, where ever people have a thought that is not consistent with their behavior, they experience cognitive dissonance and are motivated to seek means of restoring equilibrium (sprint hall and sprint hall, 1997).

Cognitive dissonance is considered to be a motivating force that gives rise to behavior designed to reduce dissonance. Cognitive dissonance begins with

dislike for inconsistency between attitudes and behaviors (Le François, 1996). When such conditions (inconsistency between behaviors and attitudes arise, people experience an unpleasant state known as dissonance.

Festinger (1997) reasoned that one's perceptions of one's own state of fear could be a cognitive element analogous to one's knowledge of some outside objectives (Buck 1996). To him, dissonance exists between two cognitive elements if considering these two alone; the obverse of one element could follow from the other. Thus if one cognitive element implies the other, they are said to be consonant with one another. If one cognitive element implies nothing about the other, they are said to be irrelevant to one another. Broadening this theory, Iglitzin (cited in Ehiamezor, 1999) Keniston (1968) opined that students' perception of themselves reflect cultural values of their parents. Reinforcing this position, Ehiamezor (1979), Keniston (1998) and Wood (1994) maintained that for those from radical families, the process of radicalization involves a return to the fundamental values of the family.

A critical look at the incidents of student's unrest in Nigerian universities shows that student' unrest results from the conventional cultural values of parents and the society. Activism therefore arises because of the

inconsistency between students' belief and the roles they are made to perform in the home, schools and society.

The Theory of Relative Deprivation

Relative deprivation is a gap between what people get (value capability, such as, social status, welfare etc) and what they perceive they should get (value expectations). The essence of this theory according to Davies cited in Onwuejeogwu, 1992 is that once people's standards of living have started to improve, their level of expectation rises. If improvement in actual condition deepens, the urge to revolt emerges because of expectations that are not met and frustration sets in. This theory assumes that once deprivation is removed; a state of normalcy will emerge. To social psychologists, relative deprivation can be so intensively felt and widespread that it can degenerate with little catalysis into mass demonstration, violence and political instability. Relative deprivation according to Dollard cite in Ikelegbe, 1992 is particularly so when the rising expectations coincide with the falling socio-economic capabilities to satisfy them. This problem is further compounded when a period of economic and social development accompanied by subsidies, high standard of living, is also followed by

economic hardship that destroys previous gains. Such a situation provides a fertile ground for social unrest, riot and even revolution (Ikelegbe, 1992). As posited by the theorists of relative deprivation, it is not changes and deteriorations in socio-economic conditions that bring about riots, but the widespread individuals or group perception of deteriorating economic conditions. When the perception begins to give rise to frustration, mass discontent, disillusionment, etc, then the possibility of public uprising or protest is heightened (Ikelegbe, 1992). It is along this line that Aluede (1995), Aluede and Aluede (1999) and Onyejiaku (1991) provided a picture of what triggers students' unrest in secondary schools. According to them the self is highly vulnerable to the frustrations of life obstacles and threats in the environment may cause an individual's frustration. Whether these obstacles are in the form of persons or objects, the individual reacts to some external figures directly in order to ward them off and reduces anxiety of feeling of guilt. In other situations, the individual may not be capable enough or it may not be convenient for him/her to express his/her aggressive behavior satisfactorily against the source of this frustration.

A cursory look at the antecedent factors in students' unrest in Nigerian universities reveals that most entering freshmen have extremely high hopes

regarding the freedom of speech and actions which they will be able to exercise during their university life. The research intended to investigate the evaluation of influencing factors and its implications on building peaceful learning environment in public secondary schools in Edo State. A peaceful learning and teaching environment was taken into consideration as essential for the students to succeed in schools. McFarland (2012:11) recommended that, “creation of environment that provides fully support to students must be looked at, as it creates conducive climate for the students to learn to their potential”. If the learning environment was not There were many factors that contributed to a positive classroom environment. The instructional and emotional support helps the social competence of students in the classroom (Cohen et.al, 2013). That means the factors that increased the social competence of students to perform better were taken into consideration. More students were engaged with activities during learning, and had good interaction with other students; factors that disturb learning such as noise and disruptive behaviours of students were limited. However, Gary, Villered and Sharon (2010:34) emphasized that "many schools needs to provide with learning conditions that will stimulate students eagerness to learn, and teachers, and principals must constantly improve the school climate and

school culture”. This raised the point that the schools together with communities must both provide equal support to students by creating an environment where the students are valued. conducive to learning for students, then it breed drop outs or affected their success. These beliefs remain in the student throughout campus life. Since activists are particularly responsive to these issues; they are apt to tolerate dissolution less highly and to take to unconventional means to concretize their dashed hopes (Keniston, 1997).

Thus, student unrest has become a great threat to the education system, training and development programs, and the future of our country. And in recent years, it has increased at an alarming rate, which is not only endangering the education system but also our culture, our traditions, and national unity.

Definition of Student Unrest

Kabir (1956) defines, “Student Unrest is a spirit of general turbulence and rebellion among large sections of the young and is today a common phenomenon in many countries. An attitude of mind has been fostered, by which success in a worldly sense is the only value that society recognizes. The destruction of old values and the failure so far to create new values have

led to the growth of a spirit of cynicism, avarice, and rebellion. As an integral and perhaps the, most sensitive section of the community, it is among students that the malice is most acute.”

Bhattacharya (1967) says that “Student Unrest is a symptom, not a disease. Human unrest is prevailing all over the world today. It is a passing phase of the student’s struggle for the betterment of their opportunities; academic, social, and economic. This indiscipline shown today is the result of strain and stress on the student’s emotional life.”

Patel (1967) defines student unrest as “the indisciplined behavior of the frustrated and hence aggressive student community. Student unrest results mostly from lack of provision of student welfare activities or from want of meeting adequately with student grievances.”

Desai (1989) defined student unrest “as the expression that the students give to his bottled up feelings of dissatisfaction and disillusion which, why not entirely totally devoid of justification, often erupts into a war of destruction and damage.

Desai (1989), “Student unrest refers to the disillusionment and dissatisfaction that is rampant among the student committee because of the thwarting of their desires, needs, safety expectations, and aspirations. This

feeling can be either temporal or long-term, depending on the gravity of the situation and the speed and efficiency with which a solution is provided.”

According to Dr. Babita Singh (2013), “Student unrest means the attitude of not being satisfied and its characteristics are unsatisfied and the feeling of unpleasantness, walks out from examination halls, strikes, destruction of furniture, etc., are the significant manifestations of deep-rooted dissatisfaction among students.

Concept of Students Unrest

Students’ unrest is a global phenomenon which has ravaged many countries. It is regarded as any form of disruptive behaviour, boycott of classes, disturbance, wanton destruction and the extreme danger that could be perpetrated by students (Etadon, 2013). While Adeyemi (2009) regarded students’ crises as the demonstration made by students leading to destruction of lives and properties as a result of protest over their demands. It has been discovered from various research findings that student’s unrest is devastating in nature, which affect a wide spectrum of elements covering both human and material issues and institutional goals at large (Okebukola, 2006).

Etadon (2013) and Adeyemi (2009), in their works, stated that student unrest resulted to disruption of academic programme, destruction of lives, wanton

destruction of properties, closure of institution, suspension of erring students and dismissal of students' ring leader, loss of revenue to government agencies and distraction will result in poor standard of secondary education, with its consequence of poor quality of graduates being produced by the system. However, researchers reported factors responsible for students' unrest in the quest to address the problem. Among them are declining economic conditions, poor communication between institutions authorities and students, insufficient and aging of social amenities and academic facilities, poor attention to students; ideological and political reasons and secret cult activities (Atoyebi, 2016; Adeyemi, 2009). Etadon (2013) also reported overloaded curriculum, drug and substance abuse, lack of an effective school guidance and counseling service, pressure for excellent academic performance, abdication of parental responsibility, culture of impunity in the society, adolescence identity crisis, high handedness of school principals, mass media campaigns, and moral decadence.

Several studies revealed best practices that should be adopted by school administrators in minimise the occurrence of students' unrest in their schools. They should strengthening the communication process between the school authorities and the students; school administrators should be trained in

leadership strategies and conflict management; students should be made to participate in school affairs and in the institution's decision-making process; school management should use dialogue when students' unrest occurs; and basic facilities should be provided for students on campus (Oladeji, 2016; Gbadamosi and Ibitoye, 2015).

However, the problem of students' unrest still continues, in spite of the efforts put in place to address it. but in the recent time, the hydra-headed problem of school crises has crept into secondary schools. For instance, December 2, 2021, Independent Television reported that Edo State government has indefinitely shut Idogbo Secondary School in Ikpoba-Okha Local Government Area of the state, following destruction of the school's property by some students and hoodlums. The school is hereby closed till further notice It was stated that the closure of the school was to enable the government to ascertain the level of destruction, effect repairs and put modalities in place to avoid any reoccurrence. "The closure of the school is to enable the Edo State government to ascertain the level of destruction, effect repairs and put modalities in place to avoid any recurrence." The Edo State government has directed the retirement of the permanent secretaries of the ministry of education and the post-primary education board following

the rampage by hoodlums and students of Idogbo Secondary School in Ikpoba-Okha local government area of the state on December 3, 2021. The state government also ordered the principals of the junior and secondary schools of the affected institution to withdraw their services.

Conflict is inevitable in school settings as reported in several studies. It could be dysfunctional, destructive, and at the same time be a catalyst for creativity and productivity (Benedict, 2013), if well manage. It is usually necessary for stakeholders in education especially the school administrators to recognise its constructive and destructive potential and make use of appropriate conflict management techniques to promote safe learning environment. In Oyo State, Nigeria, the seemingly poor management of conflict by school administrator have eroded gains of education and if not tackle appropriately, the schools and society will lack disciplined, focused and law-abiding students that can promote peace and tranquillity in the society at large. It seems that there is scarcity of studies on secondary schools students protest and promoting safe learning environment. The calls for urgent attention to address the factors responsible for student unrest in order to provide and sustain a safe society. Hence, there is the need to

investigate causes, effects and solutions to students' unrest in public secondary schools in Oyo State.

Concept of peaceful learning Environment

Moreso, the particular environment, in which an individual finds him/herself and responds to it at a given time, by and large, makes or mars the child's abilities, capabilities or potentialities (Ajala, 2009). A defective environment, resulting from poor planning and inept management, is an impediment to good citizenship, individual excellence and full development of the potentials of the individual (Ajala, 2009). On the contrary, an enriching and safe environment (physical, social, psychological, school) have profound effects on the

thinking processes, direct experiences, emotional health and well-being of the child and can as well motivate love and interest, radiate peace and peaceful co- existence for effective teaching and learning for social development and transformation (Atanda, 2016; Gbadamosi and Adebajo, 2016, Falua,2004). This is corroborate by Future (2013) that school environment should be planned for peaceful and safe environment

Uba-Mbibi (2015) noted that a peaceful or safer environment is an environment free from war, violence, disorder or conflicts. In the words of Jayeoba and Atanda (2007), a safe learning environment is all necessary instructional facilities that could aid learning. A safe learning environment is significant factor of the effective teaching and learning process. Indeed, teacher, learner, subject matter and learning resources would be counterproductive in unsafe and insecure environment. The position of safe learning environment is emphasized by Ameh (2015) that it is imperative that educational stakeholders foster safe and secure school environment to facilitate increased learner environment, retention, and completion and hence attainment and quality education.

Moreso, the particular environment, in which an individual finds him/herself and responses to it at a given time, by and large, makes or mars the child's abilities, capabilities or potentialities (Ajala, 2009). A defective environment, resulting from poor planning and inept management, is an impediment to good citizenship, individual excellence and full development of the potentials of the individual (Ajala, 2009). On the contrary, an enriching and safe environment (physical, social, psychological, school) have profound effects on the thinking processes, direct experiences, emotional health and

well-being of the child and can as well motivate love and interest, radiate peace and peaceful co- existence for effective teaching and learning for social development and transformation (Atanda, 2016; Gbadamosi and Adebajo, 2016, Falua,2004). This is corroborate by Future (2013) that school environment should be planned for peaceful and safe environment.

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.

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 cultism, failure of 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 a crisis-ridden system caused by militancy and rampage (Akeusola et al., 2012, Ige, 2013).

Perceived influencing factors of Students' Unrest in secondary schools in Edo State

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). Cult menaces in our secondary schools are gaining momentum daily taking more dangerous dimension.
- 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. Unconducive Learning Environment: The commonest cause of students' unrest is poor learning environment. It is largely characterised by inadequate classroom, followed by lack of instructional materials while non- functional library came last. Majority expressed dissatisfaction on the state of the classrooms that are characterized with "Open roof and broken chairs and tables"
- iv. High Rate of Indiscipline among Students: The high rate of indiscipline among students ranked second as one of the causative agents of students' crises in public secondary schools. Examples are: "Indulgence of youth in pornography and allied western culture", "Early exposure to drug at early age such as cigarette, local hard drinks" "Fight over boy/girlfriend issue"

- v. Poor Parenting: Under poor parenting, lack of monitoring by the parent ranked first, followed by parents' care free attitude while divorce came last. A few of the quotes: "When parent did not look after his/her children" "Poor attitudes of parents to bring up their children in the way of God"
- vi. Negative Peer Influence: Negative peer influence ranked fourth by the respondents. Here is a few of the comments: "Some students don't want to feel rejected, so they do what theirpeers instruct them" "Nowadays, there is particular group of people who lure student into a secret group to make them more courageous and bully other in school"
- vii. Sudden Change in Government Policies: Sudden change in government policies which came sixth by ranking. A few of the responses are: "Sudden change in promotion policy by the government"; "Sudden increase in levies /introduction of school fees" "Proposed change in ownership of schools".
- viii. Communication Gap: Poor communication between the school management and government was reported. Followed by lack of

cordial relationship between the school and community while the least is delay in dissemination of information to the students.

- ix. **Teacher Factor/Welfare:** Majority of the respondents expressed poor teachers' welfare. Top most among them is irregular and non-payment of teachers' salaries. One of the quotes is: "Teachers were not motivated to teach students the ideals".
- x. **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.
- xi. **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. 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.

- xii. 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, (Ige & Olowolabi, 2010).

- xiii. 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.

Implications of Students Unrest on Building Peaceful Learning Environment

If secondary school students that are in their formative stage developed attitudes vis-à-vis fighting, cultism, stealing, drug abuse, rape and prostitution among others that are inimical to the peace of the society, they become threats in the society. They engage in uncivil acts by joining bad group which terrorize the peace of the society. Thus, affect the dream of building a safer world. But if all these acts are curbs, there will peace and tranquillity in the society which promote building a safer world.

Another implication of students' unrest on building a safer world is that, vandalisation of government/school properties such as laboratories,

classroom, tables, chairs and library among others will result to inadequate or lack of learning resources. This would in-turn leads to overpopulated class (large class size) and indiscipline; hence limit effective classroom management and instruction. Consequently, result to poor quality of graduates being produced by the system. However, if this acts ceases to exist among students there would be adequate social amenities and facilities for students to develop appropriate skills, abilities and competencies to live in and contribute positively to the society

CHAPTER THREE

METHODOLOGY

This chapter will focus on the method and procedure that will be used in the study. The chapter will be discussed under the following sub-headings: Research Design, Population of Study, Sample and Sampling Procedure, Research Instrument, Validity of the Instrument, Reliability of Instrument, Method of Data Collection and Method of Data Analysis.

Research Design:

Case studies research design was used in carrying out the study. Described case studies as qualitative designs of inquiry used by researchers to develop an in-depth analysis of a case, programme, event or process, with the case(s) being confined by time and activity and the researchers using a variety of data collection procedures to get detailed information over a continual period of time. The procedure for carrying out the study involves first selecting the instance or occurrence to study, followed by data collection using the interview, discussion and questionnaire techniques.

The Population of the Study

Covered selected public secondary schools in Edo State, Nigeria Three schools from Ikpoba Okha Local Government Area were purposively selected because students' unrest were rampant in these schools in Ikpoba Okha Local Government Area as reported in the Dailies and Ministry of education which led to closure of some schools for more than 6 months.

Sample and Sampling Techniques

A total of 54 respondents (13 teachers, 40 students and 1 Chief Inspector of Education representing the ministry of education, constituted the sample of the study.

Research Instrument

The tool employed for this research study was a questionnaire titled "Factors Influencing Students' Unrest: an evaluation of influencing factors and its Implications on Building Peaceful Learning Environment in Public Secondary Schools Questionnaire" (FISUIBPSEQ). The questionnaire had 15 items. The instrument was written in a simple language in order to facilitate comprehension by the respondents. The questionnaire was divided into two sections. Section one: demographic information of respondents and

section two deals with the background issue of the perceived The respondents were required to tick (✓) the one that best represents their views as it applies to them in each of the item. There were five alternatives, the alternatives are; Strongly Agree (SA), Agree (A), Indifferent (I), Disagree (D) and Strongly Disagree (SD).

Validity and Reliability

To further strengthen the validity and reliability of the study, the researcher first submitted the interview questions to the other professionals in the field to ensure their relevance to the study. Expert in this area namely lecturers, supervisors etc validated the instrument. To ensure reliability, information was obtained from participants through structure-interviews and cross checked with documentary evidence from the secondary source of data.

Method of Data Collection

The researcher personally administered the questionnaire to the selected schools and respondents. The researcher explained to the respondents the purpose of the study.

Method of Data Analysis

All the collected data were fairly interpreted and analyzed in a uniform manner. The responses of the participants were observed to be more or less

the same when coding the data with similar themes and conclusions emerging. This therefore confirms the reliability of the study to an extent. The data collected were recorded and transcribed. The empirical data collected from the field were presented and analyzed under three themes.

Data collected from the field survey were descriptively analyzed using simple percentage and frequency distribution models to measure demographic factors of the respondents while research questions one to three were analyzed using mean model with a five – point rating scale structured questionnaire with options of (5) Strongly Agree (4) Agree (3) Indifferent (2) Disagree and (1) Strongly Disagree was used to elicit responses from the respondents. The simple percentage and frequency distribution model was computed using the formula

thus;

$$X \times 100$$

$$Y 1$$

Where X= Total number of respondents per – option (question)

Y= Total number of respondents.

While the mean was computed using the formula below;

$$X = \sum x$$

n

Where

X = Mean

Σ = Summation

x = Nominal Value (Variable)

n = Total number of respondents

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the result of data analysis and discussion of findings of this study. Tables were used to represent the variables in the data collected.

54 questionnaires distributed with responses from concern respondents.

Research question 1:

What are the perceived factors influencing students' unrest in public secondary schools in Ikpoba Okha local government area?

Determinant Factors that Influence Students' Unrest in public secondary schools

Table 1: Mean calculation of respondents based on perceived factors that influence students' unrest in public secondary schools in Edo state

S/N	ITEMS	SA	A	I	D	SD	FX	N	X	REMARK
		5	4	3	2	1				
1.	Cultism	22	89	21	46	189	810	367	2.21	low
2.	Breaking of acceptable rules and regulations causes unrest in secondary schools	38	58	93	76	102	955	367	2.60	Moderate
3.	Lack of social amenities in the school can be responsible for students unrest	148	101	21	59	38	1368	367	3.71	high

4.	Communication gap can cause students unrest in school	16	13	39	161	147	718	367	1.96	low
5.	High rate of indiscipline can be responsible for students unrest	163	123	61	16	4	1526	367	4.16	high

Table 1 clearly shows determinant factors that influence students' unrest in secondary schools. In the Table above, it is observed that the tendency of Students Union as an effective body that influences students' unrest on school is 'low' with a mean score of 2.21.

Breaking of rules and regulations by the students was observed on the Table above as often times not to cause or influence students unrest on campus with a mean score of 2.60 'Moderate'.

Table 1 shows that the tendency to influence/cause students' unrest by lack of social amenities on school compound is 'high' with a mean score of 3.71.

The Table above also reveals that communication gap does not constitute a factor influencing students' unrest on campus with a mean score of 1.96 'low'.

Table 1 clearly reveals that the tendency of indiscipline influence students' unrest on campus is 'high' with a mean score of 4.1

Research question two

What are the implications of students' unrest on building peaceful learning environment

Table 2: Mean calculation of respondents based on implications of students' unrest on building peaceful learning environment

S/ N	ITEMS	SA	A	I	D	SD	FX	N	X	REMARK
		5	4	3	2	1				
1.	Students unrest disrupts peaceful learning environment and causes students to spend more time without learning	134	101	64	23	45	1357	367	3.70	high
2	Closure of schools as a result of students unrest causes students to lose interest in their studies	54	71	88	104	46	1041	367	2.84	moderate
3.	As a result of students unrest teachers may not cover the syllabus leading to poor academic performance	163	111	63	13	17	1491	367	4.06	high
4.	Student unrest encourages indiscipline	73	81	47	90	76	1086	367	2.96	moderate
5.	After the unrest, students may not have the zeal to come back to school	41	34	68	98	126	867	367	2.36	low

Table 2 reveals that students' unrest actually disrupts academic programmes and causes students to spend longer time with less zeal to pursue their programmes with a mean score of 3.70 'high'. It also shows that the level of

effect on students' performance by closure of schools as a result of students' unrest is 'moderate' with a mean score of 2.84. The Table above further reveals that the level of effect on students' performance by the inability of the lecturers to cover the syllabus as a result of students' unrest is 'high' with a mean score of 4.06. It was also observed that brain drain among lecturers is not completely but partially caused by students' unrest on campus with a mean score of 2.96 'moderate'. Table 7 indicates that the aftermath of students' unrest on campus does not attribute to students failure to return back to school which oftentimes affects their academic performance with a mean score of 2.36 'low'.

Research Question Three

Measures that can be put in Place to Minimize the Occurrence of Students' Unrest in public secondary schools in Edo State

Table 3: Mean calculation of respondents based on measures that can be put in place to minimize the occurrence of students' unrest in public secondary schools

S/N	ITEMS	SA	A	I	D	SD	FX	N	X	REMARK
1.	Using dialogue can solve the problem of students unrest	181	89	33	46	18	1460	367	4.01	high
2.	Training of school principals on crises management can	71	63	90	78	65	1098	367	2.99	moderate

	reduce the occurrence of unrest in secondary schools									
3.	Expulsion of erring students after unrest helps in solving the problem of reoccurrence	21	31	67	119	129	797	367	2.17	low
4.	Presence of adequate infrastructure on campus can reduce students unrest in secondary schools	68	84	76	90	49	1133	367	3.09	moderate
5	Sudden change of school or government policies	51	43	58	97	118	913	367	2.49	low

Table 3 indicates that dialogue remains the best measure by which students unrest can be checked or prevented with the mean score of 4.01 ‘high’.

The Table above also shows that training of school administrators on crisis management and provision of adequate infrastructures on campus cannot completely, but partially aid in minimizing students’ unrest on campus with mean scores of 2.99 and 3.09 ‘moderate’ respectively.

Table 3 further reveals that the tendency of minimizing students’ unrest on campus through expulsion of erring student(s) and adequate funding by the government is ‘low’ with mean scores of 2.17 and 2.49 respectively.

The most recognized factor responsible for student unrest is un-conducive learning environment. This is in line with the reports of Ajayi and Akinsanya (2016) and Oladeji (2016) that most secondary schools are bedevilled by the problems of inadequate resources which include inadequate chairs and tables, poorly equipped libraries and other educational facilities. The study also identified high rate of indiscipline as second causative agent of student's unrest. The finding corroborates Adedigba and Wahab (2016) that students display many immoral acts such as drug abuse, cultism, dishonest, forgery among others. Moreover, poor parenting is another factor noted by the interviewees. Adeyinka (2009) was in support of this view by stated that maladaptive behaviour arise when parent lack responsibility of their parenthood. More so, the study also revealed lack of communication of decision and information as the cause of conflicts in secondary schools. Negative peer influence was also identified. "Bad peers corrupt manners". Other factors include sudden changes in government policies, teachers' factor, religious intolerance and merger of schools Gbadamosi, Tolulope.V (2017). Students' Unrest:

Discussion of Findings

The discussion of findings is based on the research questions earlier formulated for this study.

Research Question 1

What are the perceived factors influencing students' unrest in public secondary schools in Ikpoba Okha local government area?

The data from the study revealed that determinant factors that influence students' unrest in secondary schools are often attributed to breaking of rules and regulation by the students, lack of social amenities on campus and students involvement in cultism. This is seen as 'high' with mean scores of 2.60, 3.71 and 4.16 respectively.

This is reaffirmed by the earlier studies of Ekundayo and Alowye (2010), Alabi (2002) and Chinyere (2003) that concluded that students' unrest on campus happened as a result of drastic and obnoxious rules and regulation, non-provision of basic amenities on campus and, pervasive and unchecked high level of students' involvement in cult activities on campus.

Research Question 2

What are the implications of students' unrest on building peaceful learning environment in public secondary schools in Edo State?

The data from the study revealed that students unrest on campus affect their academic performance which include disruptions of academic programmes and causes them to spend

longer time with less zeal to pursue their programmes, inability of the teachers to cover the syllabus. This result however, is reinforced by Adeyemi (2009) and Chinyere (2003), studies which concluded that the consequences of students' crisis include loss of lives and properties; the disruption of acadmic session programmes and inability of the teachers to cover the syllabus.

Research Question 3

What Measures can be put in Place to Minimize the Occurrence of Students' in public secondary schools in Edo state?

The result from this study also revealed that some measures can be put in place to check students' unrest on campus among which are dialogue with respective students unions or bodies concerned, training of school

administrators on crisis management and provision of adequate infrastructures on campus.

The result above revalidated the earlier study of Odu (2014) which concluded that consistent dialogue between the authority of Universities and Students representatives will go a long way to breach the communication gap and thereby encourage harmonious relationship between students' representatives and authority which will ultimately curb frequent and avoidable students' unrest on schools

Suggested Measures for Building Peaceful

In the findings the most identified among the effect of students unrest is peaceful learning environment. This problem could lead to chaos and unpeaceful school environment as we experienced in Oyo State. This is in line with opinion of Makinde (2007) that non-availability of resources in schools, thus affect the students' academic performance which is the root of student unrest. Followed by this was increase in social vices. It was pointed that during students unrest, truancy, disobedience, unwanted pregnancy always manifested. Adedigba and Wahab (2015) submitted that social vices have eaten deep into the moral fabric of the society and threatened her very foundations and peace. Another effect of students' unrest is vandalization of

government properties. Other effects majorly identified were: increase in school drop -out, injury, breach of peace, extension of academic session among others.

Results revealed that good environment is a necessity for effective teaching and learning. This is in consonance with Ajayi and Akinsanya (2016) that resource utilization played a significant role in the cognitive attainment and performance of students in senior secondary schools. It is therefore important that stakeholders in education should provide access to good and quality education in terms of human and material resources to ensure a safe learning environment and better academic performance of the students. The study also revealed that the best developed and planned programmes of school –community relations may not succeed unless good and adequate means of communication to the public are used. Communication was therefore, necessary in building good relationship among principal, staff, students, parents and other stakeholders in education (Ariremako, 2015; Orga, 2006).

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND
RECOMMENDATIONS

Summary of Findings

The aim of this study was to find out Factors Influencing Students' Unrest: and it's Implications on Building Peaceful Learning Environment in Public Secondary Schools in Edo state. A case study of Idogbo Secondary school, Ikpoba Okha local government area

The summary of this study deals with the following research questions

1. What are the factors influencing for students unrest in public secondary school?
2. What are the implications of students' unrest on building peaceful learning environment?
3. What are the possible measures that can be put in place to minimize occurrences of students' unrest in public secondary schools in Edo state?

Conclusion

Having examined the concept of students' unrest in secondary schools and the factors influencing the students' unrest and its implication in building peaceful learning environment is the responsibility of all: government,

parents, school administrators, teachers, security agencies and students. Everyone has one roles or the other to play if the menace of students' unrest is to kick out of our education system. Adequate attention should be paid to educational sector. while other stakeholders' suggestive roles would also go a long way strengthen the government effort to proffer lasting solution to students' unrest. Thus, our school environment would not only be safe but be a pride of honour to us all.

It was evident that it has been a lingering and a reoccurring issue in the Nigerian educational sector, caused by factors such as cultism, drastic and obnoxious rules and regulation, non-provision of basic amenities in campus, poor funding, government policies and actions etc. It is paramount to state that if relevant authorities give more attention to the issues stated above and employ strategies like dialogue in resolving issues of students' unrest, much success will be achieved in tackling the problem of students' interest

Recommendations

The following recommendations were made.

- i. Efforts should be made to bridge the communication gap between schools authorities and students. This will help to bring the incidents of students' unrest in secondary schools in Edo State 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, leading to unrest.

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APPENDIX I

Department of Educational Management
Faculty of Education
University of Benin
Benin City

Dear respondent,
I am a Undergraduate student in the above named university carry out a study on "Factors Influencing Students' Unrest: and its Implications on Building Peaceful Learning Environment in Public Secondary Schools Questionnaire" (FISUIBPLeQ). Please complete this structured questionnaire by ticking the relevant box. The information is for research purpose only

Thanks for your cooperation

Five point Scale Keys

SA- Strongly Agree

A- Agree

I - Indifferent

D- Disagree

SD- Strongly Disagree

Ebighe Abigal Apex (Researcher)

Section A:

Name of school -----

Gender Male () Female ()

RESPONDENT

Teacher ()

Students Class SS 1 () SS2 () SS3 ()

Section B

"Factors Influencing Students' Unrest: and its Implications on Building Peaceful Learning Environment in Public Secondary Schools Questionnaire" (FISUIBPSEQ).

S/N	ITEMS	SA	A	I	D	SD
		5	4	3	2	1
1.	The student union is very effective body in schools					
2.	Breaking of acceptable rules and regulations causes unrest in secondary schools					
3.	Lack of social amenities in the school can be responsible for students unrest					
4.	Communication gap can cause students unrest in school					
5.	High rate of indiscipline can be responsible for students unrest					
6.	Students unrest disrupts peaceful learning environment and causes students to spend more time without learning					
7.	Closure of schools as a result of students unrest causes students to lose interest in their studies					
8.	As a result of students unrest teachers may not cover the syllabus leading to poor academic performance					
9.	Student unrest encourages indiscipline					
10.	After the unrest, students may not have the zeal to come back to school					
11.	Using dialogue can solve the problem of students unrest					

12.	Training of school principals on crises management can reduce the occurrence of unrest in secondary schools					
13.	Expulsion of erring students after unrest helps in solving the problem of reoccurrence					
14.	Presence of adequate infrastructure on campus can reduce students unrest in secondary schools					
15.	Using dialogue can solve the problem of students unrest					