

**THE EFFECTS OF CAMPUS POLITICAL PARTICIPATION ON  
THE ACADEMIC PERFORMANCE OF STUDENTS IN HIGHER  
INSTITUTIONS: A CASE STUDY OF THE UNIVERSITY OF BENIN,  
BENIN CITY**

**BY**

**Benedicta Chinonye NNADI**

**MAT NO: EDU1703437**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**JULY, 2021**

**THE EFFECTS OF CAMPUS POLITICAL PARTICIPATION ON  
THE ACADEMIC PERFORMANCE OF STUDENTS IN HIGHER  
INSTITUTIONS: A CASE STUDY OF THE UNIVERSITY OF BENIN,  
BENIN CITY**

**BY**

**Benedicta Chinonye NNADI**

**MAT NO: EDU1703437**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY NIGERIA. IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF  
BACHELOR DEGREE (B.SC) POLITICAL SCIENCE AND  
EDUCATION**

**JULY, 2021**

## CERTIFICATION

We, the undersigned, certify that this project was carried out by Benedicta Chinonye NNADI with the matriculation number EDU1703437 in the Department of Educational Management, University of Benin, Benin city.

DR. D. E. ENOWOGHOMWENMA

(Project Supervisor)

.....

Signature and Date

REV. SR. DR. P. EKEJIUBA

(Project Coordinator)

.....

Signature and Date

PROF. E. O. S. IYAMU

(AG. Dean, Faculty of Education)

.....

Signature and Date

## **DEDICATION**

This research work is dedicated to my heavenly father "the Almighty God" who has given me the grace, courage and understanding to triumph and overcome huddles and stress encountered throughout this four years of study and my parents Mr Silas. A. NNADI and Mrs Jovita. I. NNADI whom has always been there for me.

## ACKNOWLEDGEMENT

The researcher wishes to appreciate her amiable project supervisor Dr. D. E. Enowoghomwenma for his patience, professional advice, fatherly advice, contributing criticism and valuable corrections given to me in the course of this research. All thanks to her lecturers in Faculty of Education for their sound motivating lectures which have contributed meaningfully to her success.

The researcher appreciates Prof. E.O.S Iyamu the Dean of Faculty of Education and Rev.SR.Dr.P.Ekejiuba the Project coordinator.

The researchers' unreserved appreciation goes to her parents Mr Silas and Mrs Jovita Nnadi, my school fathers Mr N.O. Obakhedo and the person of Mr. Felix Oburoh for their financial support, motivation and their prayers which contributed to her success. She prays that they will live to enjoy the fruits of their labour.

The researchers' gratitude and warm appreciation goes to her siblings; Miss Cassandra Nnadi, Miss Amaka Nnadi, Mrs Ogechi Ezimoha, Mrs Chidinma

Udenzi, Miss Blessing Nnadi and Mr and Mrs Collins Nnadi for their support throughout her study in the university.

The researcher also gives appreciation to her close friends and course mates, especially the persons of Louis. O. Idogho and Okiotodoro Charles Ogaga for their encouragement, love and positive impact in her success.

She prays that God in His infinite mercy grants each and every one of them favour in all their endeavors.

## TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
ABSTRACT	vi
<b>CHAPTER ONE: INTRODUCTION</b>	
Background of the Study	1
Statement of the Problem	6
Research Questions	7
Purpose of the Study	8
Significance of the Study	9
Scope and Delimitations of the Study	9
Definition of Terms	10
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
Concept of Politics	13
Concept of Campus Politics	18
Origin and Development of Students Unionism	22
Structure of Student Union Government	25
Factors that Influence Students Participation in Politics	27
Campus Politics and Its Effects on Academic Performance	30
Summary of Literature Reviewed	34

<b>CHAPTER THREE: METHODOLOGY</b>	
Research Design	37
Population of the Study	38
Sample and Sampling Technique	38
Research Instruments	39
Validity of the Instrument	39
Reliability of the Instrument	39
Method of Data Collection	40
Method of Data Analysis	40
<b>CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS</b>	
Discussion of findings	50
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION</b>	
Summary	53
Conclusion	58
Recommendation	59
Suggestion for further study	61
<b>REFERENCES</b>	<b>62</b>
<b>APPENDIX</b>	<b>65</b>

## ABSTRACT

This study examined the effect of campus political participation on the academic performance of undergraduates' students of University of Benin, Benin City. It examined how campus politics influence the academic performance of students who involve in it. The questionnaire was made up of two sections: Section A consisted of Bio-Data while Section B consisted of relevant information on the effects of campus political participation on the academic performance of students. The simple random and test-retest reliability. The simple random sampling technique was used for analyzing the data collected.

The results from the analysis showed that participation in campus politics among other factors is a major factor that influences students' academic performance and its effect is a negative hence the level of academic performance of students who participate in campus politics in University of Benin, Benin City is moderate. From the result of the analysis it was recommended that adequate orientation should be given to students who intend to engage in campus politics and those already involved so as to understand the nature of activity they intend participating in as well as discouraging those who are not strong enough to maintain a balance between academics and politics at the early stage as this will enable them outline their priorities.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

The greatly increased role of politics in mankind's material and cultural life is one of the most striking phenomena of contemporary social life. It is increasingly obvious that the only way to maximize one's individual capabilities and attain the highest form of social life is through interactions with others in an institutionalized setting designed to resolve social conflicts and set collective goals; as rightly observed by the Greek philosopher Aristotle " man is a political animal and the essence of social existence is politics". It is very difficult to form a picture of social life today without studying the nature of politics. More so, it is also unthinkable to imagine any human association or organization without some form of government or politics. Politics is important for democracy. Thus, students being the future of any Nation or Society should constitute the most vibrant section of political activism and discourse.

To start with, it should be noted that "politics" is not another word for scheming and duping in power circle as it is believed in a country like ours. Politics however is concerned with "who gets what, when and how" and it spans across all walks of life.

Politics is natural in any human organization due to the fact that it remains the only process whereby individuals and groups within any organization come to surrender their individual interests and work towards achieving a collective goal. The need for every organization to harmonies interest to bring about peaceful coexistence makes politics very necessary in any organization, society and even the educational system.

The university campus has often been seen as an important site for the politicization of young people. Recent explanation for this has focused attention upon the role of student unions as a means to enable a "critical mass" of previously isolated individuals to produce a social network of common interests. Haven known this, it is pertinent to note that the university or Campus community which is a sub-part of a sociological

macrocosm serves as a conducive ground for preparatory activity for politics outside the confines of the University Campus.

Campus political participation and undergraduate activism is a very common practice in higher institutions. This comes under the platform that manifests in various categories, ranging from Cultural Groups, Departmental Associations, Faculty Associations and the Student Union Government which every other group within the campus seek solace. The student union government is a social-political group which usually organizes the student body to elect representatives for the student Council which works to promote student's welfare. This, it does in collaboration with other associations in campus. Every student within the campus community belongs to these groups either passively or actively. It is important to point out here that the number of students involved in school or campus politics are much more than those holding positions in the student union or all other associations. Many persons often hide behind the scenes as they do not like the spotlight, some are shy and some do not have the charisma required for the positions and as such hide behind the candidates who share their opinion and ideas.

Some of these persons who hide behind the scenes just want to belong to the ruling party or class and others are those who assume the role of "godfathers". These godfathers are those who wield some level of influence amongst the students and are therefore accorded some respect by those in political positions as well as those aspiring for such positions. They form the stakeholders and the caucus and are also involved in majority of the activities carried out by the student union government and all other associations at various levels. However, the pressure is usually more on those who hold political positions.

All the activities involved in campus politics have academic implications. Apart from the normal campaign activities, students are faced with other activities that further rob them off their time that would have been used for learning to enhance academic performance. These activities involve attending union meetings, seminars etc. The various sensitive positions students oversee ranges from the post of the President, Vice-president, Secretary, Director of Finance, Director of Welfare, Director of Sports, Treasurer, Director of publicity and the various parliamentary positions have

their constitutional duties which must be carried out and in the process of carrying out these duties, academic activities are left unattended to and this have a negative effect either in the student accumulating carryovers or performing below average as well as low Cumulative Grade Point Average (CGPA) as a result of academic negligence which is the primary aim of coming to campus.

No matter how important campus politics may be towards student collective agenda, academics and learning remains the primary purpose of coming to campus and should therefore be given utmost attention and there should also be a limit in terms of participation in campus politics. Research has shown that students who participate actively in campus politics tend to perform below average compared to their colleagues who participate minimally or who does not participate at all in campus politics. These political active students find it difficult to graduate at the given time and in some cases dropout and those who manage do so with poor grades. However, it is also paramount to know that few have navigated the spectrum of campus politics and come out successfully.

## **Statement of the Problem**

Campus political participation and student activism has its own implications and as such has been faced with many criticisms owing to the fact that those who engage in it tend to perform below average when compared to their colleagues who participate minimally or who do not participate at all.

The fact that everyone cannot directly represent the collective interest of students makes electing student representatives who agitate for the welfare of their fellow students through political process needful and by so doing they tend to get entangled with activities that impede learning activities and thereby leading to poor academic performance. Majority of politically active students get carried away with political activities and the pleasure that goes with it; thus, allowing their academics to suffer. They sacrifice their academic at the altar of campus politics, some miss classes, fail to submit assignments and hardly dedicate time for their studies. Many students who hitherto perform excellently tend to drop in performance once engaged in active politics on campus. Few have narrowly succeeded in

navigating the challenges associated with campus politics without any implication.

Therefore, this study is aimed at examining the effects of student's participation in campus politics on their academic performance with special reference to undergraduate students of University of Benin (UNIBEN), Benin City.

### **Research Questions**

To assist in this study, the following research questions were raised to guide the study.

1. Why do students engage in campus politics in University of Benin, Benin City?
2. What is the level of academic performance of students who engage in campus politics among undergraduate students in University of Benin, Benin City?
3. What are the factors that influence academic performance among undergraduate students of University of Benin, Benin City?

4. Does student's participation in campus politics affect their academic performance among undergraduate students of University of Benin, Benin City?

### **Purpose of the Study**

This study is generally aimed at examining the possible impact of participation in campus politics on academic performance of undergraduate students of University of Benin whether proactive or negative.

In addition, the study would also serve the following purposes:

1. To find out what constitutes campus politics.
2. To find out why students engage in campus politics.
3. To find out the level of student's participation in campus politics in University of Benin.
4. To determine whether the activities involved in campus politics derail students from their studies.
5. To ascertain whether impact is positive or negative.

## **Significance of the Study**

This study will be of great importance as it will serve as:

1. A contribution of information in solving some of the problems that arises as a result of student's participation in campus politics.
2. The study will provide an understanding of what politics on campus entails.
3. The study will help those involved in campus politics and those intending to get involved on the appropriate measures to take in order to manage their time properly to avoid academic retrograde.
4. The findings of this study would be of use to university authorities, educational planners and administrators in formulating rules and regulations as regards participation in campus politics.

## **Scopes and Delimitations of the Study**

The scope of this research covers the participation in campus politics and its effects on academic performance. It examined the level of

participation in campus politics as well as the reason why undergraduates get involved or participate in it.

The research was limited to the undergraduate students of some selected facilities of the University of Benin (UNIBEN) Benin City and the Student Union Government.

### **Definition of Terms**

The following terms are defined as used in the study in order to present a better understanding of the study under review.

1. Politics: This is the process by which decisions are being made on behalf of the whole and all other activities involved in this decision making.

2. Democracy: A system of Government by the whole members of the society.

3. Undergraduate: An individual or student pursuing his/her first degree in a higher institution.

4. Activism: The act of participating fully in something.

5. Student Union Government (SUG): The association of all students in a particular University or college concerned with student collective interests and issues affecting the student body as a whole.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a review of related literature on the effects of student's participation in campus politics on their academic performance among undergraduate students of University of Benin (UNIBEN), Benin City. This review is captured under the following sub-headings:

- Concept of Politics
- Concept of Campus Politics
- Origin and Development of Student Unionism
- Structure of Students Union Government
- Factors that Influence Students Participation in Politics
- Campus Politics and Academic Performance
- Summary of Literature Reviewed

## **Concept of Politics**

The word " Politics " does not lend itself to any precise definition. Definition of politics varies widely. Politics goes on not only within the framework of the state but also in other constituent elements of the socio-political system. It (politics) is not limited to election and governance, primarily, it exists even in the micro society prior to the origin of the state. Therefore, in a broad prospective, politics is the optimum utilization of available resources to enhance a remarkable result and take control of affairs of our immediate environment.

Harold Lasswell (2003) defined politics as who gets what, when and how. Harold Lasswell in his definition is deeply concerned about various character in the society (who) in a quest for scarce resources, power and authority (what) at which stipulated time (when) through available methods, pattern and means (how). With the understanding of man as a political animal, there is a continuous clamor for power and authority by individuals in the society and because none occupies the position forever, it becomes

highly competitive on whose turn it is and through which means the individual will emerge.

More so, Akamere (2001) defined politics as the study of authoritative allocation of values as it is influenced by the distribution and use of power.

Aristotle in his own view observed that "Man, by nature is a political animal" (*zoo politikon*). By this, he means that the essence of social existence is politics and that two or more men interacting with one another are invariably involved in political relationship. He (Aristotle) observed that whenever men seek to define their positions in society or as they attempt to achieve personal security from available resources and as they try to influence others to accept their point of view, they find themselves engaged in politics. In this broad sense, everyone is a politician.

Madunagu (2011) posited that everywhere you go there is politics; in organizations, institutions, public and civil service of Nigeria, colleges and universities. Politics is thus ubiquitous as it is seen in every facet of human endeavor.

Nwanbuzor and Mueller (2012) sees politics as a "social intersection and disposition which are directly or indirectly aimed at or actually succeed in obtaining binding decision who have desired resources (or do not) and when and who these are obtained in any enduring social systems". They went further to say "politics is involved whenever there is struggle over distribution of scarce resources by decision makers in any social group". To them, politics has to do with the process of conflicts resolution in society and a way of distributing social values. Therefore, politics is an instrument for social engineering.

Okperi (2015:18) supported this when she posited that politics exist when there is conflict about the goals and the methods of achieving them. She went further to argue that in order to guide against anarchy and perpetual deprivation of the powerless by the powerful, there must be authoritative allocation of values for the entire society.

For the purpose of this study, politics can simply be defined in three ways: Firstly, it attempts to discover the general principles, formation and functioning of government. Secondly, it is concerned with people and the

way in which they make decisions and the way those decisions are reached. Thirdly, politics is that part of the social sciences which treats the social and economic programs, international relations, organizations and co-operations. Politics goes beyond the activity of government, the political parties and those directly involved in it (the so-called politicians). Politics is a universal phenomenon that is, it is present in all human organization such as the family, trade unions, colleges and universities etc, hence, the reason it is being allowed in various higher institutions.

It is in a country or state where politics is perverted that it is often referred to as a "Dirty game" e.g. most African States and Nigeria in particular in which politicians and political actors alike results to devious means in playing politics both good and bad, beautiful and ugly, moral and amoral means to politicize, this involves thuggery, hijacking of ballot boxes, kidnapping of political opponents and assassination for the purpose of winning the ballot, thus, Politics is seen as the struggle for consolidation of and the use of state power. This was also affirmed by Uwana (2000) when he argued that "since the onset of politics (party politics) in Nigeria, it is not

uncommon to hear derogatory references made of Nigerian politicians such as they are useless, corrupt, parochial, undisciplined, unpatriotic and are all there for what they can get. They spend so much money to win election which is not a reflection of their love for their country. As all the money spent on electioneering represent investment that must be recovered in the first year of their tenure. That they are ready to commit murder to get elected surprises no one anymore. From the above assertions, it is clear that a variety of methods are employed in politics, which includes promoting or forcing one's own political views among people, negotiations with other political subjects, making laws, and exercising force, including warfare against adversaries. Politics is exercised on a wide range of social levels, from clans and tribes of traditional societies, through modern local governments, companies and institutions up to sovereign states, to the international level and within any citadel of learning.

## **Concept of Campus Politics**

It is important to understand that the purpose of the establishment and practice of student unionism is not to perpetuate violence as it seldom occurs sometimes; thus, in the view of Comrade U.S.A West (2014). "The student unionism is an attempt to bring about change and development in the environmental employs three (3) techniques which are referred to as the 3 C's; Consolation, Confrontation and Consolidation".

Ideally, higher education ought to instill not only knowledge but moral values in students accordingly; tertiary institutions are to impart knowledge, critical and analytical skills, appropriate values, norms and attitudes in individuals.

The National Policy on Education (2015) highlights the aims of Higher education to include: the development of intellectual capacities of individuals to understand and appreciate their environment; the acquisition of both physical and intellectual skills which will enable individuals to

develop into useful members of the community; are the acquisition of an objective view of the local and external environment.

Politics is a social relationship involving the intrigue to gain authority or power. Politics has found its way into almost all facet of human life. In Africa and other parts of the world today, politics is conceived as a "do or die" affair, in this regard, Uwana (2000) supported this when he argued that "since the onset of politics (party politics) in Nigeria, it is uncommon to hear derogatory references made of Nigerian politicians such as they are useless, corrupt, parochial, undisciplined, unpatriotic and are all there for what they can get. They spend so much money to win election which is not a reflection of their love for their country. As all the money spent on electioneering represent investment that must be recouped in the first year of their tenure. That they are ready to commit murder to get elected surprises no one anymore".

Sentiments such as ethnicity, tribalism, nepotism and religion have affected politics in most parts of the world. These ugly scenarios have also influenced politics among students, inevitably creating tension and at time of

unrest on Nigerian campuses, University of Benin not excluded. Today, student politics on campuses are taking the coloration of politics in the larger society and are becoming serious issues to contend with the school's authorities. The aim of student's political associations is to press for their interests at different levels. Comrade Uwa West (2014:14) supported this when he postulated "the student unionism is an attempt to bring about change and development in the environment employs three (3) techniques which are referred to as the 3C's; Consolation, Confrontation and Consolidation".

Moradial (2013) posits that "students are immature and should not get trapped in the meshes of campus politics during their student life as many who did often failed in life and repented bitterly for their mistake". Regrettably, today campus politics has taken the shape of the outside world politics and has turned many of Nigerian campuses to battle grounds on which students get injured or even killed. Hundreds of students have died while many have been seriously injured in campus struggles. Today, students are involved in hitherto unheard evil practices just to gain power on

campuses such as sending death threats to opponents as well as using hired thugs and cultists to cause tension or disrupt election polling day. For these reasons, some believe that one third of students who run for political offices on Nigerian campuses belongs to cult groups.

Although politics deals with power tussle, nevertheless, it thus has its positive impacts and the case of campus political participation and activism and unionism. Its impact could be negative or positive and one should not dwell on the negative impact alone.

Suffices is to say that campus is a building ground for equipping the students with necessary skills and devices needed for politics outside campus. Thus, campus is therefore a preparatory ground for politics outside campus as it can be seen today that many leaders in Nigeria today have one time or the other in active campus politics during the university days which has enabled them to be acquainted with political skills that has made them politically productive in the real world of politics. Nkeonye (2015:2) supported this when he argued that "Students who participated in politics

from the student government through this create environment which enable students productivity".

Campus politics is also faced with many negative impacts depending on how it is being managed by those involved; nevertheless, campus politics remains the only vehicle students can use to drive their collective interests since the students struggle is a continuous thing until victory is assured (*Aluta Continua, Justa Costa, Victoria ascerta*) hence, it is practiced in any citadel of learning.

### **Origin and Development of Students Unionism**

Student's unionism refers to the association of students in an institution. It creates forum for effective interaction among students. It is the government of the students. Like any other government, it consists of executive, legislative and judicial Arms. Existence of student union government enhances process of school administration and it usually facilitates effective communication between authorities and students. Indeed,

student unionism provides opportunities for leadership training for the youths.

The evolution of Nigerian student unionism was birthed out of selflessness and the struggle for collective interests.

Historically, Nigerian students' unionism can be divided into two phases-: pre independence and post independence. Its origin can be traced back to 1925 under the aegis of the then West African Students Union (WASU), which later metamorphosed to the National Union of Nigerian Students (NUNS) and was pioneered by some Nigerian students schooling in London. The first era was mainly a tussle with colonialism. The pioneers of student struggle (Aluta) at its inception were highly militant, resourceful and seriously committed to the struggle. Without mincing words, the era was characterized by militancy, selflessness, diplomacy and violent but objective actions. Subsequently, the era led to the emergence of Nationalists leader's majority of whom were radical in nature and were also ideological in thoughts perception and action. This period was enhanced and fostered by robust debates diplomatic maneuverings, passive or total resistance to

oppressive tendencies of the institution authority as well as unpalatable government policies.

Similarly, the early stage of the post- independence struggle was championed by selfless unionists. Although, the use of police brutality and other armed forces was a hindrance then and it lowered the spirit of student activist. This can be seen in the police brutality of students that participated in the University of Ibadan riot of 1st February 1971, which led to the death of students' union leader Adekunle Adepoju. It behooves us to know that selfless pursuit of students' activism (through demonstration/protests e.g. operation Gowon must go of 1974, UNIBEN demonstration of 1976, Ali must go crisis of 1978 etc.) against military junta led to the ban of National Union of Nigerian Students(NUNS) and the subsequent formation of the present National Association of Nigerian Students (NANS) in Yaba College of Technology in 1983.

## **Structure of Student Union Government**

The student union government can be understood in terms of structure and size, to be a tight group made of mainly ideological homogeneous students that seek to guide the general student body along its visions, which must involve the welfare of the students. The structure of the student's government could be presented under the student's union government, as it is called in Nigerian Tertiary Institutions.

The university students are represented at the department, faculty and school level, with those at the school level forming the highest level of students' representation or the students' union government within each university.

There are basically four levels of the student government of tertiary institutions in Nigeria, namely:

- The National body; The National Association of Nigerian Students(NANS).

- The Universities Students Union Government (SUG) which is the university branch of NANS.
- The Faculty Unions which serve as the umbrella Union of all departmental union under which each faculty e.g. National Association of Management Science(NAMS) is the faculty body of the student government representing the Faculty of Management Sciences.
- The Departmental Unions e.g. National Association of Banking and Finance students representing all Banking and Finance students in University of Benin.

In the work of Omowhare (2016) he affirmed to Aborishades' structures of the students union in most Nigerian Universities to comprise of nine (9) elective positions namely;

I. President

II. Vice-president

III. Secretary-general

IV. Assistant Secretary-general

V. Treasurer/Financial Secretary

VI. Public Relations Officer

VII. Director of Sports

VIII. Director of Socials

IX. Director of Welfare

It is however necessary to note that in some universities or tertiary institutions, the treasurer is different from the financial secretary. Also, the position of Attorney-general is an elective position in some universities.

### **Factors that Influence Students Participation in Politics.**

Studies have shown that young people join students groups and participate in political and civil activities for myriad of reasons. These could include the need to engage in struggle for liberation protest actions to and discrimination or to safeguard interests and advance particular strategies agendas. Most societies, whether developed or developing allow student

organization and alliances through which students mobilize support and articulate demand (Patway, 2011).

Students politics is often shaped at efforts aimed at emulating national leaders or mainstream political parties, for example, participation might be triggered by administration for leaders who are already in the state national or international politics. Alternatively, students might simply feel the need to participate in politics because of their own personal or political interests to socially connect or link up with larger political deem to be compiling (Zeilig, 2009). In one of the first substantive studies probing the formation of student organization since 1914, Worms (1960) suggest that student organization exist because they create a sense of belonging and allow the spirit of collectivism to thrive.

Some students get involved in politics because of the need to carry out protest actions against perceived injustice meted on students by the school. One of the current catalysts leading to the sporadic moment of students protest is when university bureaucracies makes decisions which affects the students without properly consulting and involving them in the decision

making process, or refusal to consult with them often rallies them into action bodies (Mitra, 2003).

Hundschieds (2010) study refers to students who become active participants in students politics because they say the need to demand expansion of access to learning. It is important to point out here that student politics takes many forms, and could email not just strong protests , but fairly mainstream and well ordered engagement with management.

Gill and De Franzo (2009), emphasize that whilst students might hold particular interests in students' politics, they might not want to be actively involved and thus may choose less visible ways of aligning themselves to the general causes of the student body.

Apart from the aforementioned factors which influence student's participation in campus politics, there are many other factors which does influence student's participation.

## **Campus Politics and its Effects on Student Academic Performance.**

As much as campus politics helps to instill leadership skills on those who participate in it, academic purpose and pursuit still remains the primary aims of schooling. Shentamu (2003), believes that the school is a social institution in which individuals are brought together to share educational experience and such interactions may breed positive or negative influence on learners. Student's interaction with colleagues is inevitable, coupled with their pursuit of political ambition in campus which sometimes get entangled with academic goals which most of them wanted to enhance as opined by Hundschieds (2010) who sees political active students as those who became active because they need to demand the expansion of access to learning.

According to the Cambridge University Reporter (2003) academic performance is frequently defined in terms of examination performance. For the purpose of this study, academic performance is conceived as the cognitive achievement in assignments, tests and examination of undergraduate students as reflected in their grades and cumulative grade point average. It is pertinent to note that for undergraduate students to

achieve their set goals and objectives of coming to school, enough preparations have to be made to facilitate good performance. So for a student to combine campus politics with academic activities, he or she has to set priorities so as to be able to meet up with the set goals but the reverse is often the case among those who participate in campus politics as most of them lack proper time management as such, sacrificing time which would have been used to attend lectures and tutorials, write assignments and study their books for campus political activism which does not always fare well for them, this account for the reasons why students who engage in active campus politics perform poorly when compared to their colleagues who participate minimally or whom do not participate at all. Nkeonye (2015) found out that participation in politics can become detrimental to academic achievements of students if they spend too much time on the job or political assignments during their university years.

Despite the over flooded negative effects of campus politics on academic performance, it still holds some positive effects and this can be argued that by participation in campus politics, students may be required to

maintain good grades so as to meet up with the constitutional eligibility to participate or maintain a minimal Cumulative Grade Point Average (CGPA) required for continuous participation and campus political participation also helps to develop leadership skills e.g. public speaking which will further help those involved to become political actors equipped with necessary skills for political engagement outside the confines of the University, for example, Astin (1996) found that holding an office, public speaking ability, leadership abilities and interpersonal skills were all correlated to hours spent participating in students clubs and organizations. Eccles (2003), also suggest that participation in voluntary school based extracurricular activities increases school participation and achievement (cited in Mahogany *et al*, in press). This happens because it facilitates the acquisition of interpersonal skills and positive social norms, membership in pro-social peer groups and stronger emotional and social connections to one's school. It stands to reason then, that participation may contribute to an increase of wellness in mental health, improved students' engagement in school and achievement, strengthen their long-term educational outcomes and may also decrease

problem behaviors. This is because of the popularity they tend to get once they get into politics, as a result, they are forced to be role models as of every of their actions are being watched by the students whom they represent as well as the school authorities.

Thus, campus politics is something that cannot be avoided no matter the influence it has on academic performance due to the fact that it remains the only way students can agitate and communicate their interests and agendas. In this regard, Reeves (2008) advised that parents and teachers might fear for students who may loose focus on their academics when they become too busy with extracurricular activities. Attending too many meetings may cut into projects, assignments and lecture time. When students get over scheduled, they might be spreading themselves too thin which might lead to spending less time studying and preparing for classes. Thompson (2008) further discussed this concept when stating "the level of commitment is much more important than the specific activity", not only can over scheduling impact academics and level of commitment, it can also impact the student emotionally and physically which could lead to stress,

fatigue and burnout all of which have negative effects on academics performance of the student involved.

Conclusively, those who choose to get involved in campus politics should take note that no matter how important campus politics is towards achieving a collective interest of students, academics and learning should not be sacrificed at the altar of campus politics as learning still remains the primary goal of coming to campus and should always make conscious efforts at attending classes, writing assignments and studying well to be the best academically even as he or she excels politically.

### **Summary of Literature Reviewed**

Campus political participation and undergraduate activism without undue emphasis play a major role in the academic performance of students who play active roles in it. Its importance towards the achievement of the general and collective interests of students warrants its practice in the University. Also considering the fact that politics in general is a veritable tool in any society for achieving societal goals, and campus being a micro

reflection of the larger sociological macrocosm, there is need for undergraduates in campus to engage in campus politics to agitate for their struggle and collective interests for the general well-being of students.

But the question that often comes to mind amidst the importance of campus political participation is how politically active students will combine politics with their academics and still achieve optimal results simultaneously without one suffering at the expense of the other; in this case, academics often happen to be the sacrificial lamb in order to be politically active and successful. Considering the fact that it is the mandate of students to engage in campus politics and deal with issues that affect students, it is therefore obvious that students must engage in it, no matter the nature of impact it brings. Hence there is therefore an urgency of academic planning for those students that are involved in campus politics in order to excel academically which is the primary aim of going to campus as they as they also do politically.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter deals with the description of the procedures for data collection. The description represented under the following sub-headings

- Research Design
- Population of the Study
- Sampling and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

Design of the study is the research plan, pattern, map or group on how the study was conducted. A survey research was adopted. The study

examined the “Effect of Campus Political Participation on the Academic Performance” of undergraduate Students of University of Benin, Benin City.

### **Population of the Study**

The population of this research compose one thousand, five hundred and fifty (1,550) out of the thirty-nine thousand, two hundred and forty-three (39,243) undergraduate students of the University of Benin (UNIBEN), Benin City (UNIBEN Academic Planning Unit, 2021).

### **Sample and Sampling Techniques**

This study was carried out in the University of Benin. The method of selection used was random sampling on the basis of level of the students. One hundred and fifty-five students were randomly selected from different faculties of the University and student union government secretariat to ensure adequate coverage and representation.

The simple random sampling technique was adopted to select the departments as well as the faculties from which the departments would be

selected which would represent the entire students of University of Benin (UNIBEN), Benin City.

### **Research Instrument**

The research Instrument used for this study is the structured questionnaire. The questionnaire consists two sections. The first section (Section A) comprised Bio-Data and the second section (Section B) consists of questions carefully constructed to collect data on The Effects of Campus Political Participation on Academic Performance.

### **Validity of the Instrument**

The content validity method was used for the instrument with the expert judgement of the researcher's supervision so as to ensure the validity of the research instrument.

### **Reliability of the Instrument**

The reliability of the research instrument was tested using the test re-test method. The instrument was first administered to 30 respondents whom are not part of the sample and was re-administered after a period of two (2)

weeks. The score was correlated using the Pearson product moment, after computation 0.76 was gotten which shows that the instrument was highly reliable.

### **Method of Data Collection**

The administration of the questionnaire was carried out by the researcher who personally administered them to the respondents randomly selected from the different faculties and secretariat of the student union government of the University.

### **Method of Data Analysis**

The use of simple percentage and frequency count was employed for the analysis of the data collected. The use of simple percentage and frequency count made it easier for the researcher to make proper descriptive analysis of the data collected.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter presents the results of data analysis and the discussion of findings.

**Research Question 1:** Why do students engage in campus politics in University of Benin, Benin City?

To answer this research question, percentage analysis was carried out and the result is presented in Table 1

**Table 1: Students Engagement in Campus Politics**

<b>Items</b>	<b>Yes</b>	<b>Yes Percentage</b>	<b>No</b>	<b>No percentage</b>	<b>Remark</b>
Are you involved in Campus politics	64	41.29	91	58.71	<b>No reason</b>
Students participate in campus politics in order to cater for the welfare of their fellow students	16	10.3	139	89.7	<b>No reason</b>
Students participate in campus politics to expand the political learning process/preparation ground for future political participation after school	111	71.6	44	28.4	<b>Reason</b>
Students participate in campus politics to boost career development	99	63.87	56	36.13	<b>Reason</b>
Students participate in campus politics for Popularity	112	72.26	43	27.74	<b>Reason</b>
<b>Total</b>	<b>80</b>	<b>51.61</b>	<b>75</b>	<b>48.39</b>	<b>Reason</b>

**Source: Field Data 2021**

The data in Table 1 revealed the possible reasons why students engage in campus politics. From the table, it can be ascertained that 64 respondents said Yes that they are involved in campus politics which represents 41.29%

of the total responses while 91 respondents said No that they are not involved in campus politics which represents 58.71% of the total responses. 16 respondents affirmed that students participate in campus politics in order to cater for the welfare of their fellow students which represents 10.3% of the total responses while 139 respondents disaffirmed that students participate in campus politics to cater for the welfare of their fellow students which represents 89.7% of the total responses. 111 respondents affirmed that students participate in campus politics to expand the political learning/preparation ground for future political participation after school which represents 71.6% of the total responses; in a contrasting view, 44 respondents disaffirmed that students engage in campus politics to expand the political learning process/preparation ground for future political participation which represents 28.4% of the total responses. 99 respondents replied Yes that students participate in campus politics to boost career development which represents 63.87% of the total responses while 56 respondents replied No that students do not participate in campus politics to boost career development which represents 36.13% of the total responses.

112 respondents affirmed that students participate in campus politics for Popularity representing 72.26% of total responses while 43 respondents disaffirmed that students participate in campus politics for Popularity which represents 27.74% of the total responses. Furthermore, this analysis revealed the possible reasons why students engage in campus politics in University of Benin with a Yes Percentage of 51.61% which is greater than the No Percentage of 48.39%.

**Research Question Two:** What is the level of academic performance of students who engage in campus politics among undergraduate students in University of Benin, Benin City?

To answer research question two, simple percentage analysis was carried out and the result is presented in Table 2.

**Table 2: Level of academic performance of undergraduate students engaged in campus politics in UNIBEN**

<b>Items</b>	<b>Yes</b>	<b>Yes Percentage</b>	<b>No</b>	<b>No percentage</b>	<b>Remark</b>
The academic performance of students that participate in campus politics is low	12	12.8	22	36.1	<b>Low level</b>
The academic performance of students that participate in campus politics is moderate	59	62.8	15	24.6	<b>High level</b>
The academic performance of students that participate in campus politics is high	23	24.4	24	39.3	<b>Low level</b>
<b>Total</b>	<b>94</b>	<b>60.65</b>	<b>61</b>	<b>39.35</b>	<b>High level</b>

**Source: Field Data 2021**

The data in the Table 2 shows the level of academic performance of students engaged in campus politics. From the table, it is observable that 12 respondents representing 12.8% opined that the level of academic performance of students who engage in campus politics is low while 22 respondents representing 36.1% opined that the level of academic performance of students who engage in campus politics is not low. More so,

59 respondents which represents 62.8% of the total responses affirmed that the academic performance of students who engage in campus politics is moderate while 15 respondents representing 24.6% disaffirmed that the level of academic performance of students who engage in campus politics is moderate. 23 respondents which makes up 24.4% of the total responses affirmed that the academic performance of students who engage in campus politics is high while 24 respondents representing 39.3% of the total responses replied No that the level of academic performance of students who engage in campus politics is not high.

**Research Question Three:** What are the factors that influence academic performance among undergraduate students of University of Benin, Benin City?

In answering research question three, simple percentage analysis was carried out and the result is presented in table 3.

**Table 3: Factors that influence academic performance among undergraduate students in UNIBEN**

<b>Items</b>	<b>Yes</b>	<b>Yes Percentage</b>	<b>No</b>	<b>No percentage</b>	<b>Remark</b>
Did lack of time influence your academic performance?	89	57.4	66	42.6	<b>Influence</b>
Would you do better in your academics if you were not involved in campus politics?	103	66.5	52	33.5	<b>Influence</b>
Does the level at which you participate in campus politics determine your performance academically?	94	60.6	61	39.4	<b>Influence</b>
<b>Total</b>	<b>95</b>	<b>61.29</b>	<b>60</b>	<b>38.71</b>	<b>Influence</b>

**Source: Field Data 2021**

The data in Table 3 shows the factors that influence academic performance among undergraduate students of University of Benin, Benin City. As it can be seen in the table above, 89 respondents representing 57.4% of the total responses agreed that lack of time influence their

academic performance while 66 respondents which represents 42.6% of the total responses asserted that lack of time did not influence their academic performance. 103 respondents which represents 66.5% of the total response replied Yes that they would do better in academics if they were not involved in campus politics while 52 respondents which represents 33.5% of the total response replied No that they would do better if they were not involved in campus politics. 94 respondents representing 60.6% of the total responses affirmed that the level at which they participated in campus politics determine their academic performance while 61 respondents representing 39.4% of the total responses disaffirmed that the level at which they participated in campus politics determine their academic performance.

**Research Question Four:** Does student's participation in campus politics affect their academic performance among undergraduate students of University of Benin, Benin City?

To answer research question four, simple percentage analysis was carried out and the result is presented in Table 4,

**Table 4: Effects of Campus politics on students' academic performance**

<b>Items</b>	<b>Yes</b>	<b>Yes Percentage</b>	<b>No</b>	<b>No percentage</b>	<b>Remark</b>
Does participation in campus politics boost your academic performance?	41	26.5	114	73.5	No Effect
Do you think participation in campus politics negatively affect your academic performance?	122	78.7	33	21.3	Effect
Has campus politics improved your academic performance?	46	29.7	109	70.3	No Effect
<b>Total</b>	<b>70</b>	<b>45.16</b>	<b>85</b>	<b>54.84</b>	<b>No Effect</b>

**Source: Field Data 2021**

The data in Table 4 shows the effect of campus politics on undergraduates' students of University of Benin, Benin City. As it can be observed in the table above, 41 respondents representing 26.5 % of the total response affirmed that participation in campus politics boost their academic performance while 114 respondents representing 73.5% of the total responses disaffirmed that participation in campus politics boost their academic performance. 122 respondents representing 78.7% of the total responses replied Yes that participation in campus politics negatively

affected their academic performance, while 33 respondents representing 21.3% of the total responses replied No that participation in campus politics negatively affected their academic performance. 46 respondents representing 29.7% of the total responses affirmed that campus politics has improved their academic performance while 109 respondents representing 70.3% of the total responses disaffirmed that campus politics has improved their academic performance.

### **Discussion of Findings**

When we analyze all the questions related to our first research question, it shows the possible reason why students engage in campus politics. This was represented by 41.29% of the respondents who said Yes that they are involved in campus politics while 58.71% of the respondents said No that they are not involved in campus politics, 10.3% of the total respondents affirmed that students participate in campus politics in order to cater for the welfare of their fellow students while 89.7% respondents disaffirmed that students participate in campus politics to cater for the welfare of their fellow students, 71.6% of the total respondents affirmed that students participate in

campus politics to expand the political learning/preparation ground for future political participation after school; in a contrasting view, 28.4% respondents disaffirmed that students engage in campus politics to expand the political learning process/preparation ground for future political participation after school, 63.87% respondents replied Yes that students participate in campus politics to boost career development while 36.13% respondents replied No that students do not participate in campus politics to boost career development, 72.26% of the total respondents affirmed that students participate in campus politics for Popularity while 27.74% respondents disaffirmed that students participate in campus politics for Popularity. Following the discovery, the researcher came to a conclusion that students engage in campus politics to expand the political learning process/preparation ground for future political participation after school which is in line with Hundschieds (2010) study where he asserted that students become active participants in students' politics because they say they need to demand expansion of access to learning.

The findings in research question two revealed that the level of academic performance of students engaged in campus politics is moderate. This was represented with 12.8% of the total respondents opined that the level of academic performance of students who engage in campus politics is low while 36.1% opined that the level of academic performance of students who engage in campus politics is not low. More so, 62.8% of the total respondents affirmed that the academic performance of students who engage in campus politics is moderate while 24.6% of the total respondents disaffirmed that the level of academic performance of students who engage in campus politics is moderate. 24.4% of the total responses affirmed that the academic performance of students who engage in campus politics is high while 39.3% of the total responses replied No that the level of academic performance of students who engage in campus politics is not high. In this effect, the researcher concluded that the level of academic performance of students engaged in campus politics is moderate.

When we analyze all the questions related to our third research question, it revealed the factors that influence academic performance among

undergraduate students of University of Benin, Benin City. This was represented with 57.4% of the total responses agreed that lack of time influence their academic performance while 42.6% of the total responses asserted that lack of time did not influence their academic performance. 66.5% of the total response replied Yes that they would do better in academics if they were not involved in campus politics while 33.5% of the total response replied No that they would do better if they were not involved in campus politics. More so, 60.6% of the total responses affirmed that the level at which they participated in campus politics determine their academic performance while 39.4% of the total responses disaffirmed that the level at which they participated in campus politics determine their academic performance. From the researcher's findings, she concluded that, time, participation in campus politics and level of participation influence academic performance which is in conformity to the findings of Nkeonye (2015) who found out that participation in campus politics can become detrimental to academic achievements of students if they spend too much time on the job or political assignments during their university years.

In the analysis of the questions in our research question four, the findings revealed the effect of campus politics on students' academic performance on undergraduate students of University of Benin, Benin City. This was represented with 26.5 % of the total response affirmed that participation in campus politics boost their academic performance while 73.5% of the total responses disaffirmed that participation in campus politics boost their academic performance. Furthermore, 78.7% of the total responses replied Yes that participation in campus politics negatively affected their academic performance, while 21.3% of the total responses replied No that participation in campus politics negatively affected their academic performance. Also, 29.7% of the total responses affirmed that campus politics has improved their academic performance while 70.3% of the total responses disaffirmed that campus politics has improved their academic performance. Following these findings, the researcher therefore concluded that participation in campus politics does not boost academic performance rather it has a negative effect on the academic performance of students who involve in it. This is in agreement with Thompson (2008), he

believes that campus politics can affect a student emotionally and physically which could lead to stress, fatigue and burnout all of which have negative effects on the academic performance of the student involved.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### Summary

This study was undertaken to stimulate a critical discussion on the effects of campus political participation on the academic performance of students of University of Benin, Benin City. To investigate this study, four research questions were raised. The research questions include;

1. Why do students engage in campus politics in University of Benin, Benin City?
2. What is the level of academic performance of students who engage in campus politics among undergraduate students in University of Benin, Benin City?
3. What are the factors that influence academic performance among undergraduate students of University of Benin, Benin City?

4. Does students' participation in campus politics affect their academic performance among undergraduate students of University of Benin, Benin City?

Previous study relating to the problem under investigation was reviewed. The research design adopted for study is a descriptive survey design. The sample of 155 students from the University of Benin, Benin City was used to carry out this study. The research Instrument titled "Effects of Campus Political Participation on Academic Performance (ECPPAP)" questionnaire was used to collect data. The questionnaire comprised 16 items. The statistical technique used to analyze the data was simple percentage and correlation.

From the results of the data analysis which involved the treatment of research questions, the findings revealed that;

1. Students engage in campus politics to expand the political learning process/preparation ground for future political participation in University of Benin, Benin City.

2. The level of academic performance of students who engage in campus politics is moderate among undergraduate students of University of Benin, Benin City.

3. Time, participation in campus politics and level of participation influence academic performance among undergraduate students of University of Benin, Benin City.

4. Participation in campus politics does not boost academic performance rather it has a negative effect on the academic performance of students who involve in it in University of Benin, Benin City.

## **Conclusion**

Following the findings of this research work, it was concluded that students engage in campus politics to expand the political learning process/preparation ground for future political participation after school. The level of academic performance of students who engage in campus politics is moderate. That time, participation in campus politics and the level of

participation influence academic performance. Participation in campus politics has a negative effect on the academic performance of students.

## **Recommendations**

With regards to the findings of this research work, the following recommendations are made:

Haven known that students engage in campus politics to expand the political learning process/preparation ground for future political participation after school, students should be advised to engage in politics. However, in doing this, adequate orientation on proper time management and how to maintain a balance between their academics and politics so as to excel in academics and politics should also be given to students.

Furthermore considering the fact that the level of academic performance of students who participate in campus politics in University of Benin, Benin City is moderate, adequate orientation should be given to students who intend to engage in it and those already involved so as to understand the nature of activity they intend participating in as well as discouraging those

who are not strong enough to maintain a balance between academics and politics at the early stage as this will enable them outline their priorities.

Conclusively, time, participation and level of participation in campus politics influence student's academic performance whether positive or negative. In this regard, students should not neglect the fact that participation in campus politics could have a positive or negative effect on their academic performance depending on the students' ability to maintain a balance between his/her academic and political activities. When a balance is maintained there is every tendency for it to have a positive effect while the opposite may be the case if the student involved fails to maintain such a balance; thus, students who participate in campus politics should be advised to make additional sacrifice by giving extra attention to their academics irrespective of their level of participation in campus politics.

## **Suggestion for Further Study**

Since the scope of this research project only limited to University of Benin, Benin City undergraduate students, it is therefore necessary for a further research work of this nature to be carried out in a wider scope that will comprise of more universities in Nigeria on the effects of campus political participation on the academic performance of students in higher institutions, so as to present a more holistic view and proffer solutions that will cover the whole country.

## REFERENCES

- Akinsolu, A. O. and Adelabu, M. A. (2009), Political Education through the University: A survey of Nigerian University Students.
- An African Journal of Political Science and International relations. Vol 3(2), pp. 46 - 53. Department of Educational Administration and Planning, Obafemi Awolowo University, Ife, Nigeria.
- Alan Brown (1986), Modern Political Philosophy Theories of the Just Society. Harmond Worth: Pengium.
- Alan Ware (1979), The Logic of Party Democracy. New York: S.T Martins Press.
- Alawode, I. (2015), "Essay on the Origin of Student Unionism".
- Alfred de Grazer (1969), Political behavior. New York: Free Press.
- AllAfrica.com "A Luta continua" A Luta Continua on VARA television, (1979)
- Akamere, F. A. C. (Fidelis A. C.), The Issues and Concept in Government and Politics of Nigeria: Apapa Lagos : Silmak Associates, 2001.
- Andre Hacker (1973), The Study of Political Origin. New York: Mcgrew Hill.
- Astin, A. W. (1993), What matters in College? Four critical year revisited San Francisco: Jessey. Bass.
- Astin, A. W. (1984), Student Involvement: A development theory for higher education. Journal of College Student personnel, 25(4), 297-308.

- Burani, Mr. (2013). "A Debate on Influence of Campus Politics" Cambridge University Reporter. (2003). Indicators of Academic Performance. Eccles et al., (2003)
- Ezekwen, C. C. (2007). Students Unionism and University Administration in Nigeria
- Harold Lasswell (American Political Scientist) *Encyclopedia Britannica* (2003)
- Idahosa, S.A. and Ehizuetan A.E. (1996). Readings in Politics and Administration. Akure, Sylva publication Ltd.
- Lewis, C.P. (2004). Relationship between extracurricular activities with academic and social competences in school age children, a meta-analysis. Texas A&M University
- Madunagu. E. (1983), Nigeria, The Economy and the People: The political economy of State robbery and its popular democratic negation. London: New Beacon books.
- Moradial Auxilio (2013): published by Chamada para o Edital National Association of Delta State Students (NADESSTU) Constitution. National Policy on Education 2015.
- Nkeonye, C. V. (2015) Nnoli, O. (1989). "Introduction to Politics" "Politics in School" Guardians January 21 2002. Longman Pub. Ikeja.
- Nwabuzor, E & Mueller M. (1985) An introduction to Political Science for African Students Macmillan Education Ltd.
- Nwador F. O. (2013) Basic Approach to Citizenship in Nigeria. Justice - Jeco Publishers.
- Omowhare (2016). Impact of Student Involvement in Campus Politics on the academic performance. A case study of Faculty of Education, University of Benin.

- Onike R. (2008) "Essay on the Evaluation of Students unionism in Nigeria".
- Pascarella, E.T. (2001) How College affects Student. San Francisco: Jessy-bass 6.
- Reeves, D.B (2006). The learning leader, Alexandria, VA: ASCD
- Ross. A. Thompson (2008) : Reassessing Emotion Regulation; Child Development Perspectives/Volume 2, Issues 3/ p.124-131.
- Terezini, S. (1998), Why Involvement Matters: A Review on Students involvement in Collegiate setting. College Student Affairs. Journals 24.
- Water Wroth, S. (2003). Time Management strategies in academic practice. Michigan State. Digest Publication 3.
- Williams, J.D. Student Engagement at School. A sense of belonging and participation. A research paper for organization for Economic Cooperation and Development.
- Wilson, N. (2009). Impact of extra-curricular activities on student. A research paper, University of Wincosistow.

**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN**  
**EFFECTS OF CAMPUS POLITICAL PARTICIPATION ON ACADEMIC**  
**PERFORMANCE (ECPPAP)**  
**QUESTIONNAIRE**

I am Benedicta Chinonye NNADI, a 400-level student of the above-named institution and department.

This questionnaire is strictly an academic exercise designed to carry out a study on the effects of campus political participation on the academic performance of undergraduate students of the University of Benin, Benin City. Please read carefully and kindly respond to the questions with utmost sincerity as your response will be treated with strict confidence. Thank you.

Signed

Benedicta Chinonye **NNADI** (Miss)

**EDU1703437**

**SECTION A: Demographic Information**

1. Faculty: \_\_\_\_\_

2. Department: \_\_\_\_\_

3. Level: \_\_\_\_\_

Gender: Male (     ) Female (     )

**SECTION B:**

<b>S/N</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
1	Are you involved in Campus politics		
2	Have you ever held any SUG political position		
3	Are there political positions that are zoned base on gender		
4	Students participate in campus politics in order to cater for the welfare of their fellow students		
5	Students participate in campus politics to expand the political learning process/preparation for future political participation after school		
6	Students participate in campus politics to boost career development		
7	Students participate in campus politics for Popularity		
8	The academic performance of students that participate in campus politics is low		
9	The academic performance of students that participate in campus politics is moderate		
10	The academic performance of students that participate in campus politics is high		
11	Did lack of time influence your academic performance		
12	Would you do better in academics if you were not involved in campus politics		

13	Does the level at which you participate in campus politics determine your performance academically		
14	Does participation in campus politics boost your academic performance		
15	Do you think participation in campus politics negatively affect your academic performance		
16	Has campus politics improved your academic performance		