CAUSES OF STUDENTS UNREST IN POST-PRIMARY INSTITUTIONS IN NIGER STATE (AN INDEPENDENT STUDY)

BY

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In Partial Fulfilment of the requirements
of the Award of MASTER IN EDUCATION

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APPROVAL SHEET

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Abstract

1 Statement of Problem

"The purpose of this research was to find out whether the following factors related to students unrest in post-primary institutions in Niger State:

(i) inadequate material resources;

(ii) inadequate human resources;

(iii) administrative problems within the school and

(iv) external influences."

2 Methodology

Three hundred people were identified as subjects for the research, 230 of them were students of post-primary institutions which had students disturbances in recent times, 30 were post-primary school teachers, 20 of them were students' parents, 10 were the principals of post-primary schools while 10 were officials of Ministry of Education.

A twenty-eight item questionnaire on causes of students unrest in post-primary institutions in Niger State was designed for the research and each subject was asked to indicate whether it was his or her opinion that the factors related to students unrest by circling around the word under each statement (See appendix I). Frequencies of responses to each factor by the five groups of respondents:

the students, the teachers, the principals,
the Ministry officials and the students' parents

were rated on a four-point scale in which "Very Strong" was given a rating of 1, "Strong" a rating of 2, "Weak" a rating of 3 and "Not at all" a rating of 4.

3 Findings

The findings of the investigation showed that grievances that may result in students crisis in post-primary institutions in Niger State included insufficient food, poor housing accomodation, inadequate sports equipment, and lack of effective communication between the students and school authorities. Other factors were rigid school rules and regulations, presence of bad gangs in the school, and lack of co-operation between the parents and school authorities.

4 Recommendations

After carefully examining the factors related to students unrest, the researcher put forward the following recommendations that may help eliminate students unrest in post-primary institutions in Niger State: good and sufficient food, good accomodation, abundant water supply to schools, adequate sports equipment, adequacy of teaching staff and effective communication between the students and school authorities. Others were moderate school rules and regulations, establishment of counselling unit, co-operation between the head student and prefects and minimum transfers of principals and teachers.

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CHAPTER I

BACKGROUND OF AREA OF STUDY

Introduction

Niger State which was created on April, 1st 1976 as one of the nineteen States in the Federation is bounded by Kaduna and Plateau States in the East and South respectively and in the North by Sokoto State. Covering a land area of about 7,555 square kilometres with an estimated population of 1,271,767 (1963 Census), the State is flat and undulating with ranges of granite hills.[1] Niger State is inhabited by diverse ethnic groups who live in segmented communities speaking different languages which can be classified into two main linguistic groups; the Apo Asian and the Kwa sub-branch language families. The first group consists of the Koro, Kadara and the Bassa, while the second is made up of the Nupe, Gwari and Kamuku. Other major languages in the State are Hausa, Kambari and Fulani.[2]

Apart from the State capital, Minna, which is a high potential business and commercial centre, other important towns in the state include Bida, Suleja, Kontagora, Agaie and Bâro. Prominent among the State's tourist attractions

are the famous Abuja pottery, Gurara falls and the brass works at Bida. The main and traditional occupation of the state is agriculture, which is in fact the backbone and cornerstone in the economic and social progress of the State.[3] All the 34 post-primary institutions in the State are Government owned; while the 1,100 primary schools are solely under the local education areas.[4]

Purpose and Importance of the Study

The researcher, during his stay at Bida Government Teachers' College as a history teacher from 1969 to 1977 and as a Vice Principal at Minna Government Teachers' College from 1977 to 1978, observed that post-primary students often resorted to violent demonstrations to back up their demands. It is because of this that the researcher has decided to investigate causes of students unrest in post-primary schools in Niger State. (See Appendix III).

The study may be of importance to Niger State, because discipline is essential for the foundation of honest, obedient, just, humble, committed and loyal citizens. Good citizens cannot be produced under an atmosphere of lawlessness and violence. In addition, Niger State like many other States in the federation is a diverse society in need of social and political cohesion, especially at this period of transition from military to civilian government. The desire for such unity will be defeated if its young citizens are engaged in rebellious and turbulent activities. Furthermore, Niger State Government spends colossal amounts of money to establish and expand educational institutions. For example, the sum of 16,038,873 Naira was voted for education out of the total budget of 157 Million Naira ear-marked for the 1979/80 fiscal year.[5] It has become necessary therefore, for students who are the beneficiaries of the government's huge investments to desist from acts of indiscipline and concentrate on their studies to justify the expenditures on them.

The state is oneof theleast developed states in the Federation, and its backwardness was highlighted in the "New Nigerian" of 22nd September, 1979 titled "Governors and their Wards". In its comments the paper remarked that "States like Niger and Benue will have to make a fresh start not only because they are among the newest creation but because their development base is very weak."[6] Moreover, Niger State is suffering from acute shortage of manpower in essential fields such as science, technology, industry and agriculture. Most of these areas are at present being manned by foreigners. Efforts to produce high level manpower in the above mentioned fields will be thwarted if attention of the students are diverted from their studies to persistent demonstrations. Upon all these, the people of the State are worried by the continued poor performances of the students in the West African Examinations Council's examinations. For example, in results of the 1977 West African School Certificate Examinations,

only four Secondary Schools out of twenty-one that registered for the examination had above 50% of successful students.[7] Acts of indiscipline and lawlessness if not curbed could worsen the poor academic performances of the students.

Statement of Problem

The purpose of this research was to find out whether the following factors related to students unrest in post-primary institutions in Niger State (1) inadequate material resources; (ii) inadequate human resources; (iii) administrative problems within the school and (iv) external influences.

Definition of Terms

In order to guard against misinterpretation of terms used in this research project, the following terms need to be defined. "Students unrest" means disturbances in the school which range from peaceful demonstrations to destructive and violent revolts. The term 'Demonstration' can be defined as efforts made by students to show their concerns over particular issues. They can be violent or

peaceful. 'Post-primary institutions' refers to Secondary Grammar Schools, Technical Secondary Schools, Commercial Secondary Schools and Teachers' Colleges. "Principal" is the head of a post-primary institution.

"Inadequate material resources" means lack of text-books, insufficient sports equipment, insufficient food, lack of transport, inadequate play grounds, poor housing accommondation and poor lighting. "Inadequate human resources" can be defined as insufficient teachers, inadequate cooks, lack of library staff, inadequate nightwatchmen and insufficient labourers. The term "Administrative problems within the school" refers to lack of co-operation between the principal and members of staff, lack of co-operation between the head student and prefects lack of students participation in school decisions, rigid school rules and regulations "External influences" is frequent transfers of principals, frequent transfers of teachers, lack of co-operation between parents and school authorities and influence of foreign culture.

'Board of Governors' is referred to as a team of representatives of the immediate community in which an institution is located. The function of the board is to deliberate on indisciplinary matters arising from the institution and make recommendations to the Ministry of Education. "Disciplinary Committee" can be defined as a team of representatives of the school appointed by the Principal to help maintain discipline in the school. The term "Fiscal year" means financial year and it usually starts from April and ends in March of the following year "Co-curricular activities" can be defined as activities engaged in by students and staff after the normal school hours. The term "Ad Hoc Committee" is referred to as a committee formed for a specific purpose in a specific situation.

"School authorities" mean Principal, Vice-Principal, teachers house masters and Form masters. The term "Parents Teachers Association" (PTA) is an organisation composed of teachers and students' parents seeking mutual co-operation in the guidance of students. "Student Government" means

a group of officers elected by students to act as channel between the school authorities and the students. They take part in the regulation of educational, disciplinary and extra curricular activities and forward students complaints to the school authorities.

Delimitation of the Problem

The study is concerned with the problem of students unrest in post-primary institutions in Niger State. The probable causes of students unrest in institutions of higher learning are not included.

He was of the opinion that the official attitude had an adverse effect on the mental health of the students. According to him, one group of students commented "We have needs which we earnestly put before the authorities from time to time, and we get frustrated and disappointed when we are told our needs are not our needs, and we are ordered to accept what authority regards as our needs"[2] Contributing to the same article, Kupolati was of the view that the topic could not be treated in isolation because pupils in primary schools always follow rules and regulation with little or no question but in institutions of higher learning-secondary and teacher training colleges where there are adolescents, the situation is always different. They always want to enjoy certain rights but when they are denied the required rights they take the laws into their hands and resort to violence to achieve their ends.[3]

In a key note address to the Principals of Nigeria Secondary Schools, Obasanjo, noted with dissatisfaction the increasing wave of indiscipline among students of post-primary institutions in the country, adding that "A day hardly ever passes without some media report of either examination leakages, students unrest and drug abuse... all now becoming a national emergency which should be treated with all seriousness it deserves.[4]

Nwigwe, in her article "understanding the adelescents in our schools' remarked that the society is partly to blame for most of the problems in our post-primary institutions and said that the indiscipline in some of our present day schools was due to lack of effective communication between parents and staff.[5] Addressing the students of Kanta College Birnin Kebbi at the graduation ceremony of their institution, Mohammed, noted that the situation in our schools as typified by examination leakages, frauds, of various kinds, drug addiction culminating in acts of violence was eating deep into the fabrics of our society, pointing out that children growing in the midst of extreme materialism and moral corruption could hardly be expected to do anything better.[6] In his own remarks titled "pupils unrest blame on foreign culture," Tadi, attributed acts of indiscipline among high schools and pupils to foreign culture imported into the country through obscure magazines and pictures and that similarly rebellious attitudes and poor performance by the students also stemed from such learnings.[7]

Addressing the students of Government Girls' College, Minna on their speech and prize giving day ceremony, Miller highlighted the indisciplinary problems being caused in post-primary institutions by the children of the big or rich parents. She asserted that some big or rich parents were accused of over indulging their children by giving them too much money, provisions and expensive clothing thereby exposing the poor ones to envy and temptation; and was of the opinion that the children of the "big men" were fast becoming a social problem in our schools in that they felt obliged to commit serious offences such as leaving school premises before end of term, absenting themselves from classes, shirking housework and dudging punishment.[8]

Hong, blamed the causes of students unrest on students who had no hope of passing their examinations and those who had their hopes of being appointed prefects lost. He noted that trouble normally began in the third term when bright and dull students were to face the ordeal of examinations known as promotion examinations; and with

the adoption of promotion on merit, some failures were to either withdraw from the institution or repeat the whole session. Hong further explained that those who nursed no hope of passing their examinations and those who had no hope of being appointed prefects would immediately stirred up trouble.[9]

"Nigerian Standard," in its editorial comment titled "Student Riots" remarked that most demonstrations and riots arose from grievances over allowances and other facilities, adding that such grievances needed not grow into riots if the students were adequately informed by the authorities about measures being taken on their problems. The paper further pointed out that students were not all together blameless because they expected too much too soon without bothering to understand the financial strains which all arms of government are operating.[10]

The adhoc committee on students unrest set up by the North Western State of Nigeria to investigate and identify causes of students unrest and suggest remedies to guard against future occurrences identified "poor feeding"

identical with the author's own whose study is on causes of students unrest in post-primary institution s in Niger State.

Lawal, in his "Students Demonstrations in post-primary institutions in North Central State" identified food, strict discipline and insufficient teachers as some of the main reasons why students demonstrated[12]

In her research project titled "The phenomenon of students unrest in some selected secondary schools in Kaduna State" Egba, found that students caused disturbances because of lack of easy communication between the staff and the students as well as poor and insufficient food.[13] Ezeomah in his "Students unrest in post-primary institutions in Benue-Plateau State" discovered that students demonstrated because of failure by the school authority to consult them before making decisions in areas that directly affected them; to allow them to discuss and suggest ways of

improving their welfare and discipline.[14] In his "causes of students unrest in post-primary institutions in Zaria Town-Ship", Ubani, found that problems of unrest arose from attitudes of indifferences to students by the administrators, teachers and hostel officials, thus crisis situation from food and lack of facilities escalated when students felt they were unkindly treated by the school authorities.[15]

Formulation of Hypotheses:

The author had deduced from the review of related literature the following reasons that may relate to students unrest in post-primary institutions: insufficient food, strict discipline, lack of co-curricular activities, influence of the society, lack of communication between the school authorities and students, and influences of foreign culture. In addition to the above, the researcher himself, had come up with the undermentioned factors that may relate to students unrest: poor housing accommondation, insufficient cooks, inadequate library staff, lack of co-operation between the head student and prefects,

influence of bad gangs in the school, illicit collaboration between principals and food contractors, lack of effective moral formation at school, frequent transfers of teachers and frequent transfers of principals. It was the combination of the reasons deduced from the review of related literature and those proposed by the author that formed the basis of the hypotheses for the research.

The hypotheses are:-

Inadequate Material Resources with Reference to:

(a) Insufficient supply of food

(b) Poor housing accommondation

(c) Insufficient supply of text books

(d) Inadequate sports equipment

(e) Inadequate health facilities

(f) Lack of transport

(g) Insufficient supply of water

(h) Lack of sufficient play grounds will cause students unrest.

12. Inadequate Human Resources with Reference to:

(a) Inadequate supply of teachers

(b) Lack of dispensers

(c) Insufficient nightwatchmen

(d) Lack of Library Staff

(e) Insufficient labourers will cause students unrest.

3. Administrative Problems within the School with Reference to:

(a) Rigid School rules and regulations

(b) Lack of effective communication between the students and school authorities.

(c) Lack of human relations on the part of the principal

(d) Presence of bad gangs in the school

(e) Lack of co-operation between the principal and members of staff

(f) Lack of co-operation between the head student and prefects

(g) Ilicit collaboration between the principal and food contractor

(h) Management of very large student population by the principal will cause students unrest.

4. External Influences with Reference to

(a) Frequent transfers of principals by the Ministry of Education

(b) Frequent transfers of teachers

(c) Lack of co-operation between the parents and school authorities

(d) Less powers given to the principals by the Ministry of Education

(e) Less powers given to the Board of Governors.

(f) Influence of foreign culture

(h) Influence of the general public will cause students unrest.

FOOTNOTES

REVIEW OF RELATED LITERATURE

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5. New Nigerian 4 April, 1979, P.12, Column 1
6. New Nigerian, 7 July, 1978, P.3, Column 5
7. Daily Times (Nigeria) 7 July, 1979, P. 24 Column 3
8. New Nigerian, 11 July, 1978, P.3, Column 2
9. New Nigerian 27 June, 1979, P12, Column 2
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14. C. Ezeomah, Students unrest in Post-Primary Institutions in Benue-Plateau State, M.Ed Thesis, A.B.U., Zaria, 1975, P.5
15. A. Ubani The Causes of Students unrest in Post-Primary Institutions in Zaria Township M.Ed Project 1978, P. iii

CHAPTER III

METHODOLOGY

Subjects

Three hundred people were identified as subjects for the research, 230 of them were students of post-primary institutions which had students disturbances in recent times, 30 were post-primary school teachers, 20 of them were students' parents, 10 were the principals of post-primary schools and 10 were officials of Ministry of Education. The distribution of the student respondents according to their institutions are shown in appendix 11.

Instrument

A twenty-eight item questionnaire on causes of students unrest in post-primary institutions in Niger State was designed for the research and each subject was asked to indicate whether it was his or her opinion that the factors related to students unrest by circling around the word under each statement (see appendix 1). Frequencies of responses to each factor by the five groups of respondents:

the students, the teachers, the Principals, the Ministry officials and the students' parents were rated on a four point scale in which "Very Strong" was given a rating of 1 "Strong" a rating of 2, "Weak" a rating of 3 and "Not at all" a rating of 4.

Procedure

The researcher located the respondents for the research in Minna, Wushishi, Bida and Kontagora. In Minna, the state capital, the author collected information at the Ministry of Education headquarters, the Temporary Secretariat, Government Teachers' College, Government Secondary School, Ahmadu Bahago Teachers' College, Government Girls' College and Women Teachers' College. In order to facilitate the location of the students' parents, the writer collected their names and addresses two days before the commencement of the gathering of the data. Of the 15 questionnaires distributed to the students' parents who were mainly located at the Secretariat, 12 were returned to the investigator, while 3 were not.

All the 10 Ministry Officials were identified at the Ministry of Education headquarters, however, two Ministry officials bluntly refused to complete the questionnaires, because according to them, the investigation was about crisis and they wanted peace.

The first post-primary institution the researcher collected information was Government Secondary School Minna, and the first respondent to complete the questionnaire was the principal of the college. There after, the author proceeded to the staff room where three teachers were given questionnaires to fill. After that, questionnaires were administered to the 24 selected students of the institution drawn from Forms II to V. Because they had not reported to begin their studies at the time of the collection of the data, Form I students were excluded from the investigation.

The only institution the writer collected data in Wushishi was the Government Teachers' College where the principal, the teachers and the students completed the questionnaires willingly. From Government Teachers' College, the author proceeded to the Wushishi Health Centre,

where after a rigorous search, located two students' parents. The investigator made an 80 kilometre journey from Wushishi to Bida where he identified respondents for the research at Government College, Government Girls' Secondary School, and the Local Government Secretariat Bida. One of the principals refused to grant the researcher the permission to collect data in his institution on the grounds that such an exercise would expose his students to more factors relating to students unrest, but after a brief explanation on the importance of the investigation, the principal co-operated fully with the investigator. From Bida, the author moved to Kontagora where he collected data from the principal, staff and students of Muazu Ibrahim Commercial Secondary School, Kontagora. Generally, the collection of the data did not pose much problem, because the permanent secretary Ministry of Education, the Ministry officials, the principals, the students and the students' parents co-operated well with the researcher, during the exercise which lasted seven days.

CHAPTER IV

DATA ANALYSIS AND RESULTS

Data Analysis

To analyse the data, the investigator first found the frequencies for each factor by tallying up the responses for each of the 28 items. After that, the mean rating score for each item was obtained by using a four point scale in which "very strong" had a rating of 1, "strong" a rating of 2, "weak" a rating of 3 and "not at all" a rating of 4. The results were tabulated as shown in tables 1,2,3 and 4. It should be noted that the smaller the mean rating score, the stronger the factor is in relating to students unrest.

RESULTS

Inadequate Material Resources

As revealed by Table 1 "insufficient food," "poor housing accommodation," "insufficient supply of water," inadequate sports equipment" and "lack of sufficient play grounds" appear to relate to students unrest in post-primary institutions in Niger State.

Table I

Rating of Inadequacy of Material Factors Relating to Students' Unrest

FACTORS	Very Strong 1	Strong 2	Week 3	Not at All	Mean rating Scores
1 Insufficient supply of textbooks					
Students	50	43	70	67	2.7
Teachers	2	13	13	2	2.5
Students' Parent	8	8	4	0	1.8
Principals	3	4	2	1	2.1
Ministry Officials					2.1
2 Inadequate sports equipment					
Students	42	32	90	66	2.4
Teachers	4	11	13	2	2.4
Students' Parents	2	6	11	1	2.6
Principals	3	2	3	2	2.1
Ministry Officials	3	1	5	1	2.4
3 Insufficient food					
Student	152	51	7	20	1.5
Teachers	18	5	4	3	1.7
Students Parents	10	7	3	0	1.7
Principals	6	2	1	1	1.7
Ministry Officials	4	2	3	1	2.1
4 Inadequate health facilities					
Students	49	46	75	60	3
Teachers	3	8	11	9	2.9
Students' Parents	1	12	7	0	2.3
Principals	1	2	5	2	2.8
Ministry Officials	1	4	0	5	2.9
5 Lack of Transport					
Students	32	35	98	65	2.9
Teachers	3	8	11	3	2.8
Students' Parents	1	3	9	3	3.1
Principals	1	2	6	1	2.7
Ministry Officials	1	2	4	3	2.6

6 Insufficient supply of water					
Students	120	100	3	7	1.6
Teachers	14	15	1	0	1.6
Students' Parents	4	6	9	1	2.4
Principals	4	3	2	1	2
Ministry Officials	5	3	1	1	1.6
7 Lack of sufficient play grounds					
Students	40	45	80	65	2.4
Teachers	2	17	7	4	2.4
Students' Parents	0	4	10	6	3.1
Principals	1	3	5	1	2.1
Ministry Officials	5	2	1	2	1.4
8 Poor housing accomodation					
Students	100	62	50	18	1.9
Teachers	15	8	5	2	1.8
Students' Parents	8	3	7	2	2.2
Principals	7	2	1	0	1.4
Ministry Officials	0	3	7	0	2.2

KEY:

Students N = 230
Teachers N = 30
Students Parent N = 20
Principals N = 10
Ministry Officials N=10

The smaller the mean rating score, the stronger the factor is in relating to students unrest

(a) Insufficient Food

The result of the ratings shows that the students, the teachers the Students parents, the Principals and the Ministry Officials' mean rating scores of 1.5, 1.7, 1.7, 1.7, and 2.1 respectively, seem to suggest that "insufficient food" was one of the related factors to students unrest. The high rating given to the factor by most of the subjects may not be unconnected with the fact that food is one of the basic necessities of life without which living becomes impossible. Therefore, the hypothesis that "insufficient food" will cause students unrest is accepted.

(b) Poor Housing Accommodation

"Poor housing accommodation" with a mean rating score range of 1.4 to 2.2 was another factor which appears to relate to students unrest. The analysis of the ratings, reveals that all the respondents had indicated that the factor was related to students unrest. The high rating given by most of the subjects to "poor housing accommodation" may be due to the fact that shelter like food is one of the basic needs of life. Therefore, the hypothesis that "poor housing accommodation" will cause students unrest is accepted.

(c) Insufficient Supply of Water

The analysis of the ratings shows that the Students, the teachers, the students' parents, the principals and Ministry Officials with mean rating scores of 1.6, 1.6, 2.4, 2 and 1.6 respectively, had rated "insufficient supply of water" as one of the related factors to students crisis. The unanimous consideration given to the factor is probably because water like food and housing, is one of the basic necessities of life. Therefore, the hypothesis that "insufficient supply of water" will cause students unrest is accepted.

(d) Inadequate Sports Equipment

The mean rating scores of the Students, the teachers the principals and the Ministry officials: 2.4, 2.4, 2.1 and 2.4 respectively, seem to suggest that "inadequate sports equipment" was related to Students disturbances. However, the students' parents with a mean rating scores of 2.6 appear to be of the opinion that the factor was not related to students crisis. The low rating given to "inadequate sports equipment" may be attributed to the fact that parents are usually more interested in the academic

progress of their children than progress in sports. However, since the study was mainly centred on the Students and they seem to be of the view that the factor was related to their unrest, the hypothesis that "inadequate sports equipment" will cause students unrest is accepted.

(e) Lack of Sufficient Play Grounds

The result of the ratings reveals that the students, the teachers, the Principals as well as the Ministry Officials mean scores of 2.4, 2.4, 2.1 and 1.4 respectively, appear to suggest that "lack of sufficient play grounds" was related to students unrest. The students' parents with a mean rating score of 3.1 were of the opinion that the factor was not related to students unrest. This is probably because, as pointed out above, parents are usually more interested in the academic performance of their children than progress in sports. However, because the students with whom the investigation was concerned appear to be of the opinion that the factor was related to their unrest, the hypothesis that "lack of sufficient play grounds" will cause students unrest is accepted.

(f) Inadequate Health Facilities

According to the ratings, "inadequate health facilities, "with a score range of 2.3 to 3 seems not to relate to students unrest, the students, the teachers the principals and the Ministry officials had rated the factor low. However, the students' parents with a mean rating of 2.3 appear to be of the view that "inadequate health facilities" was related to students unrest. The low rating given to the factor by most of the respondents may be traced to the fact that students of post-primary institutions in Niger State receive free medical treatment. But because the students who were the main concern of the research seem to be of the opinion that "inadequate facilities" was not related to their unrest, the hypothesis that "inadequate facilities will cause students unrest is rejected.

(g) Insufficient Supply of Text-books

The analysis of the ratings indicates that the students' parents, the Principals and the Ministry Officials with mean rating scores of 1.8, 2.1 and 2.1 respectively, appear

to suggest that "insufficient supply of text-books" was related to students unrest. But, the students and the teachers with mean rating scores of 2.7 and 2.5 seem to be of the view that the factor was not related to student disturbances. With the 1978 Ministry of Education instruction which stated that students should be responsible for the purchase of their text-books, one would have expected the Ministry officials and the principals not to have considered "insufficient supply of textbooks" as one of the factors related to students, unrest. Their doing so had rendered the result of this item absolutely unreliable. Therefore, the hypothesis that "insufficient supply of text-books will cause students unrest is rejected.

(h) Lack of Transport

Lack of transport with mean scores of 2.9, 2.8, 3.1, 2.7 and 2.6 respectively, does not seem to relate to students unrest. The consensus low rating given to the factor by all the respondents may be attributed to the efforts made in recent times by the Ministry of Education to provide post-primary institutions in Niger State with vehicles. Therefore, the hypothesis that "lack of transport will cause students unrest is rejected.

INADEQUATE HUMAN RESOURCES

As can be seen in Table 2, "inadequate supply of teachers" and "insufficient labourers" seem to be the only factors related to students unrest in this area of investigation.

Table 2

Ratings of Human Factors Relating to Students' Unrest

FACTORS	Very Strong 1	Strong 2	Week 3	Not at all 4	Mean rating Scores
1 Inadequate supply of Teachers					
Students	98	61	33	37	2
Teachers	16	9	4	1	1.7
Students' Parents	11	5	1	3	1.8
Principals	7	2	0	1	1.5
Ministry Officials	3	6	1	0	1.8
2 Lack of dispensers					
Students	34	39	65	92	3
Teachers	2	8	2	18	3.2
Students' Parents	1	0	4	15	3.7
Principals	1	2	3	4	2.3
Ministry Officials	0	3	7	0	2.7
3 Lack of Library staff					
Students	34	39	65	92	3
Teachers	0	4	5	11	2.8
Students' Parents	1	0	2	2	2.8
Principals	1	0	8	1	3.5
Ministry Officials	1	0	4	5	2.9
4 Insufficient Night Watchmen					
Students	27	32	95	76	3
Teachers	3	4	12	11	3
Students' Parents	0	3	7	10	3.4
Principal	0	0	1	9	3.9
Ministry Officials	1	0	4	5	3.3
5 Insufficient Labourers					
Students	73	70	68	20	2.2
Teachers	3	4	8	15	3.2
Students' Parents	1	0	8	11	3.5
Principals	0	0	7	3	3.3
Ministry Officials	0	1	5	4	3.3

KEY :

Students	N	=	230
Teachers	N	=	30
Students Parents	N	=	20
Principals	N	=	10
Ministry Officials	N	=	10

The smaller the mean rating Score, the stronger the factor is in relating to students unrest.

(a) Inadequate Supply of Teachers

According to the analysis of the ratings, "inadequate supply of teachers' With mean score of 1.5 to 2 appears to be one of the factors related to students crisis. In fact, all the subjects had unanimously indicated that the factor was related to students unrest. The reason why "insufficient supply of teachers" was considerably rated by all the respondents is not far fetched. Teachers are the live wire of education and without them, there will be no education and without education there will be no progress. Therefore, the hypothesis that "inadequate supply of teachers" will cause students unrest is accepted.

(b) Insufficient Labourers

With a mean range score of 2.2 to 3.5, "insufficient labourers" seems to relate to students unrest. The teachers, the students' parents, the principals and the Ministry officials with mean rating scores of 3.2, 3.5, 3.3 and 3.3 respectively, appear to be of the view that the factor was not related to students unrest. However, the students with a mean score of 2.2 seem to have rated

"insufficient labourers" as one of the factors related to their unrest. The moderate rating given to the factor by the Students may be traced to the Ministry of Education's Policy of 1977, which stated that labourers should be withdrawn from all the post-primary institutions in Niger State. However, because the Students with whom the investigation was mainly concerned appear to be of the opinion that the factor was related to their disturbances, the hypothesis that "insufficient labourers" will cause students unrest is accepted.

(c) Lack of Dispensers

The mean ratings of the students, the teachers, the students' parents the Principals and Ministry Officials 3; 3.2, 3.7, 2.5 and 2.7 respectively, seem to indicate that "lack of dispensers did not relate to students unrest. That lack of dispensers", was given a low rating by all the subjects may be due to the fact that schools which participated in the investigation are located in towns where there are general hospitals and Students can easily get to the hospitals when they become ill. Therefore, the hypothesis that "lack of dispensers will cause students unrest is rejected.

(d) Insufficient Night Watchmen

"Insufficient night watchmen" with mean rating scores of 3,3,3.4, 3.9 and 3.3 respectively, does not seem to relate to students unrest. The analysis of the ratings shows that all the respondents had rated the factor low. The low rating given to "insufficient night watchmen" may have arisen from the fact that cases of burglary and theft were rare in post-primary institutions in Niger State at the time of this research. Therefore, the hypothesis that "insufficient night watchmen" will cause students unrest is rejected.

(e) Lack of Library Staff

With a range score of 2.8 to 3.5, "lack of library staff", seem not to relate to Students disturbances. According to the ratings, all the subjects appear to be of the opinion that the factor was not related to Students unrest. The consensus low rating given to "lack of library staff" by all the respondents, may be due to the fact that in Schools where there are no librarians, alternative measures could be taken immediately. For example, a member of staff assisted by a student could be asked to take care of the School library. Therefore, the hypothesis that "lack of library Staff" will cause students unrest is rejected.

Administrative Problems within the School

According to Table 3, "rigid school rules and regulations" "lack of effective communication between the students and school authorities," "the presence of bad gangs in the School" and "lack of co-operation between the head student and prefects" appear to relate to students unrest.

Table 3
Rating of Factors of Administrative Problems

FACTORS	Very Strong 1	Strong 2	Week 3	Not at all 4	Mean rating Scores
1 Lack of co-operation between the Principal and members of Staff					
Students	42	50	69	69	2.7
Teachers	11	10	3	6	2.1
Students' Parent	7	4	6	3	2.1
Principals	5	4	1	0	1.6
Ministry officials	5	2	1	2	2
2 Lack of co-operation between the head students and prefects					
Students	136	72	20	2	1.6
Teachers	8	12	9	1	2.1
Students' Parents	3	5	3	9	2.9
Principals	5	1	4	0	1.8
Ministry Officials	3	1	6	0	2.3
3 Lack of effective communication between the students and the authorities					
Students	102	58	20	50	2
Teachers	12	9	6	3	1.4
Students' Parents	12	4	1	3	1.8
Principals	4	2	0	4	2
Ministry Officials	6	2	1	1	1.7
4 Illicit collaboration between the Principal and food contractors					
Students	22	20	63	82	3.2
Teachers	4	6	7	13	3
Students' Parents	1	1	0	8	2.5
Principals	0	0	3	7	3.7
Ministry Officials	0	1	2	7	3.6

5 Lack of human relations on the part of Principal					
Students	19	31	89	91	3
Teachers	11	9	5	5	2.1
Students' Parents	4	0	10	6	2.9
Principals	2	1	5	2	2.7
Ministry Officials	2	3	5	0	2.6
6 Presence of bad gangs in the school					
Students	113	111	2	4	1.1
Teachers	18	8	2	2	1.6
Students' Parents	10	3	0	7	2.4
Principals	4	3	0	3	2.2
Ministry Officials	5	3	2	0	1.7
7 Rigid School Rules and Regulations					
Students	95	82	30	23	1.9
Teachers	9	15	5	1	1.9
Students' Parents	6	8	6	0	2
Principals	5	4	1	0	1.7
Ministry Officials	3	7	0	0	1.7
8 Management of very large Student population by the Principal					
Students	29	54	67	80	3
Teachers	5	12	10	3	2.4
Students' Parents	1	5	10	5	2.9
Principals	3	4	1	2	2.2
Ministry Officials	4	4	2	0	1.8

K E Y:

Students	N	=	230	The smaller the mean
Teachers	N	=	30	rating score, the
Students' Parents	N	=	20	stronger the factor
Principal	N	=	10	is in relating to
Ministry Officials	N	=	10	students unrest.

(a) Lack of Effective Communication Between the Students and School Authorities

With a mean range score of 1.4 to 2, "lack of effective communication between the students and School authorities" seems to have been rated by all the respondents as one of the related factors to students crisis. The high rating received from the subjects may be attributed to the fact that Student governments to consult regularly over the problems of the students were absent in the State's post-primary institutions at the time this investigation was carried out. Therefore, the hypothesis that "lack of effective communication between the students and school authorities" will cause tudents unrest is accepted.

(b) Rigid School Rules and Regulations:

Having mean rating scores of 1.9, 1.9, 2, 1.7 and 1.7 respectively, rigid school rules and regulations seems to relate to Students disturbances in post-primary schools in Niger State. According to the analysis of the ratings, most of the respondents appear to have given the factor a high rating. The high rating given to "rigid school rules and regulations" by the subjects, may have arisen from

the fact that inhuman and callous application of school rules and regulations breed unhealthy atmosphere of tension in post-primary institutions which often results in protests and revolts. The hypothesis that "rigid school rules and regulations will cause students unrest is therefore, accepted.

(c) Presence of Bad Gangs in the School

The results of the ratings shows that the students, the teachers, the students' parents and the Ministry officials mean scores of 1.1, 1.6, 2.4, 2.2 and 1.7 respectively, seem to suggest that "presence of bad gangs in the schools" was one of the related factors to students unrest. This factor was highly rated by most of the subjects, probably because of the recent increase in wave of alcoholism, smoking and drug addiction among students of post-primary institutions in Niger State. Therefore, the hypothesis that "presence of bad gangs in the school will cause Students unrest is accepted.

(d) Lack of Co-operation Between the Head Student and Prefects:

According to the analysis of the ratings, "lack of co-operation between the head student and prefects," appears to relate to students unrest. Infact, the Students, the teachers, the Principals and the Ministry officials mean rating scores of 1.6, 2.1, 1.8 and 2.3 respectively, had indicated that the factor was related to Students unrest. However, the students' parents with a mean score of 2.9 had rated the factor low. The low rating given to "lack of co-operation between the head Student and prefects" may be because parents are in the habit of blaming the School authorities on whatever happens in the institutions instead of the Students. However, because the Students with whom the investigation was concerned had indicated that the factor was related to their unrest, the hypothesis that "lack of co-operation between the head student and the prefects" will cause students unrest is accepted.

(e) Lack of Human Relations on the part of the Principals

As can be seen from the ratings "lack of human relations on the part of the Principals" with mean rating score, of 3, 2.1, 2.9, 2.7 and 2.6 respectively, appears not to relate to students unrest. Infact, only the teachers with a rating score of 2.1, were of the opinion that the factor was related to students unrest. The teachers may have rated "lack of human relations on the part of the Principals" as one of the reasons related to students unrest, because they come into more personal contacts with the Principal than the other respondents. However, because the students with whom the research was centred on appear to be of the view that the factor was not related to their unrest, the hypothesis that "lack of human relations on the part of the Principal," will cause students unrest is rejected.

(f) Lack of Co-operation between the Principal and Members of Staff

With a mean score range of 1.6 to 2.7, "lack of co-operation between the Principal and members of Staff"

seems not to relate to Students crisis. As reveals by the analysis of the ratings, the teachers, the students parents, the principals and the ministry Officials appear to be of the opinion that the factor was related to Students unrest. But the students with a mean rating score of 2.7, seem to have given "lack of co-operation between the Principal and members of Staff" a low rating thus indicating that it was not related to their unrest. The Students had rated the factor low, probably because they were afraid of expressing adverse opinion about their principals and teachers. But, because the students with whom the research was mainly concerned were of the view that the factor was not related to their unrest, the hypothesis that "lack of co-operation between the principal and members of Staff" will cause students unrest is rejected.

(g) Illicit Collaboration between the Principal and Food Contractor

Having a mean score range of 2.5 to 3.7, "illicit collaboration between the principal and food contractor" seems not to relate to students disturbances. The analysis of the ratings shows that all the subjects have

indicated that the factor was not related to Students unrest. The consensus low rating given to the factor may be due to the persistent reminder by top Ministry Officials to the Principals of post-primary institutions in Niger State, on the need to be above board at all times in all their dealings. Therefore, the hypothesis that "illicit collaboration between the Principal and food contractor" will cause students unrest is rejected.

(h) Management of Large Student Population by the Principal

"Management of very large Students population by the Principal" with mean scores of 3, 2.4, 2.9, 2.2 and 1.8 respectively, appears not to relate to students unrest. Although the teachers, the Principals and the Ministry Officials had indicated that the factor was related to Students crisis, the Students and their parents were of the opinion that "Management of very large student population by the Principal" was not related to students unrest. The Students and their parents may have given the factor low rating, probably because they did not know what it really entailed to administer very large student population. However, because the students with

whom the research was mainly concerned seem to indicate that the factor was not related to their unrest, the hypothesis that "management of very large student population by the principal" will cause Students unrest is rejected.

External Influence

According to Table 4, "frequent transfers of principals by the Ministry of Education, "frequent transfers of teachers," as well as "lack of co-operation between the parents and school authorities," appear to relate to students unrest in this section.

Table 4
Ratings of External Factors Relating to Students' Unrest

FACTORS	Very Strong 1	Strong 2	Weak 3	Not at all 4	Mean rating scores
1 Frequent transfer of Principals by the Ministry					
Students	129	91	7	3	1.5
Teachers	7	12	8	3	2.2
Students' Parents	7	6	7	0	2
Principals	3	3	2	2	2.1
Ministry Officials	3	5	1	1	2
2 Frequent transfer of teachers by the Ministry					
Students	115	100	6	9	1.6
Teachers	14	13	0	3	1.7
Students' Parents	3	11	5	1	2.1
Principals	2	8	0	0	1.8
Ministry Officials	3	6	1	0	1.8
3 Less powers given to the Principals by the Ministry					
Students	15	31	71	105	3.2
Teachers	10	10	7	3	2.1
Students' Parents	4	8	4	4	2.4
Principals	5	3	2	0	1.7
Ministry Officials	1	3	4	2	2.6
4 Less powers given to the Board of Governors					
Students	28	10	112	80	3
Teachers	9	7	8	6	2.4
Students' Parents	0	3	14	3	3
Principals	3	4	0	3	2.3
Ministry Officials	1	2	3	4	3

5 Lack of co-operation between the parents and school authorities					
Students	59	61	77	33	2.3
Teachers	9	13	7	1	1.6
Students' Parents	9	5	4	2	1.9
Principals	4	2	3	1	2.2
Ministry Officials		3	1	2	2.1
6 Influence of foreign culture					
Students	55	67	48	60	2.5
Teachers	7	14	6	3	2.6
Students' Parents	3	5	6	9	2.6
Principals	1	3	4	2	2.7
Ministry Officials	1	4	4	1	2.7
7 Influence of the general public					
Students	55	67	48	60	2.5
Teachers	7	14	6	3	2.6
Students' Parents	3	5	6	9	2.6
Principals	2	2	0	5	2.7
Ministry Officials	0	2	3	3	3.3

K E Y

Students	N	=	230
Teachers	N	=	30
Students Parents	N	=	20
Principals	N	=	10
Ministry Officials	N	=	10

The smaller the mean rating score, the stronger the factor is in relating to students unrest.

(a) Frequent Transfers of Principals

"Frequent transfers of principals" with a mean range score of 1.5 to 2.2 seems to be one of the major factors relating to students crisis. The ratings indicate that all the respondents were of the opinion that the factor was related to students unrest. The high rating given to the factor by most of the subjects may have arisen from the fact that frequent transfers of principals" often result in disruption of school programmes, Therefore, the hypothesis that frequent transfers of Principals will cause students unrest is rejected.

(b) Frequent Transfers of Teachers

With mean rating scores of 1.6, 1.7, 2.1, 1.8 and 1.8 respectively, "frequent transfers of teachers," appears to relate to students unrest. In fact, all the subjects were of the view that the factor was significantly related to students unrest. That the factor was rated as one of the main reasons relating to students unrest, may be attributed to the fact that "frequent transfer of teachers"

disrupts continuity of students' studies. In addition, whenever teachers are transferred it takes time before their substitutes go to take over, and during this period, students become idle and have time to cause trouble. Therefore, the hypothesis that "frequent transfers of teachers," will cause students unrest is accepted.

(c) Lack of Co-operation between the Parents and School Authorities

The result of the ratings shows that the students, the teachers the students' parents, the principals and the Ministry Officials, with mean rating scores of 2.3, 1.6, 1.9, 2.2 and 2.1 respectively, seem to suggest that "lack of co-operation between the parents and school authorities", was related to students unrest. That the factor was moderately rated by the majority of the respondents, may not be unconnected with the fact that Parents Teachers Association which create link between the parents and school authorities were absent in many post-primary schools in Niger State at the time of this research. Therefore, the hypothesis that "lack of co-operation between the parents and school authorities," will cause students unrest is accepted.

(e) Less Powers given to the School Board of Governors

As can be seen from the analysis of the ratings, "less powers given to the Board of Governors by the Ministry of Education," with a mean score range of 2.3 to 3, seems not to relate to students unrest. The teachers and the principals were of the view that the factor was related to students unrest. However, the students, the students' parents and the Ministry offcials with mean scores of 3, 3 and 3 respectively, were of the opinion that the factor was not related to students unrest. The low rating given to "less powers given to the Board of Governors" may be attributed to the fact that more powers to the Board of Governors would mean more suspensions and expulsions to the students. However, because the students with whom the research was mainly concerned had indicated that the factor was not related to their unrest, the hypothesis that "less powers given to the Board of Governors by the Ministry of Education," will cause students unrest is rejected.

(f) Influence of Foreign Culture

The result of the ratings shows that the Students, the teachers, the students' parents, the Principals and the Ministry Officials mean rating scores of 2.5, 2.6, 2.6, 2.7, and 2.7 respectively, seem to suggest that "influence of foreign culture" was not related to Students unrest. The low rating given to the factor by the subjects may be because "influence of foreign culture" appears remote rather than immediate in relating to students unrest. Therefore, the hypothesis that "influence of foreign culture" will cause Student unrest is rejected.

(g) Influence of the General Public

The result of the ratings shows that the students, the teachers, the students' parents the principals and the Ministry officials with a mean range score of 2.5 to 3.3, appear to have indicated that "influence of the general public" was not related to student crisis. The low rating given to the factor by most of the subjects may be attributed to the fact that the students do not have frequent contacts with the general public when schools are on session. Therefore, the hypothesis that influence of the general public will cause students unrest is rejected.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

In order to shed more light on the factors relating to students unrest, the author had decided to compare the summary of the findings of his research with that of Ezeomah's 'Students unrest in Post Primary Institutions in Benue-Plateau State" M.Ed Thesis, 1975.

Ezeomah's Study was made to answer the following questions:

(1) Are the school philosophy made clear to the students?

(2) Do the students take part in decision making and problem solving in the areas that affect them directly?

(3) How are the students leaders appointed?

(4) Through what channel do students make their demands?

(5) Are Students well informed about matters and decisions affecting them?

(6) Is staff-student relationship such that discourage or encourage students unrest?

(7) Are teaching staff and material facilities adequate to meet students' need?[1]

The present research on the other hand, was to find out whether:

(1) inadequate material resources,

(2) inadequate human resources,

(3) administrative problems within the school and

(4) external influences, will cause students unrest.

Whereas, Ezeomah confined the respondents for his research to the students alone, the present investigator sought not only the opinion of the students, but also that of the Principals, the teachers, the Ministry officials and the students' parents.

The results of Ezeomah's study showed that the most important factors that related to students unrest in Post-Primary institutions in Benue-Plateau State were:

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[1] C. Ezeomah, Students unrest in post-primary institutions in Benue-Plateau State M.Ed. Thesis A.B.U. Zaria, 1975 P. 151.

poor housing accomodation, inadequate sports equipment, insufficient play grounds, insufficient supply of water, inadequacy of teachers and lack of effective communication between the students and school authorities. Other factors included rigid school rules and regulations, presence of bad gangs in the school, lack of co-operation between the head student and prefects, frequent transfers of teachers, frequent transfers of principals and lack of co-operation between the parents and school authorities.

Recommendations

After carefully examining the factors related to students unrest, the researcher would like to put forward the following recommendations:

(1) Good and Sufficient Food

Principals must ensure that the food served to students is hygienic, sufficient and of reasonably good quality; in addition, they should see that food stores, dining halls, kitchens as well as their surroundings are kept clean and tidy.

Food contractors who do not live up to expectation in the performances of their duties should be replaced without fear or favour.

(2) Suitable Accomodation

Efforts should be made by the Ministry of Education to see that suitable accomodation is provided for both members of staff and students. The Ministry should ensure that the boarding compounds are promptly and properly maintained. Since plumbering and electric fittings are items of special attention, the ignoring of which may cause greater irritation to students than can be imagined by the authorities concerned, the author would like to suggest that the Ministry should see that each institution has a full time plumber, electrician and carpenter. It has been observed that the construction work of new classrooms and dormitories are usually delayed because of the divided attention of the Ministry of Works which handles construction work of every Ministry in the State. Therefore, the investigator would

like to recommend that the Ministry of Education should be sufficiently staffed with architects, works superintendents and engineers, who will be responsible for all the construction works of the Ministry.

(3) Abundant supply of water

The school authorities should always ensure that there is abundant supply of water in the institutions for students' use. This can be made possible by erecting water tankers, digging temporary wells, and sinking boreholes to supplement water supply from the taps.

(4) Sufficient playgrounds and Sports Equipment

Efforts should be made by the Sports' section of the Ministry of Education to see that sufficient play grounds and Sports equipment are made available for students' recreational activities in games such as athletics, football basketball, handball, lawn tennis, table tennis, badminton and hockey.

(5) Supply of more Teachers

The solution to shortage of teachers is to provide more teachers and to do this, the writer is suggesting that Advanced Teachers' College in Minna should be expanded to enable more teachers to be trained for the post - primary schools. In addition, preliminary classes should be introduced in the college to speed up the production of more teachers. The State Government should continue to encourage holders of the National Certificate in Education, who wish to undertake degree courses in education by granting them in-service after they had satisfactorily served for two or more years. Also, efforts should be made to recruit Nigerian teachers irrespective of their states of origin, instead expatriate teachers who find it difficult to understand the background of Nigerian children.

(6) Minimum transfers of teachers and principals

Frequent transfers of principals and teachers cause discontinuity of students' studies and disruption of normal school programmes. To solve this problem, the Ministry of Education should ensure that principals stay in an institution at least for five years before they are transfered. As for teachers, they too, should be made to stay in an institution for three or more years before they are transferred. If this is done, it will go a long way to minimise descontinuity of students' studies thus, enhance academic progress.

(7) Increase Supply of Inspectors

Subject inspectors for post primary institutions and general inspectors should be increased substantially as a matter of urgency, because the author is of the view that without frequent inspections or visits to post primary institutions by the inspectors, any remedial measures taken for prevention of students unrest cannot be effective for long.

(8) Effective Communication between the Students and School Authorities

Since effective communication between the students and school authorities is essential for the smooth running of any institution of learning, efforts should be made to introduce Student Governments to foster relationship between the school authorities and students; but caution must be taken to ensure that students do not use such bodies to cause more trouble in schools. Principals should hold regular meetings with the prefects so that they can be adequately familiar with students' problems. Duty Masters and Duty Prefects should ensure that the day to day activities in the schools are properly and promptly compiled to enable the principals to have adequate information of what happens in the schools. Principals should regularly make use of school assemblies to keep students informed about any action or policy.

It is also imperative that principals take immediate action on students' complaints before such complaints generate into violent reactions.

(9) Rules and Regulations

Rules and regulations should neither be too harsh nor too lenient. Schools and regulations should be forwarded to the school board of governors for proper screening before they become law; and efforts should be made to have uniform rules and regulations in the State's post primary institutions, as this will go along way to minimise enforcement of rigid rules by some school authorities.

(10) Establishment of Counselling Unit

One way of reducing the presence of bad gangs in post primary institutions is by establishing guidance and counselling services in all institutions to help the adolescent girls and boys grappled with personal, social, emotional and physical problems.

The students should be made to know the effects of drug addiction, alcoholism, smoking, truancy and other vices, and how these can hamper their health and studies. There is urgent need therefore, to establish a Guidance and Counselling unit at the Ministry of Education headquarters to cater for the ever increasing personal-social problems of the adolescent.

(11) Co-operation between the Principals and Members of Staff

Principals should endeavour to obtain full co-operation of their members of staff by adhering to the principle of shared responsibility, which creates a sense of involvement, responsibility and belonging. They should call regular meetings to establish good contact and effective communication with their staff. If the above suggestions are observed by the principals, mutual understanding, respect and sense of co-operation will develop between them and their members of staff, which in turn will enhance peace, stability and progress in their institutions.

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Appendix 1

CAUSES OF STUDENTS UNREST IN POST-PRIMARY INSTITUTIONS IN NIGER STATE

SEX: ..... AGE .....

OCCUPATION: ..... SCHOOL: .....

Listed below is a number of factors that are considered may relate to students unrest in post-primary schools in Niger State. Please indicate whether it is your opinion that these factors relate to students unrest by circling around the appropriate word under each statement.

QUESTIONS TO TEST INADEQUACY OF MATERIAL RESOURCES

1. Insufficient supply of textbooks.

   /Very strong/ /Strong/ /Weak/ /Not at all/

2. Inadequate sports equipment

   /Very strong/ /Strong/ /Weak/ /Not at all/

3. Insufficient Food

   /Very strong/ /Strong/ /Weak/ /Not at all/

4. Inadequate health facilities

   /Very strong/ /Strong/ /Weak/ /Not at all/

5. Lack of Transport

   /Very strong/ /Strong/ /Weak/ /Not at all/

6. Insufficient supply of water

/Very strong/ /Strong/ /Weak/ /Not at all/

7. Lack of sufficient play ground

/Very strong/ /Strong/ /Weak/ /Not at all/

8. Poor housing accommodation

/Very strong/ /Strong/ /Weak/ /Not at all/

QUESTIONS TO TEST INADEQUACY OF HUMAN RESOURCES

1. Inadequate supply of teachers

/Very strong/ /Strong/ /Weak/ /Not at all/

2. Lack of dispensers

/Very strong/ /Strong/ /Weak/ /Not at all/

3. Lack of library staff

/Very strong/ /Strong/ /Weak/ /Not at all/

4. Insufficient Night Watchmen

/Very strong/ /Strong/ /Weak/ /Not at all/

5. Insufficient Labourers

/Very strong/ /Strong/ /Weak/ /Not at all/

QUESTIONS TO TEST ADMINISTRATIVE PROBLEMS WITHIN THE SCHOOL

1. Lack of co-operation between the principal and members of staff
   /Very Strong/ /Strong/ /Weak/ /Not at all/
2. Lack of co-operation between the head student and prefects
   /Very Strong/ /Strong/ /Weak/ /Not at all/
3. Lack of effective communication between the students and school authorities
   /Very strong/ /Strong/ /Weak/ /Not at all/
4. Illicit collaboration between the principal and food contractor /Very strong/ /Strong/ /Weak/ /Not at all/
5. Lack of human relations on the part of the principal.
   /Very strong/ /Strong/ /Weak/ /Not at all/
6. Presence of bad gangs in the school
   /Very strong/ /Strong/ /Weak/ /Not at all/
7. Management of very large student population by the principal. /Very strong/ /Strong/ /Weak/ /Not at all/
8. Rigid school rules and regulations.
   /Very strong/ /Strong/ /Weak/ /Not at all/

QUESTIONS TO TEST EXTERNAL INFLUENCES

1. Frequent transfers of principals by the Ministry of Education /Very strong/ /Strong/ /Weak/ /Not at all/

2. Frequent transfers of teachers by the Ministry of Education /Very strong/ /Strong/ /Weak/ /Not at all/

3. Less powers given to the principals by the Ministry /Very strong/ /Strong/ /Weak/ /Not at all/

4. Less powers given to the schools board of governors by the Ministry. /Very strong/ /Strong/ /Weak/ /Not at all/

5. Influence of foreign culture /Very strong/ /Strong/ /Weak/ /Not at all/

6. Influence of the general public /Very strong/ /Strong/ /Weak/ /Not at all/

7. Lack of co-operation between the parents and school authorities. /Very strong/ /Strong/ /Weak/ /Not at all/

APPENDIX II

CAUSES OF STUDENTS UNREST IN POST-PRIMARY INSTITUTIONS IN NIGER STATE DISTRIBUTION OF STUDENT RESPONDENTS ACCORDING TO THEIR INSTITUTIONS

Name of the Institution	No of Student Respondents
1 Ahmadu Bahago Teachers College Minna	26
2 Government Teachers' College Minna	24
3 Government Secondary School, Minna	24
4 Government Teachers' College Wushishi	24
5 Government Teachers' College, Bida	24
6 Government College Bida	24
7 Muazu Ibrahim Commercial Sec. School, Kontagora	24
8 Government Girls' College, Minna	20
9 Women Teachers' College, Minna	20
10. Government Girls' Secondary School, Bida	20
Total	230

APPENDIX III

33 students dismissed

From JACOB APEH, Minna

THIRTY-THREE students of the Government Teachers College, Wushishi, Niger State, have been dismissed from the college by the state Ministry of Education.

They were found guilty of organising and leading a riot within the college's premises on June 18, this year, by the college board of governors which investigated the case of the riot.

At a press conference in Minna over the weekend, the state Commissioner for Education, Dr. Musa Abdullahi, said his ministry had accepted the findings and the recommendations of the board of governors of the college for disciplinary action.

The commissioner added that apart from dismissing the 33 students, they would also be handed over to the police for prosecution under the appropriate section of the criminal law.

Dr. Musa said the rest students from (Forms one to four) who also participated in the riot would be regarded dismissed until they apply to the principal for re-admission and that each would pay N25 into the state government treasury.

He explained that the money was to defray the government expenses to replace damages and losses caused by the students.

He also said that both the parents and students applying for re-admission would have to sign an undertaking that the students would remain of good behaviour for the remaining period of their stay in the college.

The students of the college (the largest college in Niger State) went on rampage on June 18, this year, demanding for better meal, early notification for promotional examination and permission to allow senior students to discipline junior students.

During the riot, the students destroyed school's property valued at N28,883.35 and some staff of the college and their wives were also beaten up.

The commissioner said investigation revealed that some staff of the college backed the students' riot, adding that he had directed the chief inspector of education to carry out further investigation to identify the members of staff involved.



DR MUSA ABDULLAHI
Commissioner for Education
Niger State

Source: Nigerian Herald Monday July, 7, 1980
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