THE CAUSES OF STUDENTS' UNREST IN POST PRIMARY SCHOOLS IN ZARIA TOWNSHIP

BY

ANOSIKE UBANI A PROJECT

IN

GUIDANCE AND COUNSELING

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

1978

1978.

ABSTRACT OF A PROJECT REPORT

Title:

THE CAUSES OF STUDENTS' UNREST IN POST PRIMARY SCHOOLS IN ZARIA TOWNSHIP

Statement of the Problem

The overall problem of the investigation is to determine the causes of students' unrest in post • primary schools in Zaria township and at the same time to compare the opinions of the students, teachers and administrators regarding the causes of these students' unrest. Specifically, the study attempted to answer the following questions.

1. What are the causes of students' unrest in post primary schools in Zaria township according to2

(a) the students

(b) the teachers

(c) the administrators?

2. Are the causes of students' unrest, as identified by the students, teachers and administrators, related to the kind or

lack

of Guidance Services offered in the school?

3. Is there any significant difference in the opinions of the students, teachers and administrators?

Hypotheses

The following null hypotheses were stated as follows:

1. The opinions expressed by students teachers and administrators in post primary schools in Zaria township on causes of students' unrest are not related to the type of or lack of guidance service.
2. There is no significant difference in the opinions of students, teachers and administrators with regards to causes of students' unrest in post primary schools in Zaria township.

Instruments

The instruments used were the questionnaires which seemingly included the same type of interview questions on respondents' backgrounds

and on some attitude responses.

The students' questionnaires were modified to meet their understanding and were all administered simultaneously. The administrators and the teachers' questions were similar both in language and setting. For all the attitude responses, items on administrative,school work factors, peer group, students teachers relationship and guidance service factors were included as areas that cause students' unrest.

Findings

Based on the data presented in the forty,four tables the researcher made the following summation:

1. Problems of unrest arise from attitude of in-difference to students problems by the adminis-trators teachers and hostel officials. Thus crisis situations from food and lack of facilities escalate when students feel they are unkindly treated.
2. Both the teachers and the students believe that proper guidance service can minimise students' unrest.

3. While administrators and teachers blame students' unrest to school operations,homes, and the public, the students are -Strnogly opposed to these ideas. They insist on the attitude of indifference among the school authorities as the strongest factor that may cause unrest in schools.

Recommendation

1. Since students are sensitive about the attitudes of school authorities towards their problems. The school authorities should modify or improve their present attitudes towards the students. Students should be attended to, with their particular problems, as individuals.
2. It is also recommended that there should be proper guidance services in all the post primary schools to arrest crisis situations arising from school operations. This will thus minimise students' unrest in secondary schools in Zaria township in particular. Moreover students with the help of guidance counselors will be better, able to make right decisions in face of problems and attain better self satisfaction and self

fulfillment.

It is also recommended that similar research in other townships should be undertaken in the future. Again situations of unrest should be examined between schools with proper guidance services and those without.

APPROVAL PAGE

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

The undersigned certify that they have read, and recommended to the Faculty Board of Education for acceptance, a project entitled The Causes of Students' Unrest In Post Primary Schools In Zaria Township: A Comparative Study submitted by Anosike Ubani in partial fulfillment of the requirements for the degree of Master of Education.

DR (MRS) MCT VERDIANO
DEPT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA KADUNA STATE
NIGERIA

Supervisor

External Examiner

14/9/78
Date

DEDICATION

TO MY PARENTS

WIFE AND CHILDREN

ACKNOWLEDGEMENT

I wish to express my sincere gratitude and appreciation to all individuals who helped me in pursuing through completion this project with special mention of the following:

To my adviser Dr. (Mrs) MA. C. T. Veridiano for painstakingly reading the manuscript, inspite of her very many domestic and official schedules. I am most grateful to her for unselfishly sharing with me her professional expertise.

To Professor E. W. Graber who as a father started this work with me only to be cut short, though at a time he was mostly needed by his journey home to United States of America.

To the Staff and students of Women Teachers' College, Zaria from whom I received a unique and valuable cooperation.

And lastly to my wife Mrs. Nne Ubani without whose moral support and encouragement, sacrifice, patience and assistance this project would never have been possible.

TABLE OF CONTENTS

	Page
Abstract	i - v
Approval Page	vi
Dedication	vii
Acknowledgement	viii
Table of Contents	vix
CHAPTER ONE. The Problem	
1.1 Introduction	1
1.2 The Problem	10
1.3 Assumptions	11
1.4 Null Hypothesis	11
1.5 Signifiance of the study	12
1.6 Scope and Delimitation ..	15
CHAPTER TWO ZARIA TOWNSHIP: THE SETTING OF THE STUDY.	
2.1 Geographical Importance of Zaria	23
2.2 Economic and Commercial Life	24
2.3 Educational Institutions	27
2.4 Recreational Facilities ..	28
2.5 Other Facilities	33

Page

CHAPTER THREE REVIEW OF RELATED LITERATURE AND STUDIES

3.1 Foreign Literature .. 37

3.2 Local Literature 46

3.3 Foreign Studies 53

3.4 Local Studies 57

CHAPTER FOUR THE ORETICAL FRAMEWORK OF THE STUDY

4.1 Nature of Guidance .. 65

4.2 Scope of Guidance Services 74

4.3 Need for Guidance .. 86

CHAPTER FIVE RESEARCH METHODOLOGY

5.1 The Normative Survey Method 91

5.2 Sampling 92

5.3 Research Instrment .. 93

5.4 Final Research Instrument 96

5.5 Data Collection Procedure 99

5.6 Analysis of Data 101

5.7 Methodological Assumptions and Limitations 102

Page

CHAPTER SIX PRESENTATION AND INTERPRETATION OF DATA

6.1 A Basic Information about students Respondents 103

6.2 Attitude Responses (Students) 112

6.3 Ranking of the factors by Students 123

6.4 Background of Teacher Respondents 126

6.5 Attitude Responses (Teachers) 132

6.6 Ranking of the factors by teachers 142

6.7 Backgroung of Administrator Respondents 145

6.8 Attitude Responses (Administrators) 150

6.9 Administrators Ranking order 162

6.10 Summary of the Rank order of the three Groups of Respondents 164

6.11 Testing the Significant Difference between the opions of the students, Teachers and the Administrators 170

CHAPTER SEVEN SUMMARY CONCLUSION AND RECOMMENDATIONS

7.1 Summary 171

7.2 Findings 176

7.3 Conclusions 185

7.4 Recommendations 188

Page

BIBLIOGRAPHY 191

APPENDICES (A) Newspaper Citations on Discipline 195

(B) Students Questionnaire on Causes of students Demonstrations .. 208

(c) Teachers and School Administrator's Questionnaire on the Causes of students' unrest 218

LIST OF TABLES

TABLE		Page
I	Major Categories in Part II ..	98
	PART I	
II	Age and Sex Distribution of Students	105
III	Number of Children in the Family	106
IV	Occupation of Parents	107
V	Education of Parents	108
VI	Students Leisure Activities ..	109
VII	Students with Problem and Need help	110
VIII	Previous Experience of unrest ..	111
IX	Guidance could Minimize Unrest	112
X	Administrative Factors	114
XI	School Work Factor	116
XII	Student Teacher Relationship ..	117
XIII	Hostel Management Factor ..	119
XIV	Peer Group Factor	121
XV	Guidance Factor	123
XVI	Students Rank Order	125
	PART II	
XVII	Age and Sex Distribution of Teachers	127
XVIII	Years of Teaching Experience ..	128
XIX	Experienced Previous Unrest ..	129

TABLE		Page
XX	Teachers Counsulted and their Feeling of Adequacy	130
XXI	Need for guidance against students Unrest	131
XXII	Administrative Factor	133
XXIII	School Work Factor	135
XXIV	Student Teacher Relationship Factor	137
XXV	Hostel Management	139
XXVI	Peer Group Factor	140
XXVII	Guidance Factor	142
XXVIII	Teachers Rank Order	144
	PART III	
XXIX	Age and Sex Distribution of Administrators	146
XXX	Administrators Years of Experience	147
XXXI	Witnessed Previous Unrest ..	148
XXXII	Consulted and Feeling Adequate	149
XXXIII	Need for Guidance	150
XXXIV	Administrative Factors	152
XXXV	School Work Factor	154
XXXVI	Student Teacher Relation ..	156
XXXVII	Hostel Management Factor ..	158
XXXVIII	Peer Group Factor	159

TABLE		Page
XXXIX	Guidance Factor	161
XL	Administrators Rank Order ..	161
XLI	Students Mean Rank Order ..	165
XLII	Teachers Mean Rank Order ..	167
XLIII	Administrators Mean Rank Order	169
XLIV	Testing the Significant Difference between the Opinions of the Students, Teachers and Administrators ..	171

LIST OF FIGURES

FIGURE	Page
1A Sketch of some Major Areas in Zaria Township	25
2. Sections and Institutions ..	36
3. Veridiano (1977) Model	85.

CHAPTER I

THE PROBLEM

Introduction

The problem of students' unrest has been identified as a world-wide phenomenon. For instance Lipset (1972:5) observed that the political behaviour of American students is a local aspect of a world-wide phenomenon. In the same way Wellington in Kappan (1977:527) warned that lack of discipline is the biggest problem with which all public schools must deal.

The idea of the world-wide nature of students' unrest even gains more support if one reflects on many localized examples of students' activisms in many parts of the world. For example, one can cite the students' struggle against apartheid and inferior education in South Africa, the students' demonstration against scarcity of food in Ghana, the students' threat in 1977 to quit the military government in Thailand, and some occurences of coup detat in Africa and elsewhere are perhaps the direct results from students' agitations

and dissatisfactions. These incidents while retaining their political or academic overtones are glaring examples of what one may call lack of discipline. In these incidents, the students invariably disrupt learning process in the classroom. Students also disregard the respect for individual rights and property of others outside the classroom.

It may be significant to point out that the causes of the incidents mentioned above as examples of students' agitations and reasons for lack of discipline vary. Such causes may differ from country to country in as much as the students' targets of attack are not the same. Nontheless all the causes have a common theme. They all centre on aspects of living - political, social, and economic. These areas of living are sensitive areas in human associations. Thus they easily engender dissatisfaction and disruptive demonstration. It is in the same way that one can view the reason for an increasing political involvement of some student groups in countries like - Japan, France, Germany and United States from 1969 to 1970.

Within this period these countries experienced disruptive demonstrations by students. The outcome of these demonstrations had shown evidence of less respect on the part of students for the authorities of the land and of institutions both public and private. One might say that these unrests are the students' way of giving vent to their pent up feelings and emotions. As Davies (1971:4) pointed out that civil disorder and revolutions begin in the minds of men. Thus demonstrations by students are most often suggestive of their awareness of the needs of their environments, age and time.

Incidentally, the experiences of some countries in Europe and Asia on students' activism are more or less similar as those experienced in Nigeria. It has been noted that in this Country (Nigeria) students' agitations and demonstrations on political issues, and against institutional authorities have increased tremendously since 1970. The agitations have led to what generally is known as students' unrest.

It was even observed by Egba (1976:11) that students' unrest in Nigeria which started with the universities since 1970 has now affected the adolescent youths in the post primary schools. This observation is quite true and pathetic indeed considering the high premium the Nigerian government and her nationals have placed on the education of the youths of the land.

The importance of education to Nigeria, being a developing country, cannot be overemphasized. The country's current third national development plan covering the period 1st April 1975 to 1st March, 1980 is a living witness. In this the importance given to education is stated to have been derived from the need to ensure an adequate supply of high level manpower to meet the development needs of the economy. To this end, a total of nearly ₦2,000 million was therefore allocated to the educational sector according to the 14th Independence Anniversary Broadcast (1974:11). This huge amount of money shows that more than 40% of the country's annual national budget goes to education.

In addition to the large expenditures on education, the government has embarked on gigantic programmes which among other things envisage more education for a greater number of the Nigerian citizens. One of these programmes is the Universal Primary Education (U. P. E.) which started in 1976 and which makes for explosion in students population and expansion in the provision of infra structures. For instance a total enrolment of 11.5 million is envisaged in the Primary School by 1980 with about 8000 additional teachers within the planned period. Consequently expansion programmes in secondary, technical and higher education in the country have been simultaneously embarked upon. Again within the planned period adult and special education are being pursued vigorously. It is easy to envision in the plan hope of the Nigerian populace to improve upon all talents and ensure a virile social and economic life of the people, among other things through the education of its youths, adults and even the handicapped.

The financing and implementation of the educational policy is unquestionably magnanimous.

Inspite of the huge investiments of the government on education and considering the values that can be derived from it, the youths have engaged in acts of indiscipline, revolts, rioting, and vandalism. Such students' unrest do not at all complement educational ideals but in the main oppose all that education stands for. They are altogether wasteful. Students' unrest lead directly to frequent suspensions of students - temporarily or permanently; closures of institutions; transfers of teachers, loss of lives in clashes with students and the police; destructions of costly personal and school properties and facilities. Indirectly also, learning process is usually disrupted and could lead to increase of drop outs thereby ultimately adding to the wave of crimes in the country. The need therefore is to minimise students' unrest so that Nigeria's grand and meaningful educational policies will be implemented on her onward march to

economic and social developments without serious hinderances coming from students' activisms and agitations.

The students involved in this study are generally youths of adolescent age in the post primary schools in Zaria Township. Psychologists agree that the youths of the adolescent age are naturally difficult. To them however education could be nourishment of knowledge and a cue for social adjustment. In education therefore, they may need more guidance services and humane handling in their apparent age of storm and stress. Just as education may help them to adjust to social demands, it may also provide direction that breaks their era of confusion as it prepares them to take challenges as future leaders of their country. Educationists also have noted the commonality of the adolescent rebellious behaviours. For instance speaking about the adolescents Ezeomah (1976:13) says that they rebel not only against family requirements and prohibitions but also against

those of the school. In the same way Kappan (1977:528) agrees that the new bread have come out of individualized instructions and elective systems not knowing how to listen to any one else; not knowing how to take a direction. Fafunwa wrote in the Nigerian Herald (1977:II) that adolescent age is one of explosion of knowledge, desire for new morals, new discoveries and new methods, explosiveness of human interactions, of lack of effective measures of reaching every child in the class if he is not to be frustrated of memorization instead of learning how to think. If these are true of the adolescent age and time every where, then could the cause of his unrest in school be found in his nature? Is this particularly so with post primary schools in Zaria township?

In recent years post primary schools in Zaria township have had violent students' unrest and there were even serious attempts to lives and property. For example in 1976 Barewa College Zaria had an unrest in which the college files were burnt and cars damaged.

In the same year Kufena College Zaria was about to have an unprecedented unrest by the students but for the timely interventions of some loyal and cool headed students. According to informations given by some students, the agitators had petrol and acid to spray on some teachers and on some school administrators in their bid to destroy lives and property in their school.

But in this specific environment one may hereby ask why do students of post primary institution disrupt the operations of their schools? What really were the root cause(s) of all these fuss and dissatisfactions? Incidentally these questions have bothered the parents, adults, educationists and the government. The frequent incidents of students' unrest in Zaria and its rate of acceleration have been alarming. The major question is - "who are to be blamed for the students' unrest?"

Statement of the Problem

The overall problem of the investigation is to determine the causes of students' unrest in post primary school in Zaria township and at the same time compare the opinions of the students, teachers and administrators regarding the causes of these students' unrest.

Specifically, the study seeks to answer the following questions:

1. What are the causes of students' unrest in the post primary schools in Zaria township according to:
   a. the students
   b. the teachers
   c. the administrators?
2. Are the causes of students' unrest, as identified by the students, teachers and administrators, related to the kind or lack of Guidance Services offered in the schools?

3. Is there any significant differences in the opinions of the students teachers and administrators?

Assumptions

The study was conducted with the assumption that:

1. Students' unrest in post primary schools in Zaria township disturbs learning operations and it is disadvantageous to the society.
2. Students' unrests in post primary schools in Zaria township have causes which students, teachers and administrators can willingly express if they are approached.
3. Students' unrest in post primary schools can be minmized.

Null Hypothesis

1. The opinions expressed by students teachers and administrators in post primary schools in Zaria township on causes of students' unrest are not related to the type of or lack of Guidance Service.

2. There is no significant differences in the opinions of students, teachers and administrators with regards to causes of students' unrest in post primary schools in Zaria township.

Significance of the Study

This study does not claim to be the first to identify the problem of students' unrest in post primary schools in Nigeria in general and in Zaria township in particular. A good number of public write ups in many Nigerian dailies hit headlines on students' indiscipline. Many of these write-ups attribute the causes of indicipline and students' unrest to faulty administration in schools. Others blame the students' homes in particular and the society in general. True, the witers adduce good reasons to support their propositions, but such reasons are reasons are mostly guesses and speculations. They are not scientifically based and they lack scholarly treatments. Schoolarly work however proliferates. A number of researchers have investigated the problem

of students' unrest in Zaria and else where in Nigeria. All the investigations blame the causes of students' unrest on faulty administration in school without equal emphasis on home and other social influences outside the school. For instance Ezeomah (1976:15) stated that the causes of students unhappiness are many and rooted in their school environment. Again the earlier studies seem to weigh the administrative faults elicited from their respondents in terms of what could be number one cause of students' unrest; which cause comes next and others down the scale. The present study will be in a way different from the former studies, mentioned above, as it will investigate the causes of students' unrest in post primary schools in Zaria township using three types of respondents-students, teachers, and administrators separately and then compare their opinions to discover their significant relationships. Since more personalities have been considered it would make the study broader and more meaningful.

Again this study has looked at students' unrest as a social problem that transcends school environment. Home and society are considered as exerting external influences on school environments and as areas from where causes of students' unrest in post primary school in Zaria township can emanate however remote. In consequence the study examines the availability and adequacy of guidance services in the school to find a significant relationship to students' unrest in the schools. This is as it were another area overlooked by the previous studies.

It is hoped that the outcome of the study will create more interest and consciousness on the part of school administrators, teachers and especially the Ministry of Education to organize guidance services in all schools in the federation. The individuals concerned in the operation of the schools are reached more intimately in order to get "to when and why men revolt". Davies (1971: 5) observed that it is by this close comparative study that one will be better able

to produce better social and political conditions that will reduce tension among men. Lastly the study hopes to come out with suggestions that can usher into the schools new lease of life which ensures security of lives and property in the schools and the promotion of all reasonable educational goals as the students, teachers and the administrators in the schools once more live in harmony.

Scope and Delimitation

Scope

The study aims to identify the cause(s) of students' unrest from expressed opinions of students, teachers and administrators in post primary schools in Zaria township. The schools which were included in the study are:

1. Women Teachers' College, Zaria
2. Universal Primary Education College, Zaria
3. Bassawa Teachers' College, Zaria
4. Kufena Secondary School, Zaria
5. Government Secondary School, Zaria
6. Barewa College, Zaria
7. Government Commercial Secondary School, Zaria.

All the schools are more or less equally exposed to similar social amenities. Such amenities include markets and commercial life of the town, major accessible roads that facilitate communication with neighbouring towns, academic performances and health cares due to many higher institutions, and renowned hospitals. One thing stands out as a result of these amenities; that is, the students, irrespective of sex and social background would likely be affected in one way or the other and the miracle of modern technology will thus create new needs and values. The study investigates one of the social problems affecting the schools. As any other social problems it involves the mixture of individual mental lives in a distinct social setting or grounds. The students, teachers and administrators whose opinions have been sought for on the causes of students' unrest in the schools in Zaria township are individuals with diverse perceptions. Their perceptions are influenced by sex, level of educational exposure and past experiences within the context of their social

phenomena operative in their schools and other schools. These social phenomena are many and varied. But the list may include the type of leadership provided in school, home characteristics, provision of adequate school facilities, nature of school in terms of sex, goals and government support, the influences from mates that produce the much needed group mind in any human association, the amount of guidance services available to students and the schools' participation in previous unrest. Thus the individual or group mental life(s) and the social ground on which the schools operate have been considered along with the social amenities existing in Zaria Township and they have been included in the data collecting instrument.

The total students population in the seven schools is more or less ten thousand with multiple streams in each class. Evidently it was difficult to involve all the students in the study. Thus, all students from form III to V were sampled randomly and only about 10% were taken from each class and in their

A B C D E streams. In each of the schools classes I and II are taken to be junior students who are less experienced in outlook and in age. But those in classes III to V are taken to be senior students who are more mature and experienced in school life. Invariably it is from these more experienced students in the schools that students' leaders are chosen. The opinions of both the junior and senior students could have thus been obtained in the study. Thus the students age, sex, experiences - in problem times and in looking for guidance and family backgrounds, have been included as significant variables. All the teachers and administrators in the schools on the other hand were included in the study.

Limitation

The instrument has been designed to check extreme biases. Nontheless biases may be ineviatable in the opinions expressed. Lying and faking are contrasts which might affect the findings of the study. The results may not therefore necessarily be taken to cover

all possible opinions in the schools and elsewhere. Likewise, the opinions gathered may not be inferable to represent other post primary schools elsewhere. At best it serves all the post primary schools in Zaria township.

In spite of the few limitations of the study, the present investigation humbly hopes to contribute some solutions and shed light to the problem which has confronted school authorities and the government for quite sometime.

Definition of Terms

The following definitions have been adopted for this study.

Administrators

The school officers who control, manage, look after school affairs. Persons officially appointed to manage, take charge of school as property of the people. Reference is particularly made to the Principals and their vices in the post primary schools in Zaria.

✓ Counseling

A process by means of which the person to be interviewed can come to understand himself so that he can solve his own problems. Durojaiye (1972:77)

✓ Guidance

Helping some one to understand himself. It implies effective changes in him and his environment which will help him to grow and develop as much as possible. It is the complex processess which encompasses the total needs of individual student to be guided. Durojaiye(1972:78)

Opinion

According to Anastasi (1976:543) it also implies here the replies to specific questions which need not be related but separatly tabulated in the effort to indentify sources of satisfaction and dissatisfaction.

Post Primary

Educational institution including Teachers' Colleges, Secondary Schools, Commercial Colleges and any other excepting military school with military bias which can be considered as within the second level of Nigerian Educational system. Such must be located in Zaria township.

Semi Skilled

Having or requiring some degree of skill but not as skilled labour eg. clerical duties, lecturing.

Skilled

Having skill as a person trained in craft art or trade; requiring or involving a special technique eg artisan.

Students

Persons who are studying at a college; boy or girl attending post primary school in Zaria township.

Students' Unrest

Disturbances in the teaching learning process in post primary schools in Zaria township ranging from peaceful demonstrations to violent and destructive revolts.

Teachers

Persons who give instructions knowledge, skill and lessons at post primary schools in Zaria township.

Unskilled

Not skilled, untrained, not demanding skill as unskilled labour, wage earner.

Zaria Township

This includes the area in Zaria locally known as - Wusasa, Zaria city, Tundun Wada, Sabon Gari and Samaru.

CHAPTER II

ZARIA TOWNSHIP: THE SETTING OF THE STUDY

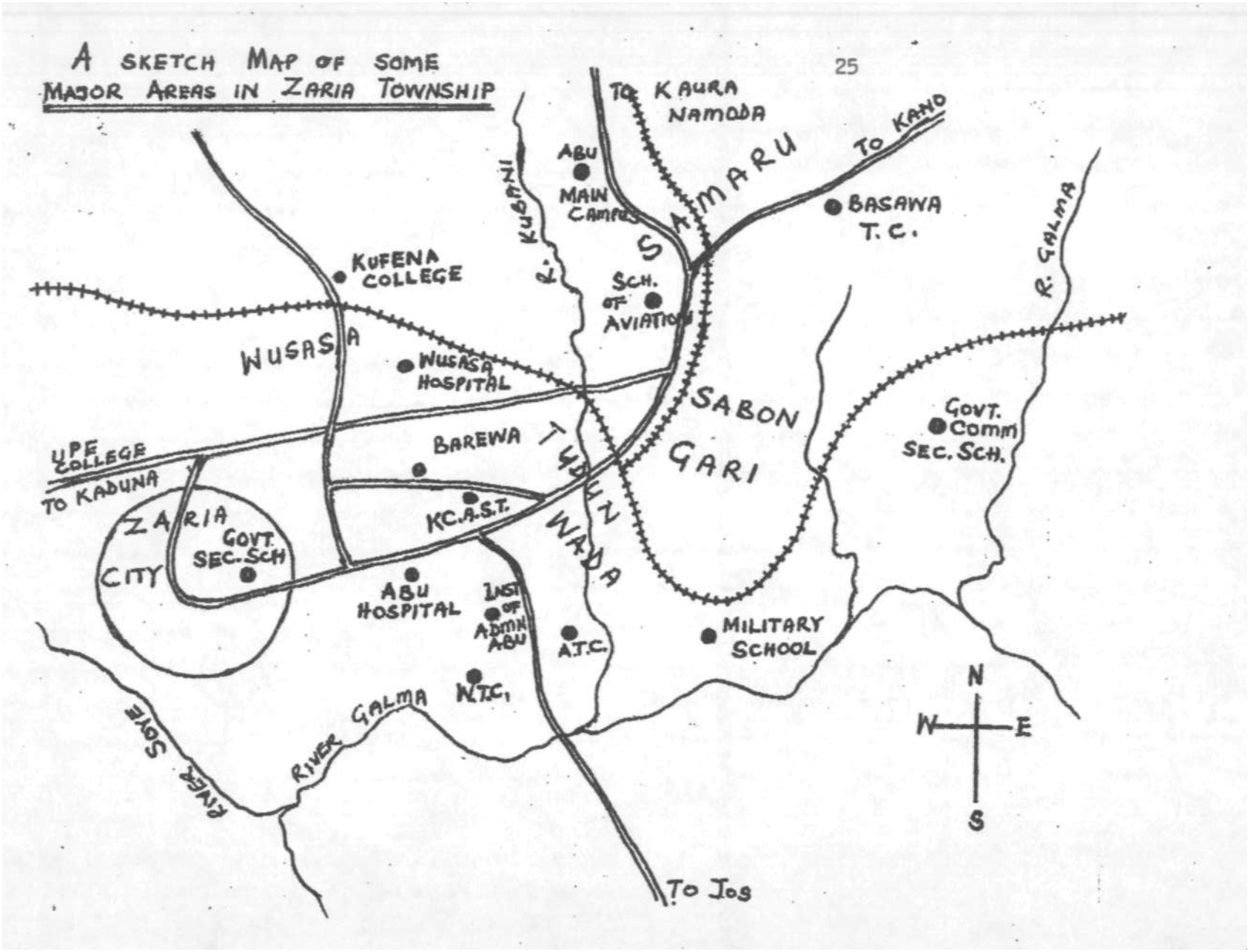
Geographical Importance of Zaria

Zaria is the Capital of Zaria Province. It lies in the fertile area that is watered by Rivers Kubani, Galma and Soye. The Urban area has four parts with high population density. These areas are locally known as Zaria City, the capital of Zaria Emirate with many Islamic schools existing within the old walled city. Modern institutions exist in other areas outside the city walls. Such areas are Tudun Wade and Sabon Gari which came into existance as colonial creation. Samaru in the northern part of the Urban area is thickly peopled because of the federal institutions that are built there. Such institutions - include the Ahmadu Bello University, the School of Aviation and the Leather Institute. Wusasa, another area though not as populated as the others is significant for its Mission Hospital and christain activities.

Incidentally Zaria is served by the main railway line to the far North. Zaria has a junction from which a branch line runs north-east, by way of Kano to Nguru and another by way of Funtua to Kaura Namoda. Trunk roads connect Zaria with Jos, Kaduna, Sokoto and Kano. As Zaria lies in the chief cotton-growing area in Nigeria, it receives and gins cotton. There is a large mill in which cotton seeds are crushed for oil. There is also groundnut mill and a shea nut mill; there is a factory for cigarettes manufactured from mixture of locally grown and imported tobacco; there is also a railway engineering works. Zaria is a collecting point for hides and skins for export, A new road now runs direct from Kaduna to Kano by-passing Tudun Wada area. (see Fig. 1 Sketch map of Zaria Urban)

Economic and Commercial Life

It is important to note that in addition to the geographical importance of Zaria the economic and commercial life of the town is booming.


A SKETCH MAP OF SOME MAJOR AREAS IN ZARIA TOWNSHIP
TO KAURA NAMODA
TO KANO
SAMARU
ABU MAIN CAMPUS
KUBANI R.
BASAWA T.C.
R. GALMA
KUFENA COLLEGE
SCH. OF AVIATION
WUSASA
WUSASA HOSPITAL
SABON GARI
GOVT. COMM SEC. SCH.
UPE COLLEGE
TO KADUNA
BAREWA
TUDUN WADA
KC.A.S.T.
ZARIA CITY
GOVT. SEC. SCH
ABU HOSPITAL
INST. OF ADMIN ABU
A.T.C.
MILITARY SCHOOL
N.T.C.
RIVER GALMA
RIVER SOYE
N
W
E
S
To Jos

People of many tribes and races settle with the Hausas and Fulanis in Zaria for business and trade ventures. Consequently all the educational institutions are open to students of non-indigenes as well. Rural communities like Shika, Wanka, Fara Kwoi and Kufena to mention a few which border the township have the privilege to embrace modernity by trade with the town dwellers and by sending their youths to town schools. It is therefore very possible to have in the schools people of different social backgrounds who invariably get affected by new values. Hausa is spoken as a second language amongst the non-indigenes. Those who are fluent in Hausa gain more in business, for the Hausa native, knowledge of Hausa language is a status of fully belonging to the society. Pilgrimage to Mecca has been quite attractive to the natives and strangers alike. Since after the Nigerian Civil war the native Hausas who perhaps had lagged behind in the acquistion of Western education because of Islamic religion have since, seen in it a means of bridging the social and

economic gaps between them and their Southern brothers. Even the control of the essential services including retail trade and organs of political administrations are in the hands of the indigenes who are qualified by certain standards of merit. Thus there seem to be some incentives to get the youths educated.

Educational Institutions

Many educational institutions exist in Zaria to satisfy the felt need for the western education. Foremost among them is Ahmadu Bello University with the Institution of Agricultural research and the Teaching Hospital attached to it. The Institute of Administration and the Advanced Teachers' College (ATC) both of which are sited in Tudun Wada are both semi-autonomous campuses but likewise attached to the University. The Katsina College of Arts, Science and Technology (KCAST) yet on its temporary site and the School of Aviation for prospective pilots also exist to serve the educational needs of the community and its environ. These higher institutions while serving their individual roles

directly or indirectly influence post primary students (see figure 2 page 36. Sections and Institutions).

Most of the post primary institutions which are mainly established at the peripheral sections of the urban area are other educational institutions which cater for the graduates of the primary schools. The primary schools are sited right inside the populated areas, perhaps with the view of making the we-ones near enough to their parental care after school hours.

Recreational Facilities

Both workers and students spend leisure hours. To this end recreational facilities have been established. Each one takes part according to ones interest and the degree of accessibility of the facilities. Such facilities include swimming pools, radios, television sets, clubs and societies, stadium and open squares, public libraries, part time apprenticeships for hobbies. With regards to swimming pools, about three are scatteredly located in Zaria.

One is in the University campus, Samaru, another in Zaria hotel compound and another in the Institute of Administration in Tudun Wada. The swimming pools are not open and accessible to the public or to the students in post primary institutions but to enclosed members, staff and students of the university and approved government guests who are temporarily accommodated in the hotel. As for radios it is a useful companion to workers in the farm, to travellers on the roads and as commodity in many homes for news broadcasts and entertainments. However no public radios are mounted for the few that cannot possess one. Schools also make use of radios both in class and in the hostels. There is an attempt to mount Television set in Tudun Wada for the public in a viewing centre. A number of television sets exist in many homes, but in fewer homes than those homes in which radios are used. In the school-common rooms television sets are kept but the number of times they are used is a different thing.

One interesting thing is that the students and the public in Zaria have the keen awareness to find out government intensions through radio and television programmes. Thus homes and individuals struggle to get a private set or sets for their family use.

With regards to clubs and societies the major ones are Polo club in Zaria club; Lebanon club, Railway club, post and Telecommunication club; Conference Centres, Ahmadu Bello University Staff club which have a good pool of membership many of whom are educated elites of the society and workers in those government establishments. Open squares for games and sporting activities exist in the premises of these clubs and societies but the public is more aware of the square before the Emir's Palace and of the Liberty Stadium in Sabon Gari for evening games. Schools have their sporting grounds and need not be engaged in the public squares in the town. But from time to time sport fans come together to watch sports on one of the grounds.

A more sedentary activity is reading in school libraries or in the public ones during school holidays for students. People outside the school walls may make use of the two public libraries in the town. There is the muslim Reading Romm in Tudun Wada while a more sophisticated public library is in Samaru campus of the University. Students have more access to the ones in their schools and to those outside as long as they are registered members to those public libraries. But the services of the two libraries seem to be inadequate perhaps by sheer number of people they are supposed to serve and by the amount of public interest stimulated to use them.

However, some people go into part-time apprenticeship for hobby, rather than going into the library. From this practice, some have learnt to type, to take snap shots, to do simple motor mechanical and electrical operations either for an experience or as a fun both of which can lead one to a few engagements in them as hobby after official hours.

One however must confess that many cannot buy this idea because such jobs seem to need full time practice for livelihood by adolescents who could not secure a place in post primary schools.

Other Facilities

In addition to the facilities mentioned above other facilities like Cinema or theatres, Hotels, Rest houses and Restaurants are built in Zaria. Some are government sponsored while others are privately owned. For instance, the Rest houses in the Government Reserved Areas (GRA) and the one recently commissioned and named Zaria Hotel are government sponsored. Many privately owned Hotels and eating houses are concentrated in Sabon Gari and Samaru. Some are located near the post primary schools. For instance there are many private hotels clustering along Kings Road Sabon Gari. This road leads to Government Commercial Secondary School and the school is less than a kilometer from the nearest hotel to it. What is more, many of these privately owned hotels have lodging

facilities for free women who sell their body for money. These hotels and the sorts of lodgers, among other things, encourage promiscuous living among adults and youths. These places and people may look resentful but perhaps other resentful places may be the cinema theatres, There are about four of such theatres. Paradise Cinema is in Zaria City within the walls of the city. It is about half a kilometre from Government Secondary School (GSS) for boys. Others are Rex and Independence Cinema in Sabon Gari. Rex is in the midst of the residential area and Independence Cinema is again near Government Secondary Commercial School (GSCS) - a co-educational institution. In the midst of Tudun Wada is the Al-Barka Cinema theatre while the one in Samaru is also called Independence Cinema.

The major films shown in these places are Indian, Chinese and American films. Many of the films feature love making stories, tricky war escapes, and spectacular destructions by firing.

The screening of these films attract spectors, majority of whom are adolescents, young adults and the unemployed people of the society. Films to be screened are widely publicised in order to have a great turn up. One may not be clear to what extent the films are censored. The regular goers to the theatres know the regular film stars by names and could swear never to miss their days of re-appearance on the screen. They love their stars and can emotionally be attached to them thus possibly forming interesting habits.

The regular habit of going to cinema can be matched with the regular habit of gambling. Gamblers are however not in open places especially those played with cards. It is not therefore easy to identify their hide outs. It is worse now when they are chased about by the police. But that they exist is an open secret. Unlike the card gamblers is the Football pool syndicate. Their entries are made in coupons with the hope of fantastic win after permutation following certain entry regulations based on

possible victories in matches played away or home. No body can statistically say how the graph of winning within a period of time is lying. One thing is sure, that is, many people patronize pool syndicates which are easily located in many streets and roads in Zaria. In conclusion, one thing is sure that all students in Zaria could be directly or indirectly be affected in life style by some of the recreational facilities in Zaria township depending on what appeals to one's interest.

FIGURE 2 SECTIONS AND INSTITUTIONS

SECTION OF ZARIA TOWNSHIP	LOCAL IMPORTANCE	POST PRIMARY INSTITUTIONS EXISTING	HIGHER INSTITUTION
ZARIA CITY	EMIRS PALACE CRAFTS CENTRES LOCAL GOVERN-MENT HQ CINEMA	GOVERNMENT SECONDARY SCHOOL	
WUSASA	MISSION HOSPITAL	KUFENA COLLEGE UPE COLLEGE	
TUDUN WADA	COMMERCE CINEMA ZARIA INDUSTRY STRANGER QUARTERS	WOMEN TEACHERS BAREWA COLLEGE	A.B.U.T.H. A.T.C INSTITUTE OF ADMINISTRAT-ION, CAST.
SABON GARI	MILITARY HQ POLICE HQ PROVINCIAL HQ OIL MILL CIGARETTE FACT. COMMERCE, GRA RAILWAY SCHOOL CINEMA LOCAL HOTEL STRANGER-QUARTERS	GOVERNMENT SECONDARY COMMERCIAL SCHOOL	
SAMARU	UNIVERSITY MILITARY BASE LEATHER INSTITUE INDUSTRIAL CENTRE, ZARIA HOTEL, CINEMA COMMERCE	BASAWA COLLEGE	A.B.U I.A.R. AVIATION SCHOOL

CHAPTER III

REVIEW OF RELATED LITERATURE AND STUDIES

Most foreign books hold the opinion that education among other things make valuable contributions to n national development. For instance Adam (1970:3) noted that education can remove the poverty of a nation.....poverty of mind through which efforts are still born. Education can widen the scope of a nation's wealth which includes the creative spirit without which there is no development. The above assertion implies that education, first and foremost, develops the individual minds in the nation before other things. This idea is supported when Curtis (1958:37) defined education as a continous process of change which is brought to bear on human beings for the preservation of life and for making that life worthwhile for living. In the same way Kappan (1977:527) has seen that the two aims of education should be:

1. To teach students how to think and learn.
2. To give students a living fond of knowledge from where they may generate ideas which will help them think critically and creatively, develop proficiency in problem solving, develop needed skills in listening, speaking, reading and writing and evaluate personal achievement; determine, recognise and deal with their own talents and or limitations.

Seeing that education is important and should be pursued one question is arising because of practical results. The question to be asked is to what extent is education meeting up individual minds as it may meet individual meeds without causing what Coombs (1969:2) calls "world educational crisis"? That is how can education be implemented that there will be order in the learner's mind so that civilization and development are equally created in the society?

Already Well's dictum in Adam (1970:3) emphasized that civilization is a race between education and catastrophe. That is education thus competes with Catastrophe. But if civilization is a stage of order in social development, educational goods will cease from being at variance with civilization. Thus the components of education, making of policy; implementation and results should aim at civilization as ultimate goal. It may be then that civilization is difficult to achieve because of implementation of educational policy provided that that policy as it were, is geared towards civilization.

In education therefore, implementation is important. In this, four areas must be borne in mind. These are improvement in teacher students relationship; employment of proper administrative discipline; desire in teaching effectiveness; good relationship between the school and the society. In talking about improved teacher students relationship Castle, (1970:103) said that teachers should be responsible not only for some part of the school organization e.g. games, library,

craftwork, mealtime but also for taking charge of some hobby necessarily related to school work. In this way teachers become more than teachers of subjects. They have to become friendly leaders of students. On teaching effectiveness Castle (1970:87) has this to say:

> In the secondary school, no real progress can be made unless our pupils acquire the habit of thinking about all they learn and no good learning is possible without thinking.

So far one can pause to ask to what extent are teachers friendly leaders who help students to think without emphasis on memorisation which is aimed at passing public examinations, without producing such students who in turn fail woefully when asked questions requiring the capacity to think. But it is clear that students especially in adolescent age have their reasoning power developing fast. Visual and aural aids in schools which are used to give meaning to words are also employed to help students to form their conclusions about life.

On employing administrative discipline, many have much to say; for instance in Coronbach (1963:534) discipline is taken to enhance administration in school. But the test of discipline is whether or not the behaviour of the group permit every one to work effectively. To him therefore administration depends on behaviours within the group. Thus in Printer etal (1962:155) behaviour can be the result of attitude which is defined as mental set or readiness to respond broadly. It is how one feels about things or people and how one feels on what one does. This to them is borne out of mental hygience or mental health which aims to develop self control and self discipline; thus rational impulsation not blind compulsion is the goal. Discipline is then necessary if mastery of self is to be achieved. One may ask to know if administrative principles or practices can bring about mastery of self which is the real discipline? Shetzer and Stone (1971:22) have warned that reliance on administration may be futile as people are constantly alienated, politicized and do war with their establishment.

Even the more widely recognised means of administration - Max Weber's bureaucracy - with all its credits of justice and impersonality has recently come under criticism when Warren etal (1976:165) saw it as being out of jcint with contemporary realities. Such realities as - rapid and unexpected change; growth in size beyond what is necessary for work; complexity of modern technology in which integration between activities and persons of every divers highly specialized competences is required; and a change in managerial values towards more humanistic democratic principles are needed. The major criticism of bureaucratic administration is that its systems of control and authority are hopelessly out-dated and inflexible.

The fourth aspect in implementing successful educational goals seem to be the establishment of good relationship between the school and the society. Kappan (1977:528) has pointed out that discipline originates with the home and family. To him the breakdown these days in family structure and

inconsistent administration of school discipline renders school disciplinary procedures virtually futile. One would therefore hope in a return to discipline in the home before discipline in school. Thus if discipline is practised at home it will extend to the school. Terry (1970:35) expands this idea to student's world outside when he said that what a student learns in school and what he becomes are significantly influenced by how he feels about himself and the world outside. The statement otherwise says that effective work in school may not be possible without the society and the family in which the students find themselves. Of course Ebbesen (1970:16) has appropriately asserted that man is a social being and need other people as basis of self knowledge, to channel and regulate his current behaviours on group norms.

So far it is suggested that education is important but educational goals must be implemented appropriately to achieve self realization with the context of social influence.

It has been suggested also that teacher - students relationships, proper administrative discipline, effective teaching and good relationship between school and society in themselves cannot be the only way or ways to get the institutions rid of conflicts, dissatisfaction and unrest.

What may be needed could be humane guidance programmes to complement. Thus Beck (1963:5) said that the problem of guidance is self and the environment. Guidance and counseling thus seem to have three generally accepted components with which to deal effectively with the individual and his environment especially in school. These components are

1. Educational guidance
2. Vocational guidance
3. Personal guidance

Educational guidance involves advice to pupils, parents and teachers in the choice of course in the light of variety of objectives and impressionistic data. Vocational guidance similarly involves continous and careful assessment of interest, aptitude and

potentials over a period using a variety of data. Personal guidance is related both to educational and vocational guidance. It is also concerned with emotional disturbances and behaviour problems having to do in some cases with welfare specialists.

With these components in mind Peters etal (1967:16-19) see guidance both as a concept and as a process. As a concept guidance to them focuses on assisting an individual in the optimal development of an emerging life pattern. Guidance emphasizes assistance to all boys and girls of whom the vast majority are normal and youths responding to the varieties and complexities of life situations. As a process it is the processing of substantive knowledge about the developing characteristics and patterns of the biosocial being through counseling technique based on theories and research of behavioural sciences. It emphasizes realistic self appraisal, rational planning, preparation for alternatives, problem solving of ones concerns, better human relationship processing movements towards goals

and of responsible living. It is the process of helping individuals to achieve self understanding and self direction necessary to make maximum adjustment to school home and community. The basic assumptions are that the individual who understands himself and his world would become a more effective more productive and happier human being. He would become more fully functioning as a person. Through guidance services the individual achieves greater awareness not only of who he is but of whom he can become. Thus guidance in educational institutions could be hoped on to make the implementation of educational objectives more meaningful and more life fulfilling.

Literature

Local literatures, similar to foreign literatures have quite a lot to offer in educational theories, implementation, and involvements in personal growth through guidance. For instance education despite its social and economic values Mallum in Nigerian Journal of Psychology (1976:69) said that education in terms

of which we think of it i.e. a formal exercise... often cause more problems than it solves. He went on to enumerate the present results of the present educational models as one in which:

1. Education to many seems to be for frustration. There is greater crime rate and higher delinquency problem than ever before because there is not yet an effective follow-on system of higher education for those who wish to go further and there are not nearly enough job opportunities in the commercial sector to cater for all the school leavers.
2. Education in its original form was to educate people for industrial society. Here at present and indeed in the future for many years to come our hopes of economic development (inspite of oil) lies in the people's hands (morals and attitudes).
3. Education does not pay attention to the role of traditional education which is still very effective in certain areas of the Nigerian community;

it does in fact lead to the breakdown of this age old method of preparing the youth for life. To him, Mallum, the social and psychological implications are that whilst education should prepare people to promote National development, psychologists know that people only work, effectively if they have health - both mental and physical and that mental health involves self fulfilment, basic satisfaction, peace of mind, freedom from fear, oppression etc all of which ought to be included in the aims of education.

For proper implimentation of educational goals Fagbulu (1973:1) points at the teacher as the key to successful educational programmes. He observed that in any formal human learning situation a teacher is indispensible. By preparation and experience the teacher is expected to be able to handle the various issues which arise in connection with learning and generally he is expected to guide the learner and give leadership as needed. But teachers no longer seem to be giving leadership enough.

If at all they give they are not expected to lead towards indiscipline and unrest which are in the increase in schools. To Fagbulu (1973:23) discipline does not necessarily imply rigid regimentation. In actual fact, an atomsphere should be created in which students have absolute faith and trust in the sense of fair play of their teachers. The child respects but not fear the teacher. Thus the easiest ways to lose the child's respect is to bully and frighten him; to shout at him or show traits of injustices; either in giving punishment or in awarding favour. Discipline will be the better if to some extent the children themselves are allowed to participate in formulating some of the basic rules governing their actions. The ultimate aim should be for the pupils to be disciplined all the time so that if the teacher is away for a very short time chaos does not replace order and discipline does not break down totally. A child who behaves well when the teacher is around, but cannot restrain himself when alone, has not learnt to discipline himself.

This in essesence shows that discipline is an individual affair which may not be easily achieved in group teaching methods which is usually adopted in many Nigerian schools. This idea has re-echoed in Durojaiye (1972:33) when he pointed out that discipline and authority are important in informal guidance of children at home and at school. It is generally assumed that children have to be disciplined if they are to profit from the formal education of the school and informal education of the home. The most desirable form of discipline however is discipline from within the individual child or self discipline, which does not often require the presence of an external force, it is the case that discipline are made easy by the existence of authority by means of which sanctions, rights and obligations are met. As desirable as discipline and authority are for the students, their effectiveness will depend to some extent on the attitude of the students towards their administration.

Thus in as much as students' home, school teachers and administrators are co-functionaries in bringing about desired educational change and growth in students, the individual attitudes of the students seem to over-ride

all the other efforts. The students attitude depends on his past and present experiences and dispositions. It therefore stands to reason that emphasis on external influence-home, society and school, by parents, adults, teachers and administrators in whatever relationship they may be with the students may not alone bring about dramatic change in maintaining order in school. That is, the external influences not withstanding the individual's inner self has to be reached. To reach the individual student more closely mentally, socially and morally Mallum (1976:1) introducing guidance accepts that it is taken new in developing countries where it is taken as a part of genral services of education. The meaning of guidance, nature, scope and its place has unfortunately been subjected to different interpretations. He pointed out that guidance frame work hinges on its psychological basis, guidance tools and techniques with the individual, as the focus of guidance. Guidance is the assistance made available by personally qualified and adequately trained men or women to an individual by any

age to help him manage his own life activities, develop his points of view, make his own decisions and carry his own burdens.

Educational institutions are gradually becoming more aware that each student is a social and emotional being as well as intellectual one with many faceted personalities. As the young person grows up and develops, he is confronted with a variety of situations and problems in which he needs help. The classroom teacher, administrators and parents may not always be able to provide assistance. The schools whatever may be their descriptions one may agree that they serve students. All the physical properties and facilities are gathered and maintained to aid in educational venture. The overall purpose of school is to develop the potentialities of the students as individuals. Towards this end the school should provide students with background of knowledge as broad and deep as they are able to assimilate, provide the fundamental skills they will need in adult life and generally help the immature to mature as responsible, self-sufficient

members of the society.

Foreign Studies

In reviewing foreign and local literature above, one still wonders why there has been persistent disorder and unrest in many post primary institutions. Some foreign studies are quite interesting in attemping to find causes and remedies of student's unrest generally. For instance Davies (1971:275) has stated that causes of unrest can be found as response to drives. To illustrate this it is said that people who are naturally hungry will join food riots as in France in 1789. People who feel socially isolated will join revolutionary movement as did Hitler when he became a Nazi and drew social rejects to movements of his own. People whose equal dignity has been denied will become rebellious once they become fairly well fed as the well fed blacks in America in 1960 or Indians in 1920. People who are insecure in their physical social affectional or dignity needs, form the dry tinder of revolution. People whose supply of food, social acceptance and equal dignity are all quite

secure will join revolution when their careers expectations are frustrated as did the land owners in France in 1789 and Russia in 1905 when the bourgeosie began to displace them from their accustomed power prestige as Lenin. Even American College students in 1960 when faced not with a challenging career but with military duty in South East Asia, when their goals have long since been lost from sight rebelled. Whatever be it men revolt with their inner turmoil. But can all these mentioned be the cause for frequent unrest in post primary institutions? Again - students may not be impulsive acting as it were only on emotional drives.

It was Williams (1964:378) who said that disciplinary problems in schools occur not as the result of something wrong with the individuals working in the school situation but as the result of certain factors within the school situation wherein the staff and the students live. In the same way UNESCO (1969:18-21) accepts that students' revolt share a common trait, for they show how this segment of youths reject values of present day society.

Are the youths therefore in conflict with adult goals as asked Gramb (1965:99) when he demanded to know if adult goals and needs of the adolescents are the same or congruents especially in the secondary schools. To him adolescents face many developmental dilemma which many adults have not themselves fully worked out. It means that adults superiority over the adolescent must submit to, their commands or face punishment. But Crouch (1970:143) redirects ones mind that the simple demand to know what is happening is the right of the students and when such information is not given the students become irritated and feel that the school administration is remote from them.

Consequently while accepting the view that not only human drives can cause unrests external influences such as school situation, conflicts in values, authoritarian control and lack of proper information in adminstration are other views expressed. But students while not merely acting on impulse are also not mere Pavlov's dog or a black box of computer which is fed

with external raw data at one end and emitting response at the other end. Because inside the man is the complicated nervous system for integrated and discriminating set of processes. Man in many types of circumstance has a choice. Hence Shertzer and Stone (1971:23) said that attempt to capture the motivation behind the dissent of large individuals (students) is an exercise in futility. Hence gross generalization about alienation, feelings of importance, search for identity, frustration, altruism and developmental rebellion while true for some are perhaps for many often an inadequate basis for understanding the individual who also is a unique mix of social and humane motive. Thus Youth's impatience now demand action because words and promises unless swiftly implemented are insufficient.

Studies

Consideration of local studies have similar interesting outcome as in the foreign studies. Local news paper write-ups and scholarly work proliferate to express the general awareness of the

existance and the suggested causes of students' unrest in post primary institutions. Taking the case of scholarly work on causes of unrest and indiscipline in post primary institution, a number of people have shown some concern. For instance Ozigi (1977:140) on discipline and moral tone - in school found out that self discipline aims at three things: peace within the individual; harmony between individuals; and peace with ones Maker.

The author lamented most among other causes of indiscipline that there is no religious teaching. it was pointed out that the avoidance of religion and trying to steer clear of God in school is the surest means of achieving indiscipline, irreligiousity, immorality both in the school as a whole and in the individual student's life. While this may represent a moralistic view one can see in it a case for faith in which the amount possessed and the adequacy exhibited may be in-accurately measured by scientific research. Converse to the moralistic view is the view on aspects of administrative faults.

There was a survey on the system of discipline in Maiduguri Federal Government College which was taken by Adekeye (1975:2) to find out areas of conflicts between the administration, the students and the parents. He defined discipline as the control of pupils and of students' behaviour through punishment or rewards. Adekeye (1975:40) further pointed out that the word control normally appears mechanistic as for an automobile that needs water and oil for functioning. But the internal fittings of the automobile is more important and should be at top condition. Thus human beings may not essentially be controlled without a good state of mental set - not just with rewards and punishment. However Adekeye recommends co-operation of teachers and parents, maintenance of a few definite rules and abolition of "Vernacular" in the school. While these recommendations may be true at the time for the school in particular, it may not be for many other schools especially now that mother tongue language is encouraged in all post primary institutions.

Another study has been of students' discipline in post primary institutions in Igala Division. The study by Ochuma (1976:27) adopts Wards (1950:47) definition of discipline as..." the individuals power to self control." The study examined 27 colleges on behaviour problems. He found out untruthfulness, destroying of school materials, cheating, quarrelsomeness and disobedience to be rife in the school. But he made suggestions on how to inculcate the self control in the students in order to avoid the bad practices so far found out.

It was in the study of Obi (1976:2) conducted in Enugu Urban that the researcher looking into what extent administrators are responsible to students' indiscipline recommended among other things good leadership. That is one who is dedicated and dynamic in whom students will find satisfcation and pride. He however saw the need to support good leadership with the cooperation of parents through Parents Teachers Association (P. T. A.) and the need for guidance and counseling services.

He thus agrees that administrative manoeuvres alone cannot solve the problem of indiscipline, but while suggesting guidance services it was a passing remark without elaboration. Perhaps it was left for another researcher to pick up and elaborate.

It is note worthy however that the fore going studies have either been on moral decline or on faculty managerial system in schools. These have limited scopes and have been treated from specific aspects. But there are other studies which cover wider areas. These, see unrest as a social problem involving not only teacher students' relationship, teaching effectiveness but in addition managerial problems on the part of school authorities or administrators. For instance Lawal (1975:2) on students demonstration in post primary institutions in North Central State now Kaduna State noted that indiscipline is being transfered to the home from school. He saw school as a socializing institution. He traced the history of school demonstration to 1944 in King's College against Colonial Government.

His findings show that food, strict discipline, inadequate teaching materials, lack of students' participation in decision making, teacher students relationship, accommodation, insufficient number of teachers as some of the causes of students' unrest.

But while one can agree on whatever may be the causes of students unrest one wonders why home and public influences are absolved. In the same way Egba (1976:51) said that certain administrative causes such as lack of students' participation, poor relationship between teachers and students among other things are the major causes. In the same way Ezeomah (1976:23) hanging so much on administrative faults talked of frustration and absolute authority among other causes to be the major causes of revolt. Nevertheless these studies attempted comparing two opinions, - teachers and students based on administrative weaknesses for administrative solutions. The extreme view that administrative monoeuvre is the sole cause of unrest in school is narrow. Schools are part of the society in which they are found. Local behaviours can affect certain lives

in the school. Even when students are frustrated they still have a choice either to be law abiding or to be destructive. The rationale behind their choice is crucial. Should they always choose unrest? Are there no other ways to solve their problem? Could they have been guided enough in those turbulent times? The cause of the students' problem may therefore be deeper an open secret that administrative faults can afford students opportunity to strike out unrest and vent out their accumulated grivances. If unrest is as it were a social problem all the school and the public influences on students as living organisms with self will and choice should be more deeply involved in the causes of unrest. To merely categorise administrative rules and pronouncement as wayout is theoretical only. A more workable and practical answer perhaps is necessary and it's therefore the focus of this study.

Periodicals

On newspaper write-up, the case against indiscipline in school appear frequently on the pages of Nigerian Dailies. (See Appendix A on Discipline)

From the write-up in the Daily Times (1977:5) causes of indiscipline have been blamed on moral, social and institutional discipline. In the Nigerian Herald (1977:11) the writer indicated that the society is responsible for in the society are indisciplinary attitudes of nepotism, tribalism favouritism, bribery, corruption, victimization, dishonesty, influence peddling, fear, timidity bossism reckless spending or conspicuous consumption. To this end indiscipline is Nigerian number one malady.

These views at best are opinions and speculations which are not based on scientific study and therefore need some impirical investigation. Where as previous studies and views about causes of student indiscipline consider only one factor of unrest at a time, the present study would like to find out from three group of respondents who are knowledgeable about causes of students' unrest about the root of the problem. This study compares three opinions - the administrators teachers and students. It has looked into the areas that can possibly influence students' behaviours - the

school, the home and the public. It has seen students as living organisms with individual mental trait for individual will and choice. It envisages that young people's choices can as well be influenced positively by measures that can reach them directly for self realization and growth. Such method could be the guidance programme.

CHAPTER IV

THE THEORETICAL FRAMEWORK OF THE STUDY

Nature of Guidance

Guidance has been linked with or viewed to be as old as good education. It is however modern with reference to the principles and techniques it employs to obtain its objectives. It is thus a continuous, sequential, educational process. Hence it is an integral part of education and not a mere peripheral adjunct. It therefore has responsibility to society as well as to the individual and must respect the right of the individual in the help and services it offers.

Its link with education has also been expressed in the Third Development Plan Booklet (p.250) when the government of Nigeria said:

> It is further realised that for education to be complete, the beneficiary must have a good sense of self-fulfilment. This particular feeling must go with the right choice of career. Such choices are best identified at the secondary stages of the students' career.

> The absence of career counseling in our educational and training system in the past must be held responsible for the frustrations observed among many of the nation's young men and women. To remedy the situation, career counseling will be institutionalized in all the nation's educational and training systems with adequate Federal and State Government encouragement.

From this indication therefore guidance not only has government support in schools but has been seen with instruction and administration as a tripod (leg) on which educational management and practice rest.

In a general sense however, guidance is the act of assisting progress towards a predetermined goal. It consists of a group of services designed to assist students in developing their educational and social abilities. These services consist of counseling, students' appraisal, diagnosis, and treatment of learning difficulties, parental help, staff consultation and research. Such services are based on a few principles one of which examines the nature of man. Thus Yuen in Ozigi (1972:5-8) said that irrespective of age and sex:

1. Man is born with a few innate reactions which can best be described as survival skills.
2. Man as an individual is affected by environment. In that environment we look at school primarily as educators and at the home where the students spend the major part of their time. Of course the boarding school is a third factor of the environment and it is existant within a community to which it is mindful as a functional unit.
3. Man has memory. Having a memory he can relate what has happened in the past to his present state.
4. Man is receptive to the experience of others. This is partially attributable to the level of communication that can take place between human beings.
5. Man is therefore a social being. He lives in a structured world with other individuals similar to himself, each dependent on each other for various reasons. There is a specialization of functions with the group and there is a division of labour.

6. Man is a rational creature. He is capable of thinking in ways that are not necessarily governed by either past or even concrete experience or representation. For instance his religious beliefs are surely abstract rather than concrete and yet religions can be a motivating factor or stimulus to action that can bring about many things that may seem impossible but could be regarded as creative or inventory activities and discoveries. He can foresee the future consequences of his present day actions.
7. Man could see education as learning that modifies the stimulus-response and the response, ellicited after education is socially acceptable and approved.

In another context Shertzer and Stone (1976:48) in relationship to the basic principles on man gave some guidance principles thus:

1. Guidance is assistance to the individual in the process of development. The help rendered takes cognizance of the maturity of the individual.

2. The appropriate area of the functioning of guidance lies between concern with subjective states on the one hand and a concern with external social conditions.
3. Guidance is based on the recognition of the dignity and worth of the individual and on his, right to choose.
4. Guidance is thus assistance given to individuals in making wise choices planned interpretations and adjustments.
5. Guidance is oriented towards co-operations not compulsion.
6. As a continuous sequential educational process it would begin with the primary school and continue through secondary school.
7. Itrests upon comprehensive study of the individual in the society-by understanding one's strengths, weaknesses and uniquenesses.
8. Many people are involved in guidance - parents, teachers and psychologists cooperating closely at the level of their best competences.

9. Guidance helps students realize and actualize their best self. It improves students' self understanding their acceptance of the nature purposes and the realization of the realities of their limitations and opportunities.

10. Guidance is an individualizing and socializing element in education. It seeks to ward off the massing effects of large aggregates of students in education and attempts to foster the school's treatment of its students as individuals.

The interrelationship between the nature of man and the nature of guidance evokes thoughts on indentifiable approaches. But in considering possible approaches much depends on the type of situation and the kind of psychological school of thought to which the counselor adheres. Thus the psychoanalytically oriented practitioner will see his client in depth as someone bound and determined by his early experiences. The behaviourists will see him as a victim of the situation to which he reacts. The wholistic theorist will appreciate the interdependence of all

the clients' attributes while the existentialist will see him as being the here and now. These biases influence the way a counselor marshalls his thought organizes his data interacts in the counseling situation and gives his guidance. A successful practitioner will, however use the good in every theory, or the most suitable theory for a particular case.

In every counseling and guidance situation, however the practitioner of counseling and guidance must show creativity, acceptance, sincerity and gentleness. His essential qualities are genuineness, sensitivity, empathic understanding and thoroughness. Because the eseential aim of guidance is to help client towards personal adjustment, it becomes essential for the counselor to help him to be conscientious about whatever he is involved in and at the same time to prepare for greater fulfilment in the future. It calls for total commitment.

Counseling and guidance may have definite approaches - directive, non-directive and a combination of these two. Durojaiye (1972:80) explains that the

basic theory of the non-directive method is that most individuals have the capacity to adjust to their environment. Thus by creating a definitely structured, permissive relationship, the individual will gain an understanding of himself to a degree which enables him to take positive steps, to achieve personal adjustment. The directive method on the other hand, is based on the belief that no individual can overcome his own bias in viewing himself and for this reason a counselor is needed to see the client objectively. The counselor also uses his experience to gather all the informations for the client and he directs and gives personal help towafds the solution of the clients problems. Obviously either method may be suitable for a particular individual. A person to person relationship and basic concern for human adjustment are the most important factors. Guidance and counseling are required not only in individual setting but also in group settings. Guided grouping in work, play and study will allow for effective group counseling and guidance. The mechanical herding of pupils from group to group without

adequate consideration of the out-come for each pupil has no place in modern education. However Olaoye (1974:51) did not believe that the client-centred approach to counseling was appropriate with Nigerian clients since they sought counseling with a view to being told what to do, rather than being helped to explore for themselves.

Whatever method or approach that is adopted the practitioner cannot escape data collection, interviewing relationship and follow-up traces as tools. In talking about guidance tools Mallum (1976:76) stresses the need for collecting and recording informations through organised programmes. That is to understand individuals, informations must be collected through cooperate project which involves the school, the students and the parents. Thus informations about students can come from administrative records, informal teacher's reports, interview with students and parents, autobiographies, case study, anecdotal records, by the use of standardized tests, aptitude and interest inventories,

personal observations of the client and the use made of cummulative records. At the interviewing stage, a healthy climate with confidentiality and privacy is to be established. This will aid diagnosis and prognosis of the case in point and dissipate fear and shyness in the client towards an acceptable solution. Of course a complete solution have to be ascertained by follow-up traces. By this way can individual or group guidance according to Patterson (1971:21) achieve growth of personal programmes characterised roughly as: Remedial or Curative; Preventive and Developmental.

Scope of Guidance Services

Guidance in scope is based on psychology. It is especially meant for the assistance of individuals in the process of development. This study considers one of such people - the adolescents who mainly dominate the post-primary institution. Guidance is also based on some models depending on the particular environment. On the psychological bases of guidance, Mallum (1976:19) noted that a background in psychology helps

a guidance worker to understand students and to help them to resolve their personalanti'social problems. While human nature and heredity prescribes limits for human growth and development, nature and environment can produce wide variations within those limits, Thus amount and quality of succour, stimulation and opportunity received by an adolescent can develop or stunt his phsical and mental potentials. Again behaviours that may appear to be instinctive (biologically determined) have strong cultural components. For example competitiveness as opposed to cooperativeness, patterns and intensities of overt expression of emotions, sexual attitudes and practices and even the strength of the self preservation drive have been found to vary considerably from one cultural setting to another. Biological tendencies and drives though strong are mostly subordinated to the desires for social approval. Thus conflicts between ones biological drives and social motives, and among ones various social motives, cause one to experience anxieties frustrations and other adjustment difficulties.

One's aptitudes, developed abilities, interest and personality traits also become intricate, reflecting the interactions of heredity and environmental influences.

From the psychological base hinted above one can deduce that:

1. Since human beings have a common biological nature they are similar in some physical characteristics. With any given culture, certain social characteristics are quite typical of all members as a result of patterns of training and societal customs. Individual differences nevertheless occur because of variations in heredity and environment and the interaction between these factors.
2. Idividuals differ widely in aptitudes achievements, interests and personality characteristics. In each measurable trait the scores or ratings of groups of individuals usually are distributed according to the normal curve.

3. The typical individual tends to have different ranks in various traits. In the standardized test of mental abilities he is likely to rank higher in certain abilities than others.
4. Individuals differ widely in rates and patterns of growth. This is true in most areas of development including physical, mental, emotional and social.
5. Learning involves the active participation of the individual. The learning process depends upon a person developed abilities, his physical and mental state, opportunities and stimulation provided, motivational and incentive condition.
6. Psychology has contributed theories and experimental evidence that are helphful to guidance workers in understanding personality. Psychological aspects of personality include self-concept, unconscious motivation and defence mechanism.
7. Adjustment is viewed as the dynamic adaptation of an individual to the stress challenge and conditions of his physical and social environments.

In making value judgement, both the individual and the society should be considered.

8. Some aspects of mental and emotional disorders could be mentioned in connection with guidance worker's need to be aware of the related symptoms so that appropriate referrable can be enabled for medical, psychological and social work assistance.

9. Current psychological experimentation and research in step with the problems of our rapidly advancing civilizations show promise of yielding continuous contributions to the guidance field.

Guidance has a psychological base and as a part of the educational practice is designed to assist individuals in the process of development. Such individuals are the adolescents with some characteristics. In talking about the adolescents for intance, Abashiya in Ozigi (1972:26) examines their characteristics and concerns. Their regressive and aggressive characteristics, experiencing a period of transition, physical and sexual maturities, being in search of emotional social and economic independence and being

in an age of disruption especially in the eyes of adults are some discernible features of the adolescents. However the adolescent has mature characteristics as increasing curiosity about himself and his environment, concern for adjustment about his rapid body change, maintaining a base for security while striving for independence; he crititcally re-examines the personal values he had incorporated as a child.

Upon the above characteristics, his concerns result in many insecurities arising in such areas as changes in body development, interpersonal relationships, school activities family situations and relationship with opposite sex. In turn anxiety is generated from these insecurities which may lead to over activity, withdrawal, loneliness and fantasy. He also lives in continuous anxiety evoking dilemma biologically, emotionally and culturally. His biological dilemma originates in the conflicts between the reawakening of his sex drives and his inability to gratify them because of inhibitions and social presesures. Emotionally also he finds that though

he is no longer a child he is not yet grown up and culturally he owes the public new grown-up duties and responsibilities although he does not yet enjoy adult rights.

To implement guidance services among the adolescents who form most of the learners in post primary institutions some models have been suggested. Such suggestions have come from Graber in Ozigi (1972:36) His models are:

1. Guidance service can be centred in the classroom with only an occasional need for calling in a specialist or using his service. In this particular situation the teacher does most of the counseling and he is relieved only partly of his teaching duties so that he might have time to start the guidance service.
2. There are levels of organization in the second model. The Headmaster is usually the top figure head - a source of wisdom that makes or ultimates decisions. He has little personal contact with the students, engrossed as he is, in politics of

running an institution depending on the support from both public and private funds. Many of the day to day cases of running the school, such as curriculum policies and discipline are the responsibility of the Assistant Headmaster. On one hand there is a non-academic face of school life directed by the senior Housemaster who oversees the system of Residence Halls and although a teacher, he is responsible for the coordination of all house activities and many programmes of a non-curricula nature. Each group of students has two housemasters who share the responsibility of house administration. On the other hand there is the academic or curricula aspect of school life which is divided into streams according to students' performances. Sometimes the students in each stream are directed by a form master whose primary function in recent years was related to the compiling of students' grades at the end of each term.

In this particular model one of the above mentioned persons is usually given some training in guidance and counseling and then assumes the role of a person who can direct the guidance services.

3. The third model is built around guidance committee. The most important aspect of guidance for many students have resulted from initial talks with a special guidance committee or members of these committee. Usually such a form implies the existence of the career master or a trained guidance counselor. Sometimes such a committee is composed of four members-the guidance chairman, the individual students form master, two directors of the arts and science divisions, However as school becomes larger such a plan is impracticable. One of the purposes of the committee is to see that each student has a meeting with a committee or committee members to discuss his course selections his career aspiration and the means available to prepare

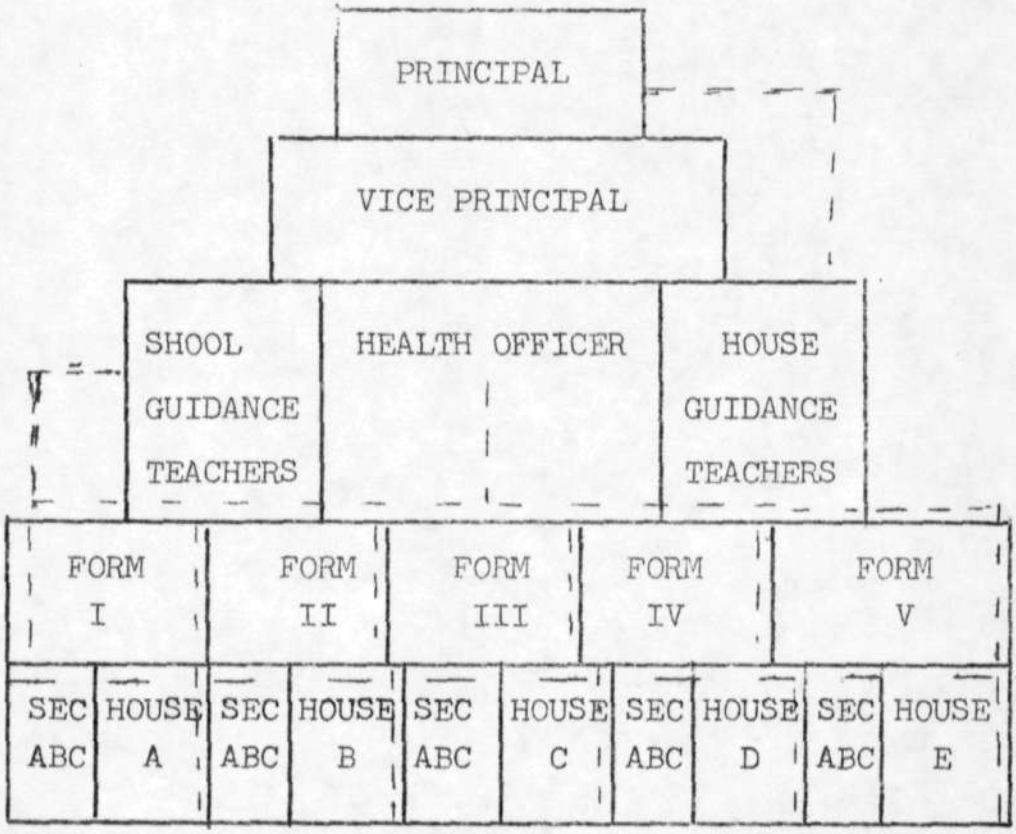
him for these goals. The committee becomes a laison link with staff members and the administration and would sometimes help in matters of solving problems.

4. The fourth depends on inventory scores and results. The Principal or some one delegated by him can begin a programme of finding out the familiar career plans for the students. He can conduct a survey of students' performances for future vocation. Such items as well as test scores should be placed in the cumulative record forms or on the students' summary sheet.

The four models are quite practicable in Nigerian post primary institutions. Guidance is however one in the group of other students' services. Others may include health services, testing service, attendance service, remedial service and reading service which have link with guidance service. For this reason many other models still exist arranged to meet up situations and realities in particular school environment.

In one of such models (see figure 3 Veridiano 1977) the Principal is the political and administrative head while the vice is the academic head with two guidance teachers-one senior master and the other senior house master. The senior master/guidance teacher is in charge of the day to day academic function of the school while the senior house master/guidance teacher is in chage of the day to day residence functions of the school. Both must be professionally qualified guidance workers who are supposed to work with house masters and form masters under them as finger ends. The senior masters and senior house masters loads of teaching will be reduced to help them have time for guidance services. In case of ill health the school health officer is called in for instance as another service system in the school.

FIGURE 3 VERIDIANO (1977)



Need for Guidance

Many of the models are designed to meet up the school need and the need for guidance within the context of the school population and availability of staff. More importantly is to spot light some of the problems guidance is designed to meet up. In Nigeria many writers have dwelt extensively on this issue. For instance Esen in Sherltzer and Stone, (1972:464) points out that modernization brings the traditional into frequent confrontation with the modern and creates conflicts among individuals. In the same way Pulleybank (1974:217-221) said that problems most frequently discussed among students were feelings of shyness, inability to communicate with others, concerns about relationship with opposite sex and difficulties in dealing with authorities. Thus students may be unaccustomed to solving their own problems and lacked reliance. It was Durojaiye (1972:79) who explained that the needs for counseling and guidance in Nigeria today arise from increase with

development and growing sophistication in the community and with more rural-urban migration. He noted that there is also improved communication and mobility and increased independence from a traditional way of life.

In Nigeria the problems of rehabilitation and resettlement after the civil war affecting students might not have been completed and make educational guidance pressing. For a long time the problem of integrating of the different ethnic groups in Nigeria may well be a problem which guidance and counseling may help to solve by helping to develop appropriate curricula organization and polices in our educational system which will emphasize intergration and tolerance amongst our future citizens. It is becoming increasingly pressing as social, economic and educational strides are being made in the country that each student will need to be helped to strengthen his own abilities, to make wise choices and to face problems encountered in the society.

Those who fall by the way side because of physical intellectual or emotional inadequacy particularly need special guidance.

Specifically problems faced by individual students asking these questions of who or where or what I am? and what or when or how shall I do? are numerous. Thus it has been suggested that every teacher should include the following as problems of students needing guidance and counseling:

1. Emotional states reflecting difficulties at home.
2. Learning inadequacy due to lack of intelligence, or lack of opportunity in the home for cooperation with the work of the school.
3. Present educational performance as a reflection or degree of learning and adequacy of teaching.
4. Future educational programmes, the problem of choice of school in the light of ability and economic factors in the home.

5. Recreational activities.
6. Mental and physical well being.
7. Social and civic interest.
8. Vocational choice, vocational expectancies and vocational aspirations.
9. Personal adjustment including sexual adjustment.
10. Social adjustment.
11. Problems of dealing with exceptional children, the gifted, the handicapped and the maladjusted.
12. Educational wastages.

In conclusion the belief here is that guidance service is integral part of any good educational system.

It uses specific techniques in assisting the growing adolescent in particular to reach self fulfilment by making appropriate choices of and taking appropriate decisions in the face of social educational and personal problems.

The scope is intense, working on an individual as well as in groups of students who have problems not only arising from their learning situations but also by the circumstances and accidents of living that are liable to elicit varying indisciplinary reactions from them.

CHAPTER V

RESEARCH METHODOLOGY

This study made use of the normative survey through the use of personal backgrounds and reflections to suggested causes of students' unrest. Statistical formulae were utilized in interpreting the data.

The Normative Survey Method

This method of research was used because the study sought to gather informations about the opinions of groups of students teachers and administrators in post primary institutions in Zaria township on the causes of students' unrest. It also wishes to compare the opinions of these groups and to see in what way the opinions are related and are pertinent to guidance and counseling services. According to Good etal. (1971) this method may not be notably forward looking but it may be of service in making researches for the purpose of ascertaining what is the normal or typical condition or trend obtaining in a particular group or population within a given period of time.

Sampling

The subject used in the study consisted of 500 students who were randomly selected and 200 teachers and administrators in all the post primary schools in Zaria township who are currently connected with either one of the 7 post primary institutions. The students are in classes three, four and five. These classes have students who are supposedly more experienced in their individual schools. The composition of the respondents include Nigerians and expatriates who are in the schools currently. These respondents are assumed to be able to make more mature presponses than the junior students in forms one and two. Seven (7) experienced instructors who are M.Ed students in the Department of Education Ahmadu Bello University helped the investigator to sample the respondents. These instructors are familiar with the different schools utilized as samples. They helped to a great extent in maximizing respondents' cooperation and in making the investigation simultaneous in the schools.

Research Instruments

The instrument was used to collect data on the personal background of the respondents and their reflection on the relationship of six factors suggested to cause students' unrest. Such factors are administrative, school work, students-teachers relationship, hostel management, relationship with friends and on guidance issues. The last part required the respondent to rank the six factors as to determine the order in which each factor could be responsible in causing students' unrest.

There were two sets of questionnaires, one for teachers and administrators and two for the students. There were 12 questions on the background information for students and 9 questions for the teachers and administrators. Obviously students and teachers have varying questions, but fairly similar attitude questions were asked to both groups having the six factors in mind. The total number of questions are 56 including the last one where-in they (respondents) were to

rate the factors. The attitude questions for the students were simplified to suit the students' level of comprehension. But in themain they (students) have to, repond to the same issues with the teachers and the administrators.

The Attitude Questionnaire was patterned after the Likert Scale (1957). The investigator first gathered a large number of statements regarding causes of students' unrest. These he got from books, brochures, journals from undergraduate students' research thesis and projects in Ahmadu Bello University. From the bulk of the statements gathered a list of carefully edited short statements were referred to a panel composed of six members. The six members of the panel are senior lecturers in the Faculty of Education in Ahmadu Bello University and all of them are doctoral degree holders. Furthermore these panel of experts are knowledgeable and experienced in preparing research instruments and are familiar with issues affecting discipline in post primary schools in Nigeria and else where. They were asked to give suggestions as to

the adequacy of the language and structure of the statements. Then, the statements particularly those which were variably interpreted by the members of the panel were checked for ambiguity. Those found inconsistent were eliminated.

A check for relevance was silmutaneously made. This was accomplished by asking 12 selected people - two administrators four teachers (male and female) and six students in classes 3, 4, and 5 who were asked to indicate their responses to the statements. Respondents from Government Secondary School Zaria, Bassawa Teachers' College and Women Teachers' College were involved in the exercise. The face validity of the questionnaire was assesed through inspection of the items by the panel who found that there was consistency in responses of the try out subjects. Moreover Pearson's Raw Score Formula showed a reliability coefficient of 75 for the two groups of respondents which indicated a highly satistactory correlation.

The Final Research Instrument

The questionnaires contained the basic interview schedule and items for personal informations about the respondents teachers and administrators on one hand and the student on the other hand. The interview schedule and items were to elicit personal informations or demorgraphical background of the respondents. These form the Part I of the questionnaires. In this part, items like sex and age group of respondents; family and home influences with regards to family size, educational status of parents and the use of leisure hours (in case of students) are incorporated other items in this part are related to experiences of respondents in their schools as in determining the awareness of some problems that could have led to previous knowledge of students' unrest. In addition to this are items to the existence, adequacy or inadequacy of guidance programmes in their schools. (please refer to Appendix B).

Part II in both the Students and Teachers/ Administrators questionnaires are items on attitude test. There are 55 items in the teachers and administrator's and 50 items in the students questionnaires. The total number of items were subdivided though not remarkably marked out with heading into six factors or categories which could cause students' unrest. The assumed categories follow this order:

the Administrative factors
the School work factors
the Students/Teachers relationship factors
the Hostel management factors
the Peer group relationship factors and
the Guidance factors

The table below shows the serial number of items corresponding with the six factors showing also the total number of items in each category for both teachers and students questionnaires.

TABLE 1

MAJOR CATEGORIES IN PART II

RESPONDENTS	A ADMIN-ISTRA TIVE FACTOR	B SCHOOL WORK FACTORS	C TEACHER/ STUDENTS RELATION SHIP	D HOSTEL MANAGE MENT FACTOR	E PEER GROUP FACTOR	F GUID-ANCE FAC-TORS
	NOS.1-8	9-19	20-26	27-35	36-42	43-50
STUDENTS	(8)	(10)	(8)	(9)	(7)	(8)
ADMINIST-RATOR	NOS.1-10	11-20	21-30	31-39	40-46	47-55
TEACHERS	(10)	(10)	(10)	(9)	(7)	1(8)

The degree of agreement or disagreement was determined by checking the appropriate boxes on the 3-points scale opposite each statement. The 3-point scale used the Yes No Undecided continum.

Part III is designed to test the knowledge of respondents in ranking the six factors as to which of

them mostly causes students' unrest. The factors were to be arranged in a desending order of magnitude by using 1st 2nd 3rd etc as the case may be.

Data Collection Procedure

In order to get essential data for the study, the following procedures were used:

1. Meeting with the Students

   With the permission of the heads of the institutions the students were met during one of their preparatory classes usually held in the evenings. The investigator was introduced to the students by some of the instructors in the schools. These instructors are also M.Ed part time students in Ahmadu Bello University and therefore are colleagues. The part played by these colleagues helped to maximise rapport between the students and the researcher.

Of course in Women Teachers' College where the researcher is working he needed no introduction to the students.

2. The Administrators and the Teachers

It was difficult to assemble the administrators and teachers to respond to the questionnaires all at the same time. They also needed more time for their responses and for the collection of the questionnaires. This necessitated the leaving of the questionnaires with the teachers and the administrators. Many schools cooperated on the day marked for collection of the instruments: In some schools this system was quite abused. Some teachers showed lack of interest in research endeavour. They found the exercise a burden and laid off the questionnaires without retrieve. They made shabby excuses when approached. This not with-

Standing more than 65.5% of all the respondents made their responses available.

Analysis of Data

Part I was analyzed by taking the frequency of responses for each item. The percentage of the sum of these frequencies was taken to determine the choices and the amount of informations related to the personal characteristics and the experiences of the respondents.

For Part II and III using the informations gathered, the hypotheses of the study were tested using the Spearman correlation formular to determine whether or not there was significant differences on the responses.

The following formular (Spearman) was used:

$$r = 1 - \left[\frac{6 \sum (xi - yi)^2}{N(N^2 - 1} \right]$$

where: r = correlation

For all the parts, total responses with corresponding mean and percentage were found.

The following formula for mean was used as responses were not grouped. $\sum \frac{X}{N}$

where:

$\sum$ = sum of

X = total responses

N = Number respondents.

Methodological Assumptions and Limitations

It is possible that the findings of this may not reflect the true attitude and behavioural convinctions of the respondents since people tend to respond or react the way they think appeals to them to satisfy certain public demands. This is so just as Allport (1955) has commented "...man's behavioural pattern are not always consistent with his attitudes". However, responses to the questionnaires, responses to comments and reactions during and after the responses were also utilized to cross validate responses gathered from the questionnaires.

CHAPTER VI

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the basic information about the respondents, students, teachers and administrators as well as their responses and attitudes towards the causes of students' unrest in post primary schools in Zaria township. Part I is about student - respondents, while Parts II and III are about teacher - respondents and administrator - responents respectively.

Part I

A Basic Information About Student - Respondents

A total of 480 students constituted the final sampling of student - respondents. Tables I - IX give the basic information about the background of the students.

Age And Sex

The student respondents were grouped into two: adolescent (14 - 19) and early adult age (20 -27). This grouping was adopted in this study so as to determine whether there is significant differences in

the attitudes and opinions of these two age-groups of students as to the causes of unrest in the schools. Table II shows the percentage distribution of student respondents according to age and sex group. The data show that the greatest bulk of students are of adolescent age. The oldest in the group is a male, 26 years old and the youngest a female, 14 years old. The presence of adults in post primary schools is common throughout the country.

The age-sex pattern indicate that male students outnumber the female by 27.083 percent in the adolescent group, and by 20.833 percent in the early adult group. This great discrepancy in the proportion of enrolment between males and females could be due to the attitude of the government towards the education of the female sex. For example in Zaria township, out of the seven post primary schools only two schools admit female students. These schools are Women Teachers' College (W.T.C.) and Government Commercial Secondary School (G.C.S.S.). The latter is co-educational but admits more male than female students.

TABLE II

AGE AND SEX DISTRIBUTION OF STUDENTS

Age Groups	Number			Percentages		
	Male	Female	Total	Male	Female	Total
Adolescent (14 - 19)	223	93	316	46.458	19.375	65.833
Early Adult (20 - 27)	132	32	164	27.500	6.667	34.167
Total	355	125	480	73.958	26.042	100

Number of Children in the Family

To get data about the number of children in the family a group scheme was followed: the first group consistitutes those having one to four children; the second, five to ten children; and the third, eleven or more children. The first group form 43.3 percent of the respondents. About 11.7 percent of them have five to ten children in their family while the rest, 12.1 percent come from families with eleven children and above.

However, 32.9 percent of the students were undecided. When interviewed these students (undecided) indicated that other than their own brothers and sisters, they have children relatives living with them. The data can be gleaned in Table III.

TABLE III

NUMBER OF CHILDREN IN THE FAMILY

Children in the family	Number	Percentages
1 - 4	208	43.3
5 - 10	56	11.7
11 and above	58	12.1
undecided	158	32.9
Total:	480	100.0

Occupation of Parents

The occupations of parents are grouped into three: skilled and semi skilled, to include artisans, professional workers, administrators and clerks; unskilled, to include the wage earners, labourers and gardeners; and people without employment,

include market women, petty traders and house wives. Table IV shows that majority of the students' parents are unskilled, that is about 85.9 percent. Most of the fathers however are employed. Some are employed in the government offices whereas others are self employed in trading and in farm work. About 42.7 percent of their mothers have no employment, hence they are pure house wives. With the purdah system in many muslim homes many women will obviously remain without employment. A few parents however maybe working in the few institutions - private or public - established in Zaria townships.

TABLE IV

OCCUPATION OF PARENTS

Occupation	Number			Percentages		
	Mother	Father	Total	Mother	Father	Total
Skilled or semi skilled	56	141	197	11.6	29.4	41.0
Unskilled	116	296	412	24.2	61.7	85.9
No employment	205	-	205	42.7	-	42.7
Undecided	103	43	146	21.5	9.0	30.5
Total	480	480	960	100.0	100.0	200.0

Education of Parents

The data show that the bulk of the parents are uneducated. They outnumber the educated by 64.3 percent. Only 18.6 percent of the mothers are educated. The lowest level of parents' education is primary six while the highest level attended is post primary school. Consciousness for higher education has been recent in Nigeria thus only very few parents have had tertiary education. There is a high rate of illiteracy all over Nigeria. The few highly educated parents in Zaria include non-indigenes who form an insignificant proportion of the inhabitants in Zaria township.

TABLE V

EDUCATION OF PARENTS

Education	Number			Percentages		
	Father	Mother	Total	Father	Mother	Total
Educated	204	92	296	42.6	18.6	61.2
Not Educated	260	339	599	54.3	71.2	125.5
Undecided	16	49	65	3.1	10.2	13.3
Total	480	480	960	100.0	100.0	200.0

Students' Leisure Activities

In the attempt to find out how students spend their leisure time four activities have been included: staying at home; reading; going out; and taking part in religious activities. The data in Table VI indicate that 55.0 percent of them go out to places of interest such as cinema, market place, and shops. Only 33.7 percent of them take interest in reading either at home or in the few public libraries. While reading does not appeal to many as going out, they do not mind very much taking part in religious activities. In Nigeria however the middle aged are more involved and devoted to religious observances.

TABLE VI

STUDENTS LEISURE ACTIVITIES

Activities	Number	Percentage
Stay at home	29	6.0
Reading	177	36.7
Go out	264	55.0
Religious Activity	3	0.8
Undecided	7	1.5
Total	480	100.0

Students With Problems And Need Help

The data indicate that only 9.4 percent of the students are with problems. A good number of them, 307 or 64.0 percent do not have problems. However 80.8 percent signified that they need help. Even while students admit that they need help in adjustment at school, in both classroom and hostel activities, they do not consider or realize that this could constitute a problem. Table VII presents in percentages the distribution of students with problem and needing help.

TABLE VII

STUDENTS WITH PROBLEM AND NEED HELP

Response	Number		Percentages	
	With Problems	Need Help	With Probelms	Need Help
Yes	45	388	9.4	80.8
No	307	75	64.0	15.6
Undecided	128	17	26.6	3.6
Total	480	480	100.0	100.0

Students Who Have Experienced Unrest

Table VIII shows that more students (60.8 percent) have experienced unrest than those who have not (34.0 percent). Some experiences with previous unrest however, may not be on actual or active participation in the riot. While others might have been active participants others could have been passive observers at the time of the outbreak of the unrest.

TABLE VIII

PREVIOUS EXPERIENCE OF UNREST

Responses	Number	Percentage
Yes	292	60.8
No	164	34.2
Undecided	24	5.0
Total	480	100.0

Guidance Could Minimize Unrest

On the item - "guidance could minimize unrest", 45.6 percent of the student respondents answered in the negative. About 37.7 percent were undecided

while a small number, 16.7 percent answered in the positive. Table IX shows that a total of 83.3 percent of the people who said no and those who are not decided. This huge number point to the fact that many students do not know much about what guidance can do to help minimize unrest. Guidance is indeed new in Nigeria.

TABLE IX

GUIDANCE COULD MINIMIZE UNREST

Response	Number	Percentage
Yes	80	16.7
No	219	45.6
Undecided	181	37.7
Total	480	100.0

B. Attitude Responses

In the attitude responses, fifty (50) items were arranged under six (6) factors which have been suggested to generate conflict and students' unrest. The six factors are:

Administrative factor

School work factor

Students teachers' relationship

Hostel Management

Peer group factor and

Guidance factor.

Data collected about the above factors are set out under individual headings.

Adminstrative Factor

Under this factor there are eight (8) items which are numbered from 1 to 8. The items are:

1. meting of severe punishment
2. paying no attention to students' problems
3. being indifferent to complaints about school problems.
4. not supervising the work of teachers
5. students not taking part in decision making processes.
6. unfairness in dealing with students
7. wrong use of off-school hours by students
8. over permissiveness to students' wishes.

Table X presents the data in which items two (2) and three (3) are topping the list with 65.6 percent and 54.6 percent respectively. Thus, students agree that paying no attention to students' problems and needs, and paying no attention to students' complaints about school problems can cause unrest. They deny as in item seven (7) and item five (5) that wrong use of off-school hours by students or not allowing students to take part in decision making processes can make them spike out unrest.

TABLE X

ADMINISTRATIVE FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
1	187	37.0	224	46.7	69	14.4
2	315	65.6	103	21.5	62	12.9
3	262	54.6	85	17.7	133	27.7
4	248	51.8	142	29.6	89	18.5
5	155	32.3	169	35.2	156	32.5
6	223	46.5	131	27.3	126	26.3
7	154	32.1	254	52.9	72	15.0
8	165	34.4	206	43.0	109	22.6

School Work Factor

The data on school work have ten (10) items (9 - 18). They include:

9. having unqualified teachers
10. teachers failing to stimulate students
11. giving too many assignments to students
12. unfairness in giving grades or marks
13. teachers coming late or being absent
14. failure to vary teaching methods
15. boring lessons to students
16. classroom not being conducive
17. lack of books and lab equipments
18. teachers teaching outside the syllabus.

In this section, the students strongly indicated in their responses that they are embittered and hate teachers who come late or absent themselves from classes. This feeling is likewise reflected in their response to item seventeen (17). Obviously students do not mind being given too many assignments so long as they have books and the laboratory is well equiped. The data are seen in Table XI.

TABLE XI

SCHOOL WORK FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
9	211	44.0	176	36.7	93	19.3
10	171	35.6	207	43.1	102	21.3
11	99	20.6	326	67.9	55	11.4
12	172	35.8	223	46.5	55	11.4
13	252	52.5	159	33.1	69	14.3
14	169	35.2	182	37.9	129	26.9
15	154	32.1	189	39.4	125	28.5
16	92	19.2	248	51.7	140	29.2
17	247	51.5	151	31.5	84	17.1
18	114	23.8	242	50.4	124	25.0

Student Teacher Relationship

This section has eight (8) items (19 - 26). They include:

19. using students for personal gains
20. running after students of opposite sex
21. teachers bullying students

22. indifference to students' problems
23. open injustices from teachers
24. lack of good leadership
25. being too familiar with students
26. teachers inciting students

As far as student-teacher relationship is concerned students do not mind so much about being too familiar with their teachers. However, they seem to believe that attitude of indifference and open injustices from teachers can be crucial in causing students' unrest. Table XII below contains the data.

TABLE XII

STUDENT TEACHER RELATIONSHIP

Items	Yes		No		Undecided	
	No	%	No	%	No	%
19	197	41.0	167	34.8	116	24.1
20	171	35.6	173	36.0	136	28.3
21	183	38.1	179	37.3	118	24.6
22	228	47.5	132	27.5	120	25.0
23	222	46.2	149	31.0	109	22.7
24	195	40.6	167	34.8	118	24.6
25	141	29.4	251	52.3	88	18.3
26	211	44.0	154	32.1	115	23.9

Hostel Management Factor

The data under hostel management show a total of nine (9) items (27 - 35). These items include:

27. poor and inadequate food
28. lack of accommodation
29. ill-treatment of juniors by seniors
30. indifference to problems by hostel officials
31. lack of hostel facilities
32. students not kept busy in the evening
33. lack of medical care
34. not participating in religious activities.
35. lack of social activities etc.

Among the items outlined under hostel management factor, 380 or 79.2 percent identified poor and inadequate food as the most crucial in causing students to riot in school. About 60.0 percent of the students see lack of accommodation as an important cause of unrest. Students are generally mindful about their hostel life especially those dealing on health facilities and attitudes of indifference from hostel officials. They show little concern about social and

religious activities as reflected in items 32, 34 and 35. The data is presented in Table XIII.

TABLE XIII

HOSTEL MANAGEMENT FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
27	380	79.2	68	14.2	32	6.6
28	288	60.0	128	26.7	64	13.3
29	239	49.8	170	35.4	71	14.8
30	259	54.0	142	29.6	79	16.5
31	274	57.1	132	27.5	74	15.4
32	131	27.3	267	55.6	82	17.1
33	263	54.8	159	33.1	58	12.1
34	150	31.3	258	53.7	72	15.0
35	199	41.5	172	35.8	109	22.7

Peer Group Factor

This section that sets to find out the extent to which group mind, acceptance and associations are related to students' unrest has a total of seven (7)

items (36 - 42), thus:

36. fear of being beaten by others

37. seeking recognition

38. being in sympathy with friends

39. looking for more freedom

40. in sympathy with other schools

41. on factions and sectional interests

42. influences from classmates and friends.

Table XIV shows that majority of the students want more freedom as a group and as in dividuals. This is hown by the percentage response (50.4 percent) to item thirty nine (39). They (student) however disagree that unrest in other schools could affect them. This is so because post primary schools have no contral body like the universities where the prescribed National Union of Nigerian Students (NUNS) can influence a nationwide university students' unrest. Students' unrest in post primary schools as reflected by the responses of the students are limited to causes within the specific schools.

TABLE XIV

PEER GROUP FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
36	213	44.4	130	27.1	137	28.5
37	215	44.8	121	25.2	174	36.2
38	205	42.7	158	32.9	117	24.3
39	242	50.4	160	33.3	78	16.2
40	168	35.0	215	44.8	97	20.2
41	180	37.5	174	36.2	126	26.3
42	212	44.2	177	36.9	91	19.0

Guidance Factor

This study under guidance factor assumes that lack of guidance services or inadequacies of it could lead to students' unrest in post primary schools in Zaria township. The data below presents eight (8) items numbered 43 - 50, thus:

43. not being familiar with school routine
44. personal problems not taken into account

45 no advice on choice of subjects etc.

46 students lacking in self-confidence

47 the school not treating them kindly

48 when confused nobody advises them

49 no help for students with problems

50 schooling no longer appeals to them.

The responses of students to the above items indicate. that while they feel that schooling still appeals to them and that they do not lack in self-confidence they feel that negative approaches to their problems are crucial to their personal well-being and successes in school. For this reason, they have consisently identified indifference to their problems by school authorities as in item 44, and treating them unkindly (item 47) could lead to their uprising against school authorities.

TABLE XV

GUIDANCE FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
43	206	42.9	175	36.5	99	20.6
44	308	64.3	108	22.5	64	13.2
45	201	41.9	192	40.0	87	18.2
46	191	39.8	197	41.0	92	19.1
47	267	55.6	128	26.7	85	17.7
48	202	42.1	174	36.4	109	21.7
49	209	43.5	150	31.3	121	25.2
50	144	30.0	150	31.3	187	39.7

C. Ranking By Students

The third part of the research instrument requires the respondents to rank the factors in the order in which they could cause students' unrest. The students rank order is presented in Table XVI.

The data show that over 50 percent of the students are not sure how much each of the factors could contribute to students' unrest.

Since they cannot decide as to which should come first, second etc., they elected to stay "undecided". Those who attempted to rank the factors have identified administrative factor as the major cause of students' unrest. Students have ranked the different factors invariably. It is interesting to note that exactly the same number (94 or 19.6%) have ranked administrative factor as first and guidance as last in rank.

TABLE XVI

STUDENTS' RANK ORDER

Factors	1st		2nd		3rd		4th		5th		6th	
	No	%	No	%	No	%	No	%	No	%	No	%
Administrative	94	19.6	55	11.5	36	7.5	13	2.7	-	-	5	1.0
School Work	70	14,6	49	10.2	33	6.9	29	6.0	1	.2	11	2.3
Student Teacher Relation	-	-	1	.2	-	-	2	0.4	169	35.2	2	0.4
Hostel Management	23	4.8	50	10.4	67	14.0	28	5.8	3	0.6	12	2.5
Peer Group	17	3.5	32	6.7	42	8.8	55	11.5	-	-	31	6.5
Guidance	10	2.1	9	1.9	16	3.3	30	6.3	1	.2	94	19.6
Undecided	266	56.6	284	59.2	286	59.6	323	67.3	306	63.8	325	67.7
Total	480	100	480	100	480	100	480	100	480	100	480	100

Part II

The second group of respondents are teachers. This section presents the basic information, attitude responses and ranking of the six factors by the teachers as in the case of students.

A. Background of Teacher Respondents

A total of 133 teachers constituted the final sampling of this study. The number represents the teachers in the seven post primary institutions in Zaria township.

Age And Sex

The age of teachers were classified into three: first group 20 - 29; second group 30 -37; and third group 38 and above. Table XVII shows the percentage distribution of the teachers according to age group and sex. The average age of the teachers is 29 years. The oldest a male, is 35 and the youngest a female, is 22 years.

The age-sex pattern further shows that the male teachers outnumber the females by 6.767 percent in the first group, and by 22.566 percent in the second group. This increase in the latter group is due to the fact that female teachers were widely accepted to higher education in the country just barely ten years ago. In Ahmadu Bello University, for example, out of the 7,000 students enrolled in the degree programme during the 1975 academic session, the female student enrolment constitutes about 10 percent of the student population only.

TABLE XVII

AGE AND SEX DISTRIBUTION OF TEACHERS

Age	Number			Percentages		
	Male	Female	Total	Male	Female	Total
20 - 29	40	31	71	30.075	23.308	53.383
30 - 37	46	16	62	34.586	12.030	46.617
38 - 40	-	-	-	-	-	-
Total	86	47	133	64.661	35.338	100.00

Years of Teaching Experience

Table XVIII shows that the teachers have taught from one year to more than eleven years. About 64.7 percent have at least taught for 1 - 5 years, while 15.8 percent of them have taught for over eleven years. Their individual or group experience in school as teachers were helpful in giving opinions about the causes of students' unrest.

TABLE XVIII

YEARS OF TEACHING EXPERIENCE

Years	Number	Percentages
11 years and above	21	15.8
6 - 10 years	22	16.5
1 - 5 yeqrs	86	64.7
Undecided	4	3.0
Total	133	100.0

Experienced Previous Unrest

Eighty (60.2%) teachers, as shown in Table XIX, had not experienced students' unrest in the schools where they had been connected, only 52 or 39.0 percent of them had. The teachers however could not say they had never heard of students' unrest in their neighbouring schools in Zaria township. In the casual conversation with the teacher - respondents, it was gathered that all of them are familiar about the causes of student unrest in other schools.

TABLE XIX

EXPERIENCED PREVIOUS UNREST

Response	Number	Percentage
Yes	52	39.0
No	80	60.2
Undecided	1	0.8

Teachers Consulted And Their Feeling of Adequacy

Table XX shows that many teachers have been consulted by students with their problems. About 57.9 percent of the teachers consulted feel adequate in providing some solutions to the students' problems. In the same way 28.5 percent of the teachers who were not consulted by the students still feel adequate in giving some solutions if they shall have been consulted. In a casual interview also with the teacher - respondents it was gathered that they (the teachers) despite formal professional training in guidance feel generally adequate because their traditional function as teachers is to give some assistance to students.

TABLE XX

TEACHERS CONSULTED AND THEIR FEELING OF ADEQUACY

Responses	Number			Percentages		
	Consulted	Feeling Adequate	Feeling Inadequate	Consulted	Feeling Adequate	Feeling Inadequate
Yes	77	70	7	57.9	52.7	5.3
No	50	38	12	37.6	28.5	9.0
Undecided	6	6	-	4.5	4.5	-
Total	133	114	19	100.0	85.7	14.3

Need For Guidance

The findings in this section indicate that 85.7 percent of the teachers recognize the need for guidance in the schools. The teachers likewise feel that guidance can minimize students' unrest in post primary schools in Zaria township, hence they support the organization of guidance services in the school. The data can be seen in Table XXI.

TABLE XXI

NEED FOR GUIDANCE AGAINST STUDENTS' UNREST

Response	Number		Percentages	
	Advocating Guidance	Lessens Unrest	Advocating Guidance	Lessens Unrest
Yes	114	81	85.7	60.9
No	7	46	5.3	34.6
Undecided	12	6	9.0	4.5
Total	133	133	100.0	100.0

B. Attitude Responses

As in the case of students many items have been included under the six factors - Administrative, School work, Student Teacher Relationship, Hostel Management, Peer Group and Guidance factors - for teacher respondents. The items are very much like those given to students, though they vary in number in some cases. For instance while a total of 50 items are made under . . factors for students, 55 items are made for teachers. Teachers responses are expressed in percentages as well.

Administrative Factors

The items for teachers under this section number from 1 - 10 and include:

1. giving severe punishment
2. no attention to students' problems etc
3. indifference to students' complaints
4. running the school ineffectively
5. lack of supervision
6. students not participating in planning

7. being unfair and biased
8. opportunity in spending offschool hours
9. head not cooperating with teachers
10. over permissiveness to students.

Looking at the data in Table XXII, it shows that students will not mind any form of punishment provided enough attention is shown to their problems and needs. The students also expect that the administrators should show sympathetic attitude towards their complaints.

TABLE XXII

ADMINISTRATIVE FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
1	12	9.0	89	66.9	32	24.1
2	82	61.7	30	22.6	21	15.8
3	76	57.1	25	18.8	32	24.0
4.	64	48.1	27	20.3	42	32.0
5	49	36.8	48	36.1	36	27.1
6	38	28.6	58	43.6	39	27.9
7	48	36.1	52	39.1	33	24.9
8	33	24.8	64	48.1	36	27.1
9	41	30.8	57	42.9	35	26.3
10	31	23.3	59	44.4	43	32.3

School Work Factors

The items in this section include:

11 having unqualified teachers

12 students not stimulated to learn

13 giving of too many assignments

14 teachers' lateness or absence

15 unfairness in giving grades

16 failing to vary methods

17 boring lessons

18 classroom not condusive

19 books and lab equipments lacking

20 teachers teaching out of syllabus.

The data on school work indicate, as the students did in Table XI, that lack of books and laboratory equipments are crucial to students' unrest. Teachers also indicate that students will not mind any amount of assignment provided the teachers show greater concern in their work by not coming late to or being absent from class. Again failing to stimulate students to learn or using varied methods as in items 12 and 16 are not as serious as being unfair in giving grades or

marks. The data is presented in Table XXIII.

TABLE XXIII

SCHOOL WORK FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
11	33	24.8	72	54.1	28	21.0
12	25	18.8	77	57.9	31	23.3
13	9	6.8	103	77.4	21	15.8
14	46	34.6	57	42.9	30	22.6
15	43	32.3	63	47.4	27	20.3
16	24	18.0	80	60.2	29	21.9
17	35	26.3	68	51.1	30	22.6
18	34	25.6	66	49.6	33	24.8
19	73	54.9	36	27.1	24	18.1
20	31	23.3	71	53.4	31	23.4

Student Teacher Relationship

There are ten items numbering 21 - 30. They include:

21 using students for personal gains

22 teachers after opposite sex

23 teachers bullying students

24 being indifferent to problems

25 not showing good examples

26 open injustice to students

27 being too familiar with students

28 inciting students

29 being arrogant and unapproachable

30 not showing good leadership.

The data show that teachers have identified attitude of indifference and incitement as did the students to be significant to students' unrest. They deny as well that familiarity with teachers can create students' unrest. This stand is supported by the students.

TABLE XXIV

STUDENT TEACHER RELATIONSHIP FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
21	37	27.8	67	50.4	29	21.9
22	41	30.8	57	42.9	35	26.4
23	38	28.6	70	52.6	25	18.8
24	67	50.4	32	24.1	34	25.6
25	42	31.6	58	43.6	33	24.8
26	56	42.1	45	33.8	32	24.1
27	18	13.5	89	66.9	26	19.5
28	59	44.4	36	27.1	38	28.6
29	38	28.6	57	42.9	38	28.6
30	38	28.6	58	43.6	37	27.9

Hostel Management Factor

In this section nine items have been included. They are:

31 lack of accommodation

32 poor and inadequate food

33 illtreatment of juniors by seniors

34 indifference of hostel officials

35 lack of hostel facilities

36 students not busy in the evenings

37 lack of medical care

38 not participating in religious activity

39 lack of social activities.

The data presents poor and inadequate food as the greatest hostel problem that can cause students' unrest. Other problems that may cause unrest are ill-treatment of the juniors by the seniors. Lack of hostel facilities; and lack of accommodations. Teachers also express that lack of participation in religious or social activities will be the least to cause students' unrest. The data is presented in Table XXV.

TABLE XXV

HOSTEL MANAGEMENT

Items	Yes		No		Undecided	
	No	%	No	%	No	%
31	65	48.9	41	30.8	27	20.3
32	93	69.9	18	13.5	22	16.6
33	70	52.6	32	24.1	30	23.3
34	53	39.8	38	28.6	42	31.6
35	66	49.6	34	25,6	33	24.3
36	36	27.1	66	49.6	31	23.3
37	49	36.8	59	44.4	25	19.6
38	33	24.8	63	47.4	37	27.8
39	38	28.6	58	43.6	37	27.8

Peer Group Factor

In this section there are seven items numbered 40 - 46 thus:

40 fear of being beaten by friends

41 sympathizing with friends

42 they want more freedom

43 seeking for recognition

44 sympathizing with other schools

45 on factions and sectional interest

46 influence from classmates and friends

Teachers also indicate that students are not mindful of what happens in other schools. They however cause unrest when they sympathize with their friends whom they feel are unjustly punished. Again they can be influenced by their classmates and friends especially when they are looking for their freedom.

TABLE XXVI

PEER GROUP FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
40	56	42.1	46	34.6	31	13.3
41	80	60.2	20	15.0	33	24.8
42	73	54.9	26	19.5	34	25.5
43	61	45.9	32	24.1	40	30.1
44	52	39.1	38	28.6	43	32.4
45	55	41.4	33	24.8	45	33.8
46	79	59.4	18	13.5	36	27.1

Guidance Factor

There are nine items in this section. They are:

47 not being familiar to school routine

48 no account on personal problems

49 opposing aims from school aims

50 choice of courses not guided

51 lack of self confidence

52 confusion in what they want

53 school not appealing

54 school not treating them kindly

55 guidance lacking or inadequate

The data significantly points to the fact that unrest arises because guidance is inadequate or lacking. The teachers however deny that there is lack of self confidence in the students; rather they may revolt when there is confusion in what the students want from school as against what the school expects from them.

TABLE XXVII

GUIDANCE FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
47	36	27.1	61	45.9	36	27.1
48	50	37.6	44	33.1	39	29.4
49	40	30.1	42	31.6	51	38.3
50	36	27.1	49	36.8	48	36.1
51	32	24.1	55	41.4	46	34.6
52	52	39.1	37	27.8	44	33.1
53	42	31.6	51	38.3	40	30.1
54	44	33.1	60	45.1	29	21.8
55	72	54.1	19	14.3	42	31.6

C. Ranking of the Factors

The teachers as well as the students were requested to rank the six factors. They indicate what factor comes first second, third etc, in causing student unrest.

Teachers' Rank Order

The rank order of the teachers is shown in Table XXVIII. It indicates that administrative factor is again ranked first with guidance being the last in causing students' unrest.

TABLE XXVIII

TEACHERS' RANK ORDER

Factors	1st		2nd		3rd		4th		5th		6th	
	No	%	No	%	No	%	No	%	No	%	No	%
Administrative	78	58.6	28	21.1	12	9.8	-	-	-	-	-	-
School Work	13	9.8	43	32.3	57	42.9	-	-	1	0.8	2	1.5
Student Teacher	-	-	-	-	2	1.5	65	48.9	49	36.8	1	0.8
Hostel Management	28	21.1	45	33.8	43	32.3	1	0.8	-	-	-	-
Peer Group	-	-	-	-	1	0.8	50	37.6	65	48.9	1	0.8
Guidance	-	-	1	0.8	2	1.5	1	0.8	2	1.5	110	82.7
Undecided	14	10.5	16	12.0	-	-	16	12.0	16	12.0	19	14.3
Total	133	100	133	100	133	100	133	100	133	100	133	100

PART III

The third and the last group of respondents are the administrators The section also presents the basic information, attitude responses and ranking of the six factors by the administrators as in the case of students and teachers - which have been earlier discussed in Part I and II of this chapter.

A. Background of Administrator Respondents

A total of eight (8) administrators constituted the final sampling in the study. The number fairly represents the administrators in each of the seven post primary schools in Zaria township.

Age And Sex

The ages of the administrators as in the case of the teachers are classified into three: first group 20 - 29, second group 30 - 37 and third group 38 and above. Table XXIX shows the percentage distribution of the administrators according to age group and sex. The data show only one female in age group of 30 - 37.

About 87.5 percent others are males. The fact indicates that in Zaria only one school, Women Teachers' College (W.T.C.) has a female in an administrative position. All the other six post primary schools are manned by male teachers.

TABLE XXIX

AGE AND SEX DISTRIBUTION OF ADMINISTRATOR

Age	Number			Percentages		
	Male	Female	Total	Male	Female	Total
20 - 29	2	-	2	25.0	-	25.0
30 - 37	2	1	3	25.0	12.5	37.5
38 - 40	3	-	3	37.5	-	37.5
Total	7	1	8	87.5	12.5	100.0

Years of Teaching Experience

Table XXX shows the grouping of years of experience into three: first group 11 years and above; second 6 - 10 and third 1 - 5 years. About 75.0 percent of them are in the first group. For this reason, many of them can contribute significantly as to the

causes of students' unrest.

TABLE XXX

ADMINISTRATORS YEARS OF EXPERIENCE

Years	Number			Percentages		
	Male	Female	Total	Male	Female	Total
11 years and above	6	-	6	75.0	-	75.0
6 - 10	1	-	1	12.5	-	12.5
1 - 5	1	-	1	12.5	-	12.5
Total	8	-	8	100.0	-	100.0

Witnessed Previous Unrest

. . This section indicates that 62.5 percent of the administrators have witnessed previous unrest, while 37.5 percent of them had not. Of course those who have notrwitnessed might haveheard of students unrest in nearby schools other than their own. Thus the contribution of the administrators as to the causes of students unrest is helpful.

TABLE XXXI

WITNESSED PREVIOUS UNREST

Responses	Number	Percentages
Yes	5	62.5
No	3	37.5
Total	8	100.0

Consulted And Feeling Adequate

The data indicate that many of them are consulted by students with problems. This maybe because of their position. About half of them feel adequate while the others help is unsure. Table XXXII below show the data.

TABLE XXXII

CONSULTED AND FEELING ADEQUATE

Responses	Number			Percentages		
	Consulted	Feeling Adequate	Total	Consulted	Feeling Adequate	Total
Yes	7	4	11	87.5	50.0	137.5
No	1	3	4	12.5	37.5	50.0
Undecided	-	1	1	-	12.5	12.5
Total	8	8	16	100.0	100.0	200.0

Need for Guidance

The data in Table XXXIII below indicate about 62.5 percent of the administrators are advocating guidance services. They also agree that organized guidance in school could help minimize students unrest.

TABLE XXXIII

NEED FOR GUIDANCE

Response	Number			Percentages		
	Advocating Guidance	Lessen Unrest	Total	Advocating Guidance	Lessen Unrest	Total
Yes	5	7	12	62.5	87.5	150.0
No	2	1	3	25.0	12.0	37.0
Undecided	1	-	1	12.5	-	12.5
	8	8	16	100.0	100.0	200.0

B. Attitude Response

As in the case of teachers, the administrators also responded to the 55 items under the six factors which cause students' unrest in post primary schools. The administrators response are presented and interpretated below under each factor as:

Administrative Factor

This factor as in the case of teachers contained ten items, 1 - 10 thus:

1. giving of severe punishment
2. lack of enough attention to problems

3. being indifferent to students
4. not running the school effectively
5. not supervising work of teachers
6. students not participating in planning
7. being unfair and biased to them
8. not spending off-school hours well
9. heads not cooperating with teachers
10. over permissiveness to students wishes

The data in Table XXXIV present items 2, 3 and 5 as crucial to student. It seems consistent therefore that lack of attention and indifference to students problems and need is central in causing students' unrest. In this way this is worse when work of the teachers are not supervised and students dectate unfairness and bias among the school functionaries as in items 5 and 7. However when the administrators are overpermissive to students' wishes unrest may likely ensue. Students however do not mind participating in planning and when their off-school hours are restricted.

TABLE XXXIV

ADMINISTRATIVE FACTORS

Items	Yes		No		Undecided	
	No	%	No	%	No	%
1	2	25.0	3	37.5	3	37.5
2	7	87.5	1	12.5	-	-
3	7	87.5	-	-	1	12.5
4	2	25.0	1	12.5	5	62.5
5	7	87.5	1	12.5	-	-
6	1	12.5	2	25.0	5	62.5
7	4	50.0	1	12.5	3	37.5
8	1	12.5	1	12.5	6	75.0
9	2	25.0	1	12.5	5	62.5
10	4	50.0	1	12.5	3	37.5

School Work Factor

The data on school work factor number from 11 - 20. They include:

11 having unqualified teachers

12 failing to stimulate students

13 teachers giving too many assignment

14 teachers' lateness or absences

15 unfairness in giving grades

16 failing to vary methods

17 boring lessons

18 classroom not conducive

19 lack of books and laboratory equipments

20 teaching out of syllabus

The administrators feel that unqualified teachers who invariably impart boring lessons may run the school into agitations and unrest. Similarly students become restless when the classroom is crowded, poorly ventilated and badly equipped. Seventy five percent (75.0%) of the administrators noted that teachers who generally come late or absent from classes may cause students to demonstrate. Giving of too many assignments and lack of books and laboratory equipments cannot cause students' unrest, according to the respondents. The data can be glaned in Table XXXV.

TABLE XXXV

SCHOOL WORK FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
11	4	50.0	1	12.5	3	37.5
12	3	37.5	2	25.0	3	37.5
13	2	25.0	4	50.0	2	25.0
14	6	75.0	-	-	2	25.0
15	3	37.5	2	25.0	3	37.5
16	3	37.5	2	25.0	3	37.5
17	4	50.0	2	25.0	2	25.0
18	5	62.5	2	25.0	1	12.5
19	2	25.0	2	25.0	4	50.0
20	3	37.5	3	37.5	2	25.0

Student Teacher Relationship

There are 10 items under this section. These are:

21 using students for personal gains

22 teachers after students of opposite sex

23 bullying students

24 indifference to students problems

25 teachers showing bad examples

26 open injustice to students

27 being too familiar with students

28 teachers inciting students

29 being arogant and unapproachable

30 teachers showing bad leadership.

Table XXXVI shows that the administrators feel that teachers are partly to blame for students riot because some of them show bad examples and are arrogant and unapproachable. Many of them also show attitude of indifference to students' problems and even incite them to riot. Open injustice (item 26) and bad leadership (item 30) among teachers have been identified by 75.0 percent of the administrators as strong factors in causing unrest among students in school.

TABLE XXXVI

STUDENT TEACHER RELATION

Items	Yes		No		Undecided	
	No	%	No	%	No	%
21	1	12.5	3	37.5	4	50.0
22	3	37.5	-	-	5	62.5
23	2	25.5	2	25.0	4	50.0
24	5	62.5	1	12.5	2	25.0
25	4	50.0	3	37.5	1	12.5
26	6	75.0	2	25.0	-	-
27	3	37.5	3	37.5	2	25.0
28	5	62.5	3	37.5	-	-
29	4	50.0	3	37.5	1	12.5
30	6	75.0	1	12.5	1	12.5

Hostel Management Factor

The section as well presents a total of nine items numbered 31 - 39 thus:

31 lack of accommodation

32 poor and inadequate food

33 ill-treatment of juniors by seniors

34 indifference of hostel officials

35 lack of hostel facilities

36 students not busy in the evenings

37 lack of medical care

38 lack of religious activities

39 lack of social activities

On hostel amanagement factors, the administrator respondents have identified series of problems that lead to students' unrest. As seen in Table XXXVII such problems include lack of accommodation, hostel facilities and lack of social activities. More serious problems are ill-treatment of juniors by the seniors and not keeping students busy in the evening. These problems are more flagrant to students when hostel officials are indifferent to them. Above all the most serious problem that yields more easily to students' unrest is poor and in-adequate food (87.5%). To administrators, lack of medical care and participating in religious activities are not as critical as the other items.

TABLE XXXVII

HOSTEL MANAGEMENT FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
31	4	50.0	3	37.5	1	12.5
32	7	87.5	1	12.5	-	-
33	5	62.5	2	25.0	1	12.5
34	6	75.0	2	25.0	-	-
35	4	50.0	2	25.0	2	25.0
36	5	62.5	2	25.0	1	12.5
37	2	25.0	3	37.5	3	37.5
38	2	25.0	5	62.5	1	12.5
39	4	50.0	1	12.5	3	37.5

Peer Group Factor

In presenting the section on peer group factor a total of seven items are included 40 - 46 as:

40 fear of being beaten by friends

41 sympathizing with friends

42 they want more freedom

43 seeking for recognition

44 sympathizing with other schools

45 on factions and sectional interests

46 other influences from classmates etc.

Table XXXVIII indicate that students are greatly influenced by others especially when they are sympathizing with their friends whom they feel are unfairly punished. It is however not quite clear if unrest can ensue when students are looking for recognition on when they are in sympathy with other schools.

TABLE XXXVIII

PEER GROUP FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
40	6	75.0	1	12.5	1	12.5
41	7	87.5	1	12.5	-	-
42	6	75.0	-	-	2	25.0
43	3	37.5	1	12.5	4	50.0
44	3	37.5	1	12.5	4	50.0
45	4	50.0	2	25.0	2	25.0
46	5	62.5	2	25.0	1	12.5

Guidance Factor

There are nine items in this section thus:

47 unfamiliarity with school routine

48 taking no account of personal problems.

49 school aim varying with students'

50 choice of course not guided

51 lack of self confidence

52 confusion in what they want

53 school not appealing to them

54 unkind treatment from school

55 lack of or inadequacy of guidance services.

The data in Table XXXIX indicate that unrest is likely when items (47) unfamiliarity with school routine; (48) taking no account of personal problems; (49) school aim varying with students and (53) school not appealing to them with a general agreement of (62.5%) shown on the responses to items are crucial in causing unrest. That is when problems of sheer ignorance of school routine, unguided choice of course, as no body takes account of these personal problems during disciplinary action the result is that school

will no longer appeal to them and riot replaces order. It is however not generally accepted that students are confused in what they want from school.

TABLE XXXIX

GUIDANCE FACTOR

Items	Yes		No		Undecided	
	No	%	No	%	No	%
47	5	62.5	2	25.0	1	12.5
48	5	62.5	2	25.0	1	12.5
49	5	62.5	-	-	3	37.5
50	3	37.5	2	25.0	3	37.5
51	3	37.5	1	12.5	4	50.0
52	2	25.0	2	25.0	4	50.0
53	5	62.5	1	12.5	2	25.0
54	4	50.0	1	12.5	3	37.5
55	3	37.5	1	12.5	4	50.0

C. Administrators' Ranking Order

The administrators ranked the six factors in the order in which they cause unrest in post primary schools in Zaria township. The administrators' rank order is outlined below.

The Rank Order

The ranking is seen in Table XL. The data indicate that 37.5 percent of the respondents place administrative factor first. While showing other factors their placements more than half of the total respondents place guidance last.

TABLE XL

ADMINISTRATORS' RANK ORDER

Factors	1st		2nd		3rd		4th		5th		6th	
	No	%	No	%	No	%	No	%	No	%	No	%
Administrative	3	37.5	3	37.5	1	12.5	-	-	-	-	-	-
School Work	1	12.5	-	-	5	62.5	-	-	-	-	-	-
Student Teacher Relationship	-	-	-	-	-	-	2	25.0	4	50.0	-	-
Hostel Management	2	25.0	4	50.0	1	12.5	-	-	-	-	-	-
Peer Group	-	-	-	-	-	-	4	50.0	2	25.0	-	-
Guidance	1	12.5	-	-	-	-	-	-	-	-	6	75.0
Undecided	1	12.5	1	12.5	1	12.5	2	25.5	2	25.0	2	25.0
Total	8	100	8	100	8	100	8	100	8	100	8	100

Summary of the Rank Orders of the Three Groups of Respondents

This section will show the rank orders made by the students, teachers and administrators. The mean rank orders from Table XVI, XXVIII and XL were utilized for this purpose.

Students' Mean Rank Order

The mean rank order in Table XLI indicate that administrative factor is placed first while the students teachers relationship is placed last.

TABLE EXLI

STUDENTS' MEAN RANK ORDER

	Ranks							
	1 6	2 5	3 4	4 3	5 2	6 1	Mean	Order
Administration	19.6	11.5	7.5	2.7	-	1.0	35.7	1st
School/Work	14.6	10.2	6.9	6.0	0.2	2.3	31.15	2nd
Student-Teacher	-	0.2	-	0.4	35.2	0.4	12.16	6th
Hostel/Management	4.8	10.4	14.0	5.8	6.0	2.5	21.11	3rd
Peers	3.5	6.7	8.8	11.5	-	6.5	12.7	4th
Guidance	2.1	1.9	3.3	6.3	0.2	19.6	12.3	5th
Undecided	56.6	59.2	59.6	67.3	63.8	67.7	22.3	-
Total	100	100	100	100	100	100	49.48	-

Teachers Mean Rank Order

In Table XLII below the data show that administrative factor is placed first but with a greater mean than in the case of students. Unlike the students also the bulk of the teachers rank guidance last. Other factors are in between.

TABLE XLII

TEACHERS' MEAN RANK ORDER

Factors	Ranks						Mean	Order
	1 6	2 5	3 4	4 3	5 2	6 1		
Administrative	58.6	21.1	9.8	-	-	-	81.08	1st
School Work	9.8	32.3	42.9	-	0.8	1.5	65.83	3rd
Student Teacher	-	-	1.5	48.9	36.8	0.8	37.85	4th
Hostel Management	21.1	33.8	32.3	0.8	-	-	71.16	2nd
Peer Group	-	-	0.8	37.6	40.9	0.8	35.76	5th
Guidance	-	0.8	1.5	0.8	1.5	82.7	16.35	6th
Undecided	10.5	12.0	-	12.0	12.0	14.3	32.8	-
Total	100	100	100	100	100	100	48.69	-

Administrators Mean Rank Order

The data on this section place Hostel Management first with a high mean while guidance has the lowest mean to be last. The data is in Table XLIII below.

TABLE XLIII

ADMINISTRATORS' MEAN RANK ORDER

Factors	Rank						Mean	Order
	1 6	2 5	3 4	4 3	5 2	6 1		
Administrative	37.5	37.5	12.5	-	-	-	77.16	2nd
School Work	12.5	-	62.5	-	-	-	54.16	3rd
Student Teacher	-	-	-	25.0	50.0	-	29.16	5th
Hostel Management	25.0	50.0	12.5	-	-	-	79.16	1st
Peer Group	-	-	-	50.0	25.0	-	33.3	4th
Guidance	12.5	-	-	-	-	75.0	25.0	6th
Undecided	12.5	12.5	12.5	25.0	25.0	25.0	56.25	-
Total	100	100	100	100	100	100	50.6	-

Testing the Significant Difference between the Opinions of the Students, Teachers and the Administrators.

To test the significant difference in the opinions of the students, teachers and the administrators the Spearman correlation formular was utilized and tested on t table for significance.

$$\text{While} \qquad r = 1 - \left[6 \sum \frac{(Xi - Yi)^2}{N (N^2 - 1} \right]$$

$$t = r \sqrt{\frac{n - 2}{1 - r^2}}$$

In Table XLIV the data indicate that the students' opinion has no correlation with either the teachers' or the administrators' opinions. But the opinions of the teachers and the administrators are significantly correlated at .05 degree of significance. This goes to show that the opinions of professional and mature people like teachers and administrators, are independent of the opinions of the students, majority of which are adolescents.

TABLE XLIV

TESTING THE SIGNIFICANT DIFFERENCE BETWEEN THE OPINIONS OF THE STUDENTS, TEACHERS AND THE ADMINISTRATORS

Expressed Opinions	Calculated 't'	't' test	Remark
Students vs Teachers	0.77	2.41	Not Significant
Students vs Administrators	0.77	2.41	Not Significant
Teachers vs Administrators	0.89	3.90	Significant.

CHAPTER VII

SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of Chapters 1 - VI, the conclusion and the recommendations in the light of the findings of the study.

Summary

The study attempted to investigate and determine the causes of students' unrest in post primary schools in Zaria township and at the same time compare the opinions of the students, teachers and the administrators regarding the causes of students' unrest.

Specifically, the study sought to answer the following questions:

1. What are the causes of students' unrest in post primary schools in Zaria township according to:
   (a) the students
   (b) the teachers
   (c) the administrators?

2. Are the causes of students' unrest, as identified by the students, teachers and the administrators related to the kind or lack of Guidance Service offered in the schools?

3. Is there any significant differences in the opinions of the students teachers and the administrators?

To seek answers to the foregoing questions three assumptions and one hypothesis was formulated and tested.

The study made use of normative survey. To gather data on the background of the respondents (Part A) their attitudes (Part B), and their ranking of six major factors of causes of some students' unrest (Part C), the researcher prepared twelve items interview schedule for students; nine item interview schedule for teachers and administrators. He also prepared a fifty item Likert-type Attitude Test for students and a fifty five item Likert-type Attitude Test for teachers and administrators. In addition to these, he prepared some six factors for ranking by all respondents.

For analysis of the data collected, the following methods were used:

For the background information of all respondents, the frequency of responses for each item were tabulated. The percentage of the sum of these frequencies was determined to

The students enjoy going out to places of interest in Zaria township perhaps with minimal restraint from many parents. The students though not accepting that they have problems positively need help. Some of them have actually experienced unrest as a way to support their demands. They are however not quite conversant with guidance services apparently; but their attitude responses are inclined to guidance services as a way to minimise students' unrest.

As for the teachers and the administrators, some of whom were young adults (20 - 29) and others middle aged (30 - 40) they were more experienced and more mature people than many of the students. Among the teachers there were more males than females. There were 133 teachers (86 males) (47 females). There were also more males than females among the administrators. There were 7 males and 1 female. Some of the teachers and the administrators had witnessed students' unrest in some post primary schools in which they had been connected while others had not. Both the teachers and the administrators largely accepted being consulted by students with problems.

Many of them also feel adequate in handling the students' problems. This may be so partly because of their positions and partly because of their traditional teacher - function of giving assistance to students. Despite this fact they had an over-whelming advocacy for Guidance Services and belief that it can minimize students' unrest in post primary schools.

Findings

The following significant findings of this study are presented sequentially in answer to each of the specific questions raised in Chapter 1.

1. What are the causes of Students' Unrest in the Post Primary Schools in Zaria township according to:

(a) the students

(b) the teachers

(c) the administrators?

From the foregoing presentation and analysis of the research data, it was evidently schown:

(a) by the students: that the highest cause for revolt is when attitudes of indifference or lack of concern are shown to their problems worries and

anxieties by the administrators, teachers and hostel officials.

One of the major problems faced by the students is that of adjustment. They see a marked difference between the home and the school. At home for instance they could be free to play and work with friends and associates of their choice. Invariably they retain longer such associates that are outgoing to places of interest from where they could pick new habits by imitation. The school compounds do not afford such freedom and variety of interests. In school, programmes of work and play are timed and specified. Any attempt at home to restrict their movements might have met with opposition. At school also they had seen students revolt as a legitimate way of seeking redress. These experiences at home and in school cannot be easily evened-off without shrewd deliberate, adoptations and adjustments on the part of the students.

To adjust properly is not easy; more so because of other problems that stare at their faces in school. Students have identified many of them and these problems easily provide vent for action.

That is they may hang on them as an immediate cause to an unrest. Such problems thus identified are improper and inadequate food not minding their feeding habits and difficulties back home. Other problems are sometimes lack of accommodation in the hostels; the problem of absent or late coming teachers despite their determined interest in schooling; lack of books, laboratory equipments and hostel facilities. Their personal problems - of health, psychological and academic differences - even are not usually taken into account in disciplinary actions.

They find out that school administration is the first area for blame. They think that the school heads do not supervise the work of teachers and perhaps other functionaries in the school operations - in the classroom or in the hostel. To them the situation is worse when they see that a nonchalant attitude is shown to their problems. Thus the school in which they had hope for survival apparently does not treat them kindly.

In the main they do not understand that existance is concomitant with problems but they needed mental coolness to absorb and deal with their problems in constitutional manner other than through violence. This to them can only come through a proper and acceptable attitude to give them right sense of direction. Even though they do not know much about guidance services, they rank it as less provocative to students' unrest.

(b) by the teachers: that a number of factors are responsible for causing students' unrest. They accept that students have baffling experiences from fellow students and teachers and as such they react in violence and revolt.

The teachers who are quite mature and experienced in school operations while believing in their limitness in solving all students problems have strong belief that guidance is a necessary counterpart to school administration. They have identified more psychological problems than the students. For instance despite concrete problems of bad and inadequate food and lack of hostel facilities, books and

laboratory equipments they have also identified riot with students group and individual influences of their classmates and friends. Sometimes students are emotionally attached to their friends whom they feel are wrongly punished as a result of open injustices and biases that may be rife in the school. At other times students are acting as a result of incitements from teachers. Thus when they are egged on to present their problems; the situation will be explosive especially when attitudes of indifference or of unconcerned nature are shown to their problems anxieties and worries. Above all the teachers believe that there is generally a lack and inadequacy of guidance, in the schools, to personalise and individualise in a more objective manner solutions to students' problems even when junior students are illtreated by the senior students. The teachers have also placed administrative factor first and guidance service last while at the same time believing that unrest is as a result of many factors.

C. by the administrators that apart from a few instances when students are influenced by others the authorities connected with the running of the school are very much to blame for the causes of students' unrest.

For instance students sometimes see the school as treating them unkindly. School authorities may not have taken time to familiarize them with the school activities, even when their aim for school is at variance with what the school is meant to achieve in them. Though they can be influenced by other students due to fear and the desire for group acceptance problems of food, personal worries illtreatment of the juniors by the senior students and lack of social activities should be treated with objectivity.

When the Ministry of Education employs unqualified teachers who do not strive to better their teaching, when classrooms are choking and unconducive to learning, when teachers are usually late to and absent from classes, when teachers are bad examples to students and induege in inciting students, the seeds of students' unrest seem to have been sown.

Above all the mature and experienced administrators believe that when they the administrators and other functionaries show attitude of indifference to students' problems, lack of proper supervision of work, overindulgence to students' wishes, unfairness and open injustices students' unrest will inevitably be, scratched out. The administrators have placed hostel facilities first and guidance services last in causing students' unrest. But like all other respondents they believe that students' unrest is as a result of many factors. Thus a number of psychological issues may belie the immediate cause which might only have served as an outlet to pent up feelings.

2. Are the causes of students' unrest, as identified by the students, teachers and administrators, related to the kind or lack of Guidanee Services Offered in the schools?

Guidance Services decidedly is new in Nigerian Schools. It may be why the students seem not to know about it in their different schools. They have placed it fifth as one of the causes of their unrest while the teachers and administrators, who know more

about it than the students, have placed it last. In all intents and purposes all respondents believe that guidance services can minimize unrest and they would advocate for it in addition to the administrative operations of the school. Again many psychological problems of wrong attitudes and attachment to wrong decisions and actions are special areas for guidance services. Where such problems persist, guidance services is either inadequate or lacking. The emotional problems and misdirected behaviours and reactions by all involved in the day to day functions of the school - students, teachers and the administrators show lack of objectivety. Many problems escalate as a result of wrong approaches and attitudes of indifference coupled with open injustices bias and unfair play which belie most of the students' unrest. Every school is bound to have problems but what makes the difference is the extent to which the peoples minds are involved towards the solution. To extract the right type of collaboration of the mind, gudiance services is necessary.

Thus that schools still experience students' unrest is being expressed by the respondents that lack or inadequacy of guidance belies the unrests.

3. Is there any significant differences in the opinions of the students teachers and administrators?

The data in Table XLV Chapter Six above show that the students' opinion has no correlation with either the teachers' or the administrators' opinions. But the opinions of both the teachers and the administrators are significantly correlated at 05 degree of significance.

The teachers and the administrators are mature people. They know that guidance is essential while the students are in doubt while students believe that they are not very much acting on the influences of peers and by the incitements of teachers, teachers and administrators believe that students are very much incited and are misled by teachers' bad exaples and wrong leaderships.

The students thus have independent opinion from the mature minds. What worries them and creates anxieties in them are not so with teachers. Their views are very much different and need more guidance to reach the mature minds. By then will they be better led to take proper decisions at the face of problems without resorting to violence as a way of venting their anger.

Conclusions

On the basis of the findings of this study, the researcher made the following conclusions.

1. The students are not as mature as the teachers and the administrators. The students want more freedom to go out at school as at home. They can resent frustration through violence as a normal way to seek redress. They are not clear on how guidance services can help them in school as well as at home.

2. To the students, unrest in school could be caused by a number of factors especially administrative factors. They accepted having problems of food, lack of books and equipments, lateness or absences of

teachers to classes which can give vent to action especially when the school authorities are indifferent to their complaints.

3. To the teachers though other factors also are involved in causing students' unrest administrative factors are considered essential. They also accept that problems of food, lack of facilities, illtreatment of the junior by the senior students which could be arrested by administrative handling are made worse when teachers incite students, when there are open injustice and attitude of indifference when seeking solutions. More improtantly there is no guidance services in the school.

4. The administrators while holding the views that in one way or another many factors can cause students' unrest, have identified hostel management, as number one agent. They also believe that students may have problems of food and lack of facilities in the classroom and in the hostel; but situation may escalate when teachers incite the students and lay bad examples to them.

Again open injustices and lack of supervision of teachers' work will help to aggravate the situation. When students are even influenced by others the situation could be eased if there is proper guidance services in the school.

5. From these,the researcher further concludes from the responses that there is need for guidance teachers in the school. Though the teachers and the administrators may be helping to assist students who have personal and academic problems the students do not feel the impact of their type of guidance. Therefore administration in school and other school operations need trained guidance teachers.

6. Students view on causes of students' unrest are quite different from the views held by the teachers and the administrators. This has been proved by the use of Spearman correlation formular. As immature as the students are they riot as an answer to their problems. They are hot when the adults do not recognise their complaints as real or themselves worthy of adult attention and concern.

Recommendations

The comparative study of students' teachers' and administrators' opinions to the causes of students' unrest in post-primary schools in Zaria township was conducted in all the seven post primary schools in Zaria. This study was conducted to determine the opinions of the respondents on causes of students unrest in schools. It seeks to findout the relationship of guidance services to the causes of students' unrest. The researcher therefore recommends measures to the school authorities and administrators. These recommendations, the researcher beliefs. are important to help in minimising students' unrest in post primary schools in Zaria township.

1. All the post mprimary schools should have guidance and counseling services as a necessary adjunct to school administration and services.

2. Trained guidance teachers are ideal for guidance services not just career masters whose task is limited to looking for future careers or vocation for students without equally sampling students aptitudes and interests to match the vocations.

Moreover professionals may be better equipped to guide and counsel students to be aware of their personal differences and educational fitnesses geared towards self-fulfilment and proper decision taking.

3. Teachers and administrators should be more familiar and be concerned with students' problems which arise from the school functions, peer group associations and family peculiarities, Improved human relationship should not only be inculcated and included in the school curriculum but should also be transcendent in the practical life of the schools. Thus administration should be less impersonal to cater for all strreds of individual characteristics in the school.

4. Veridiano (1977) guidance model can be adopted and applied in the schools' hierarchy of administrative structure and interactions (see page 85).

5. Provide mini-courses regularly for the experienced teachers who could be acting as guidance teachers until all post primary schools are staffed with trained guidance counselors.

6. School authorities should be required to have positive and objective change of attitude towards the students' problems. Knowing too well that students have peculiar ways of seeing the adults and their attitudes towards them.

Recommendation for further Study

Indications for further research as a result of this investigation are as follows:

1. Follow up study to compare causes of students' unrest in post primary schools with professional guidance teachers and those without.

2. Replication of the present study in other post primary schools other than Zaria township. The instruments used in this study may be modified or improved to suit the needs of the new research study.

BIBLIOGRAPHY

A. Books

Adam Curle: Educational Strategy for Developing Societies, Tavistock: U.S.A. 1970

Anastasi, A.: A Psychological Testing, Macmillan: London 1970.

Beck, Carlton E.(ed): Philosophical Guidelines in Counseling, Brown G.Iowa, 1971.

Borton, Terry: Reach Touch and Teach, U.S.A. 1970

Castle, E.B.: Principles of Education for Teachers in Africa, O.U.P: London, 1965.

Coombs, Philip H. The World Educational Crisis. O.U.P: London 1969.

Cronbach, L.J.: Educational Psychology (2nd Edition) Harcourt, Brace and World.Inc.: New York 1963.

Crouch, Colin. The Students Revolt, True Boddey: London 1970.

Dan and Payne: World of Work: A Hand-Book for Teacher Counselor. New York 1972.

Davies, J.C.(ed) When Men Revolt and Why. The Free Press: New York 1971.

Davies, Keith. Human Relations At Work: The Dynamics of Organisational Behaviour. McGrraw-Hill. London 1967.

Durojaiye, M.A. Psychological Guidance of the School Child. Evans. 1972.

Fagbulu, A.M. Administrative Practice for Teachers, Evans: London 1972.

Grambs, J.D. Schools, Scholars and Society. Englewood Cliff 1965.

Hurlock, E.E. Adolescent Development MacGraw-Hill: New York, 1967.

Lipset, S.M. Rebellion in the University. Routledge and Kegan Paul: London 1972

Nduka, O. Western Education and the Nigerian Cultural Background. O.U.P:Ibadan 1965.

Ozigi, Albert O. A Handbook on School Administration and Management. Macmillan: London 1977.

Patterson, C.H. An Introduction to Counseling in School. Harper and Row: U.S. 1971.

Petters, Heman J. and Gail Farwell. Guidance: A Develcpmental Approach (2nd Edition) Rand McMally and Comp: Chicago. 1967

Peters, R.S. Authority, Responsibility and Education. Unwin: New York 1973.

Shertzer and Stone: Fundamentals of Guidance; Houghton Co: New York, 1971.

UNESCO Publication. "In Partnership with Youth". Printed in France 1969.

Warren and Bennis. Post Bureaucratic Leadership U.S.A. 1976.

William, S.W. Educational Administration in Secondary Schools. Holt Rinehart and Winston New York. 1964.

Zimbardo, R. and Ebbesen, E.B. Influencing Attitude and Changing Behaviour. Addison-Wesley: Reading 1970.

B. Periodicals

Badmus, G. A. Critical Evaluation of Research Lecture Note.

Maynard, P.E. "Students Unrest: Counseling Presentation in the school"; The Counselor Vol.20 No.1 1972.

Nigerian Educational Forum Vol.2 No.1 Olaoye, E. Olaniyi "From Nigeria". Personnel and Guidance Journal 53. Nov. 1974. p. 51.

Nigerian Journal of Psychology. Vol.1 No.1 Oct. 1976.

Pulleybank, Ellen F. "Crossing Cultural Barriers: A View from Lagos". Personnel and Guidance Journal 53 (Nov.1974) pp.217-221.

Wellington, J American Education: Its Failure" Kappan. Vol.58. No.7 March 1977

C. Unpublished Thesis & Dissertation

Adekeye, A.A. The survey of the System of Discipline in Federal Government College Maiduguri (1975).

Egba C. U. The Phenomenon of Students Unrest in Some Selected Secondary Schools in Kaduna State (1976).

Ezeomah, C. Revolts in Nigerian Post Primary Schools: Some Administrative causes (1976).

Mallum P. Understanding Basic Principles to Guidance Services in Nigeria (1976)

Obi, S. N. The degree of Administrative Responsibility in Students Discipline in Enugu Urban Division in Anabara (1976).

Ochuma, I. E. Student Discipline in Post Primary Institutions in Igala Division, Benue State (1976).

Lawal, Bakin Kasuwa. Students Demonstration in Post Primary Institutions in North Central State (now Kaduna State)(1975).

APPENDIXES A

Discipline

Accept blame for students indiscipline teachers told. New Nigerian 26 - 9 - 1977 p.15.

Causes and solutions to students unrest, by Mamman Ali Makele. Nigerian Herald 22 - 9 - 1977 p.7

Curbing indiscipline-Obasanjo shows the way. New Nigerian 28 - 9 - 1977 p. 5.

Fundamental causes of indiscipline, by Habibu A. Sani Sunday Punch 18 - 9 - 1977 p. 4.

Discipline

In aid of discipline (editoral) Daily Times 29 - 9 - 1977 p. 3.

Maintain Discipline (Jibrin advises school bosses and parents) Nigerian Herald 28 - 9 - 1977 p.16.

Military discipline goes to school. Nigerian Herald 23 - 9 - 1977 p.1.

Military discipline is school? Daily Times 27-9-1977 p.3.

Military personal now to restore discipline in schools. New Nigerian 28 - 9 - 1977 p.15.

Necessary cure for indiscipline, by Adedirian Ibitemi. Nigerian Herald 28 - 9 - 1977 p.11

The New Military Prefects (editorial) Nigerian Herald 26 - 9 - 1977 p.5.

Obasanjo Canes final year pupil. Daily Times 27 - 9 - 1977 p.32.

On indiscipline in schools. Daily Times 28 - 9 - 1977 p.3.

Unscheduled visit to government secondary school, Obasanjo canes final-year pupil. Daily Times 27 - 9 - 1977 p.32.

Discipline

Basic studies student's return to campus. (University of Maiduguri) New Nigerian 16-4-1977 p.21

Bullets of students' violence here again: here's charm to deflect them, by Joe Finsho Obasaji (Principal, St. Monicas's College Kabba) Nigerian Herald 21 - 4 - 1977 p.7

Cane to be reviewed in school: Governor gives OK (Kwara State) Daily Times: 23 - 4 - 1977 p.1

Discipline in Universities Daily Times 13 - 4 - 1977 p.13.

800 students surcharged aftermath of disturbances Daily Times 2-4-1977 p.40

Governor warns Benue Students: New Nigerian 11-4-1977 p.21.

How to restore discipline in schools, by Abioye Oyediran Nigerian Herald 12-4-1977 p.11.

Indiscipline in Nigerian Universities: getting down to brass tasks, by Chika Onwudiegwu. Daily Times: 26-4-1977 p.7 and 20.

I was a flegger, by Livinus Okereafor. Daily Times 26-4-1977: p.3 and 15.

Parents, teacher urged to co-operate with government: Vandalism, indiscipline and riots to be curbed. Daily Times 2-4-1977. p.5.

Riots: 500 students sent home (Benue State) Nigerian Herald: 18-4-1977 p.16.

Some ways to prevent indiscipline among studnets by Akpouri Odvaran Daily Times: 4-4-1977 p.24

Sparing the rod (editorial) Daily Times 26 - 4 - 1977 p.3.

Discipline

Students and Soldiers in Minna, (Niger State) Daily Times: 1-4-1977 p.13.

Unrest: 139 penalised (Imo & Abambra State) Daily Times: 1- 4-1977 p.1

Way out of students' unrest, by Niyi Adekeye. Nigerian Herald 6-4-1977 p.7

Who canes the Teacher? Dandy Akporogo Daily Times: 26 - 4 - 1977 p. 3.

Discipline

Cane adults first (my view point) by Bisi Abolisade. Daily Sketch 20 - 5 - 1977 p.7.

Caning is no solution to student unrest (opinion S. O. Olorunshola New Nigerian 4-5-1977 p.4

The cane debate better methods of inculcating discipline by Layiwola Laleye Daily Times: 4-5-1977 p.7.

Eghagha (Sokoto State) warn student teachers New Nigerian 6-5-1977 p.5

Federal government probes students unrest New Nigerian 10-5-1977 p.32.

Governor Amin on laxity in our school. New Nigerian 6-5-1977 p.15

How students riots can be averted. Daily Times 9 - 5 - 1977 p.5

Indiscipline has no room in Oyo state. Daily Times 12 - 5 - 1977 p.15.

Oyo State Government to set up teacher council. New Nigerian. 9 - 5 - 1977 p.13

Proper education is the answer-opinion by Toyin Falola New Nigerian 17 - 5 - 1977 p.4.

Reconsider this (opinion) by Ero Oga. Nigerian Standard. 5 - 5 - 1977 p.4

School Bosses told; don't spare wicked students; Nigerian Herald 26 - 5 - 1977 p.16

School closed down (Ocheje secondary school, Benue State) Nigerian Herald 6 - 5 - 1977 p.3

Discipline

Stern measures against rioters approved students to pay for property destroyed Daily Sketch 19-5-1977 p2

Students advised to enshew violence: Nigerian Herald 3-5-1977 p.3.

Students unrest, don't blame students alone (opinion) Musa Suleman BUC Kano New Nigerian 3 - 5 - 1977 p.4.

Suspended students protest (Jesus College Oturkpo) Nigerian Standard 5-5-1977 p.8

Teachers to be involved in discipline: Council to be set up soon (Oyo State) Daily Times 6-5-1977. p.20

3 injured in varsity clash. Daily Times 30-5-1977 p.40.

University of Ibadan regulations are unfair to student (opinion) Ayoola Gbologade Babalola. Daily Sketch 5-5-1977 p.13.

Use of cane wasn't stoped (Kwara State) Nigerian Herald 6-5-1977 p.13.

Why indiscipline is rampart in schools. Daily Times 20-5-1977 p.5.

Discipline

Alhaji Commissioner stresses need for discipline in school. New Nigerian 3-6-1977 p.15.

Don't wait for students unrest Nigerian Harald 24 - 6 - 1977 p. 11

Fight indiscipline. Nigerian Herald: 9-6-1977 p.2

Fall in education standard blamed on indiscipline Nigerian Herald 11-6-1977 p.20.

For violating school regulations college expels 40 finalist (Government Secondary School, Gboko-Benue State) Nigerian Standard 14-6-1977 p.16

Government Secondary School teachers, students warned on imoral acts (Kaduna State) New Nigerian 13-6-1977 p.17.

Governor (Benue State) lashes out on students. Nigerian Herald 18-6-1977 p.9

Only head tutors can now use cane. Daily Times 21-6-1977 p.32.

Open letter to Professor Tamuno. Daily Times 18-6-1977 p.13.

Remove causes of indiscipline. Nigerian Herald 20-6-1977 p.17.

The root causes of indiscipline in schools today New Nigerian 25-6-1977 p.4

Sack irresponsible lecturers (Chief Henry Fajemirokun) Daily Times 8-6-1977

School closed down. Nigerian Herald 16-6-1977 p.1

Shelleng speaks on students indiscipline. Nigerian Herald 27-6-1977 p.15

School Girls suspended (Government Secondary School - Bauchi) Daily Times: 2-6-1977 p.1

Sokoto Government Girls Secondary School students ordered to go home. New Nigerian 21-6-1977 p.II.

Sturbbon pupil sent packing. (Nassarawa Secondary School) Nigerian Herald 16-6-1977 p.9

To tackle student unrest - discipline should be upheld. Nigerian Herald 29-6-1977 p.3

Tragedy of indiscipline, by Shaban A.S. Anas Nigerian Herald 30-6-1977 p.II

Transfer of the Principal is necessary. (Gusau Vocational Centre) opinion by Tanium Abubakar Chaye. New Nigerian 9-6-1977 p.4

2 student fired for refusing to recite national plegde. New Nigerian 25-6-1977 p.15.

We'll come to your recue (Federal Military Government and its State Agencies are set to come promptly and decisively to the aid of the school authorities whenever and where students go on a rampage) Nigerian Herald 27 p.3.

Discipline

Call for discipline among students. Nigerian Herald 11-7-1977 p.3.

Commissioner condemns students' attitude. The Nigerian Standard 6-7-1977 p.9.

Criminal student would be, tried in law courts. New Nigerian 20-7-1977 p.9

Desist from indiscipline, moral laxity- Onekuta. New Nigerian 28-7-1977 p.7

Discipline in schools. Daily Times 16-7-1977 p.3

Don't close down the college (MUCAST) Eda Adzoaugba. Jos. New Nigerian 29-7-1977 p.4

Don't expel bad students from school by the National Union of Benue Students Union (NUBESS) New Nigerian 28-7-1977 p.24.

Don X-rays causes of indiscipline. New Nigerian 18-7-1977 p.26.

Gbadeyan speaks on students expulsion. Nigerian Herald 14-7-1977 p.4

Ginidire College riot: 23 students suspended. Nigerian Standard 4-7-1977 p.1

Governor Shelleng condemns indiscipline in School. The Nigerian Standard How to minimise students unrest. Nigerian Herald 15-7-1977 p.7

How to stop indiscipline. Nigerian Herald 14-7-1977 p.2

Indiscipline in our schools. The Nigerian Standard 9-7-1977 p.3

Indiscipline among students. Nigerian Herald 13-7-1977 p.5

Indiscipline in schools what is the course? by Jide Osikomaiya. Daily Times 29-7-1977 p.26

Indiscipline Nigeria's number one malody (1) we are all responsible. We need to infuse new spirit into the nation - the school is where to begin. Nigerian Herald 21-7-1977 p.7.

Indiscipline: Nigeria's number one malody (2) prescriptions for it's cure Nigerian Herald 22-7-1977 p.7

Jesus College to re-open. Nigerian Standard 19-7-1977 p.20.

Leaders and teachers blamed. Daily Times 14-7-1977 p.3

Murtala College closed down indefinitely. Nigerian Standard 14-7-1977 p.16

MUCAST unrest. Nigerian Standard 15-7-1977 p.3

Other side of discipline Nigerian Herald 6-7-1977 p.2.

Parents blamed for children's Vices. Daily Times 9-7-1977 p.5

Parents told to be responsible. Nigerian Standard 7-7-1977 p.3

Plateau Government evolves new policy to curb indiscipline in schools. New Nigerian 13-7-1977 p.17

Principal blames parents for students indiscipline Nigerian Standard 20-7-1977

Principal seeks guidline to curb students unrest Nigerian Standard Pupils advised to show discipline.

Daily Times 23-7-1977 p.17.

Principal demand reforms. New Nigerian 29-7-1977 p.5.

Discipline

Refrain from destruction of college property. New Nigerian 12-7-1977 p.II

Six students of Uniben expelled over protest New Nigerian 14-7-1977 p.12

Teach by example by the supervisory councillor for education, Mbaitoli Ideuru Local Government in Imo State Mr. Charles Ekeanyanwu. Nigerian Herald 28-7-1977 p.9

300 students in Makurdi suspended. New Nigerian 14-7-1977 p.32.

3 Students get back fees for good conduct. Nigerian Standard 12-7-1977 p.5

Tough time awaits indiscipline students. Nigerian Standard 8-7-1977 p.16.

UNIBEN expels six students. Nigerian Herald 11-7-1977 p.5.

Unreasonable attitude of Murtala college students (refused to write terminal examinations) New Nigerian 26-7-1977

Touths discipline thrown to dogs. Nigerian Herald 22-7-1977 p.5.

APPENDIX B

STUDENTS QUESTIONNAIRE ON THE CAUSES OF STUDENTS DEMONSTRATION

The investigaor intends to collect opinion about causes of students' demonstrationsin Post Primary schools in Zaria township.

Will you please read each item and tick the correct response where applicable or supply the inforation called for below. Your response will be treated in confidence.

A. Background of the respondent. Tick (✓) as applied to you.

1. What is the name of your school or college?
   .....

2. What is your Sex? Tick (✓)
   Male..... Female.....

3. What is your class? Form
   3..... 4.....
   5.....

4. What is your age group? Tick (✓)
   14-19 year.....
   20-25 years .....
   26 and above .....

5. What are the occupations of your parents?

   Father ..... Mother.....

6. Did your parents go to school? Tick (✓)

   Father Yes ( ) No ( )

   Mother Yes ( ) No ( )

7. What do you do after school hours? Tick(✓)

   Stay at home..... Read books .....

   Take part in religious activity.....

   Other: (State it).....

8. Do you sometimes have any problems in school? Tick (✓)

   Yes ..... No.....

   What could be the nature of the problem?

   Explain briefly.....

9. Have you tried approaching any one of your teachers in school about your problems? Tick

   Yes..... No,,,,,,,,,,,,,,,,,,

   If yes, what was your problems about....

   If no, why did you not meet any one of your teachers for help?.....

10. Have you ever joined in any students' demonstrations? Give a brief explanation.

.....

11. Do you think the students' demonstration could have been avoided had there been any one in school who can offer advice and guidance to the students? Tick (✔)

Yes..... No..... May be .....

12. How many are you in the family?

1-4..... 5-10..... 11 or more.....

B. Please relect your opinion about the relationship of these suggested causes of students' demonstration below. Thus: If you agree with the statement tick (✔) the YES response. If you disagree then tick(✔) the NO response. If you are not sure, tick (✔) the UNDECIDED response in the Columns provided.

Students demonstrate because of:

1. Severe punishments to offending students

☐ Yes ☐ No ☐ Undecided.

2. No attention to the problems and needs of the students. ☐ Yes ☐ No ☐ Undecided.

3. Indifference to the complaints of the students about school problems,
☐ Yes ☐ No ☐ Undecided.

4. Not supervising the work of the teachers hence some teachers do not do their work properly.
☐ Yes ☐ No ☐ Undecided.

5. Not allowing students to participate in planning.
☐ Yes ☐ No ☐ Undecided.

6. Unfairness and bias in dealing with the students.
☐ Yes ☐ No ☐ Undecided.

7. The students do not having opportunity to spend their off-school hours well.
☐ Yes ☐ No ☐ Undecided.

8. The principal being over permissive of students' wishes. ☐ Yes ☐ No ☐ Undecided.

The students demonstrate

9. They have unqualified teachers
☐ Yes ☐ No ☐ Undecided.

10. Teachers fail to stimulate their students to learn.
☐ Yes ☐ No ☐ Undecided.

11. Teachers give students too many assignments

☐ Yes ☐ No ☐ Undecided.

12. Teachers are not fair in giving grades or marks.

☐ Yes ☐ No ☐ Undecided

13. Teachers often come late or are absent from their classes. ☐ Yes ☐ No ☐ Undecided.

14. Teachers do not use varied methods in teaching.

☐ Yes ☐ No ☐ Undecided.

15. Students find their lessons very boring.

☐ Yes ☐ No ☐ Undecided.

16. The classroom is not condicive to learning.

☐ Yes ☐ No ☐ Undecided

17. There are not enough books and laboratory equipments. ☐ Yes ☐ No ☐ Undecided

18. Teachers teach outside the syllabuses.

☐ Yes ☐ No ☐ Undecided

The students demonstrate when:

19. Teachers use them for personal benefits.

☐ Yes ☐ No ☐ Undecided

20. Teachers run after the students of the opposite.

☐ Yes ☐ No ☐ Undecided

21. Teachers bully students.

☐ Yes ☐ No ☐ Undecided.

22. Teachers are inddifferent to students' problems, worries and anxieties.

☐ Yes ☐ No ☐ Undecided

23. There is open injustice from the teachers

☐ Yes ☐ No ☐ Undecided

24. Teachers do not show good leadership.

☐ Yes ☐ No ☐ Undecided

25. Teachers are too familiar with the students

☐ Yes ☐ No ☐ Undecided

26. Some teachers incite students against the school Administrators. ☐ Yes ☐ No ☐ Undecided

The Students demonstrate because:

27. Poor and inadequate food. ☐ Yes ☐ No ☐ Undecided.

28. Lack of accommodation. ☐ Yes ☐ No ☐ Undecided.

29. Ill-treatment of the junior ones by the senior ones. ☐ Yes ☐ No ☐ Undecided.

30. Hostel officials being indifferent to students' problems. ☐ Yes ☐ No ☐ Undecided

31. Lack of hostel facilities.
☐ Yes ☐ No ☐ Undecided

32. Students are not useful kept busy in the evening. ☐ Yes ☐ No ☐ Undecided

33. Lack of medical care.
☐ Yes ☐ No ☐ Undecided

34. Students are not allowed to participate in religious activities.
☐ Yes ☐ No ☐ Undecided.

35. There is lack of organised social activities and recreation. ☐ Yes ☐ No ☐ Undecided

The students demonstrate because:

36. They are afraid of being beaten up by other members of the group if they refuse to join.
☐ Yes ☐ No ☐ Undecided

37. They sympathize with their friends when they think are treated unjustify by the teachers or administrators. ☐ Yes ☐ No ☐ Undecided

38. They seek for recognition
☐ Yes ☐ No ☐ Undecided

39. They want to sympathize with students in other schools who are having demonstration.
☐ Yes ☐ No ☐ Undecided

40. They want more freedom for theselves.
☐ Yes ☐ No ☐ Undecided

41. Factions and sectional interest are high.
☐ Yes ☐ No ☐ Undecided.

42. They are influenced by class mates or friends.
☐ Yes ☐ No ☐ Undecided

The Students Demonstrate When:

43. They are not familiar with school routine and polcies. ☐ Yes ☐ No ☐ Undecided

44. Their personal problems are not taken into account by school authorities.
☐ Yes ☐ No ☐ Undecided

45. They are advised on their choice of course.

☐ Yes ☐ No ☐ Undecided

46. There is lack of self-confidence in the students.

☐ Yes ☐ No ☐ Undecided

47. The school is not treating them kindly.

☐ Yes ☐ No ☐ Undecided

48. They are confused about what they want from life and nobody advises them.

☐ Yes ☐ No ☐ Undecided

49. No one adequately helps students with their problems. ☐ Yes ☐ No ☐ Undecided

50. Schooling no longer appeals to them.

☐ Yes ☐ No ☐ Undecided

C. How would you rank the SIX Causes in the order their degree of relationship to students' demonstration? For example, which of the causes would you consider as 1st, 2nd, 3rd, etc.

.....School work causes.

.....Hostel management causes.

.....School administration causes.

.....Poor relationship causes.

.....Guidance causes.

.....Students teachers relationship.

APPENDIX C

TEACHERS AND SCHOOL ADMINISTRATIONS' QUESTIONNIARE ON THE CAUSE OF STUDENTS UNRESTS.

The investigator intends to collect your opinion about the causes of Students' unrest in post Primary Schools in Zaria township.

Will you please read each item andtick the correct response where applicable or supply the informations called for. Your response will be treated in confidence.

A. Back ground of the respondents: Tick (✔) as applied to you.

1. What is your Sex? Male ..... Female .....

2. What is your age?
   20 - 29 ..... 30-35.....36-40 years.....

3. What position do you occupy?
   Principal.....
   Vice Principal ..... Teacher .....

4. How long have you been teaching in Nigeria School?
   .....

5. Have you ever experienced students' unrest in any Nigerian school hwere you have been connected? Tick (✓) as applied to you.
Yes ..... No .....
If yes what was the cause ( ) of the Students' unrest? (1).....(2).....(3).....

6. Have you ever been consulted by students about their problems? Tick (✓) Yes ..... No.....
If yes, what was the nature of the problems(s)
(1) ..... (2)..... (3).....

7. Do you feel adequate in helping students with their problems Tick (✓) Yes..... No.....
Why do you say so? .....

8. Is there a guidance programme in your school?
Tick (✓) Yes..... No.....
If there is none would you advocate for the organisation of a guidance programme in your school. Tick (✓) Yes..... No.....
Please explain why you say so: .....
.....

9. Do you believe that guidance services could help minimize student's unrest? Tick (✓)

Yes..... No .....

Please explain why you say so:.....

.....

B. Please reflect you opinion on the relationship of these suggested causes of Students' Unrest by responding to the Statements listed under each cause.

Thus: If you agree with the Statement tick (✓) the YES response If you disagree then tick (✓) the NO response. If you are not sure, tick (✓) the UNDECIDED response in the Columns provided.

Students revolt because the Principal or Vice Principal

1. Gives severe punishments to offending students Yes No Undecided.
2. Does not show enough attention to the problems and needs of the students. Yes No Undecided.

3. Is indifferent to the complaints of the students about school problems, Hostel mismanagement or malpractices of some teachers.

☐ Yes ☐ No ☐ Undecided

4. Does not run the school effectively.

☐ Yes ☐ No ☐ Undecided

5. Does not supervise the work of the teachers, hence some teacher do not do their work properly.

☐ Yes ☐ No ☐ Undecided

6. Does not allow students to participate planning curricular and co-curricular activities in school.

☐ Yes ☐ No ☐ Undecided

7. Is unfair and biased in dealing with the student.

☐ Yes ☐ No ☐ Undecided

8. Does not provide students with the opportunity to spend their off-school hourse effectively.

☐ Yes ☐ No ☐ Undecided

9. Does not co-operate with the teachers.

☐ Yes ☐ No ☐ Undecided

10. Is over permissive to students' wishes.

☐ Yes ☐ No ☐ Undecided

The Students revolt because:

11. They have unqualified teachers.

☐ Yes ☐ No ☐ Undecided

12. Teachers fail to stimulate their students to learn. ☐ Yes ☐ No ☐ Undecided

13. Teachers gives students too many assignments.

☐ Yes ☐ No ☐ Undecided.

14. Teachers often come late or are absent from their classes.

☐ Yes ☐ No ☐ Undecided.

15. Teachers are not fair in giving grades or marks.

☐ Yes ☐ No ☐ Undecided

16. Teachers do not use varied methods in teaching.

☐ Yes ☐ No ☐ Undecided

17. Students find their lessons very boring.

☐ Yes ☐ No ☐ Undecided

18. The classroom is not condusive to learning.

☐ Yes ☐ No ☐ Undecided

19. There are not enough books and laboratory.

☐ Yes ☐ No ☐ Undecided

20. Teachers teach outside the syllabuses.

☐ Yes ☐ No ☐ Undecided

The students revolt because

21. Teachers misuses them for personal benefits.

☐ Yes ☐ No ☐ Undecided

22. Teachers run after the students of the opposite sexes. ☐ Yes ☐ No ☐ Undecided

23. Teachers bully students.

☐ Yes ☐ No ☐ Undecided

24. Teachers are indifferent to students problems worries and anxieties.

☐ Yes ☐ No ☐ Undecided

25. Teachers do not show good example to students.

☐ Yes ☐ No ☐ Undecided

26. There is open injustice from the teachers.

☐ Yes ☐ No ☐ Undecided

27. Teachers are too familiar with the students.

☐ Yes ☐ No ☐ Undecided

28. Some teachers incite students against the School Administrators.

☐ Yes ☐ No ☐ Undecided

29. Teachers are arogant and unapproachable.

☐ Yes ☐ No ☐ Undecided.

30. Teachers do not show good leadership.

☐ Yes ☐ No ☐ Undecided.

The Students revolt because:

31. There is lack of accommodation in the house.

☐ Yes ☐ No ☐ Undecided

32. There is poor and inadequate food.

☐ Yes ☐ No ☐ Undecided

33. The senior students ill-treat the junior ones.

☐ Yes ☐ No ☐ Undecided

34. Hostel officials are indifferent to students.

☐ Yes ☐ No ☐ Undecided

35. There are lack of hostel facilities.

☐ Yes ☐ No ☐ Undecided

36. Students are not usefully kept busy in the evening.

☐ Yes ☐ No ☐ Undecided

37. There is lack of medical care.

☐ Yes ☐ No ☐ Undecided

38. Students are not allowed to participate in religious activities.

☐ Yes ☐ No ☐ Undecided

39. There is lack of organised social activities and recreation. ☐ Yes ☐ No ☐ Undecided

The students revolt because:

40. They are afraid of being beaten up by other members of the group if they refuse to join.

☐ Yes ☐ No ☐ Undecided.

41. They sympathize with their friends whom they think are treated unjustly by the teachers or administrators.

☐ Yes ☐ No ☐ Undecided

42. They want more freedom for themselves.

☐ Yes ☐ No ☐ Undecided

43. They seek for recognition.

☐ Yes ☐ No ☐ Undecided

44. They want to sympathize with students in other schools who are having unrest.

☐ Yes ☐ No ☐ Undecided

45. Faction and sectional interests are high

☐ Yes ☐ No ☐ Undecided

46. They are influenced by class mates or friends.

☐ Yes ☐ No ☐ Undecided.

The students revolt because:

47. They are not familiar with school routine and policies: ☐ Yes ☐ No ☐ Undecided

48. Their personal problems are not taken into account in school disciplinary measures.

☐ Yes ☐ No ☐ Undecided

49. Their aims are opposed to the aims of the school for them

☐ Yes ☐ No ☐ Undecided

50. Their choice of courses are not guided.

☐ Yes ☐ No ☐ Undecided

51. There is lack of self-confidences in the students.

☐ Yes ☐ No ☐ Undecided

52. They are confused about what they want from life and nobody offers them guidance.

☐ Yes ☐ No ☐ Undecided

53. Schooling no longer appeals to them.

☐ Yes ☐ No ☐ Undecided.

54. The school is not treating them kindly.

☐ Yes ☐ No ☐ Undecided

55. Guidance services are lacking or are inadequate to rest problem stitutions.

☐ Yes ☐ No ☐ Undecided.

C. How would you rank the SIX Factors in the order of their degree of relationship to Students' Unrest? For Example, which of the factors

would you consider as 1st, 2nd, 3rd, etc.

.....School work factor.

.....Hostel Management factor.

.....School administrattion factor.

.....Peer group factor.

.....Guidance factor.

.....Students teachers relationship.