

**LECTURERS' AND STUDENTS' PERCEPTION OF IMPACT OF
CITIZENSHIP AND VALUES EDUCATION IN CHECKING
UNIVERSITY STUDENTS UNREST IN NORTH-WEST NIGERIA**

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AHMADU BELLO UNIVERSITY,
ZARIA**

MARCH, 2016

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**DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTER IN SOCIAL STUDIES EDUCATION,
DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, FACULTY
OF EDUCATION, AHMADU BELLO UNIVERSITY ZARIA, NIGERIA**

MARCH, 2016

DECLARATION

I declare that this dissertation entitled Lecturers' and Students' Perception of Impact of Citizenship and Values Education in Checking University Students Unrest in North-West Nigeria" was written by me in the Department of Arts and Social Science Education, under the supervision of Dr. I.D. Abubakar and Dr. M.C. Ubah. The information derived from the literature has been duly acknowledged in the text and list of references provided. This dissertation was never previously presented for another degree or diploma in any university. I am liable to any mistake(s) in this work.

James Adugh, Kuji

Date

CERTIFICATION

This research work has been read and approved as a partial fulfillment of requirements for the award of M.Ed Social Studies Education in the Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University Zaria, Nigeria for its literary presentation and contribution to knowledge.

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Date

DEDICATION

This research work is dedicated to the Almighty God for His protection, guidance and mercy throughout this research work, and also to my late father KujiTarbo, mother KemuunKuji for their concern and support to bring me up from child-hood and educate me properly.

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ABSTRACT

The study investigated lecturers' and students' perception of the impact of citizenship and value education in checking university study unrest in North-West Nigeria. A descriptive research design was adopted. The population of the study was 120,000 students and 10,062 lecturers of fifteen (15) universities in the entire North-West. The sample of the population was 384 for both lecturers and students. A 4 point modified Likert Scale questionnaire was used for data gathering. The instrument had a reliability co-efficient alpha of 0.98. The statistic used in analyzing the data collected were independent t-test statistic and the Analysis of Variance (ANOVA) to test the Null hypotheses H_0 rejected – 3 and H_0 retained 2(1). The findings reveal that there is no significant difference in the mean perception scores of lecturers and students, both males and females on the impact of citizenship and value education in checking university students' unrest in North-West Nigeria. The major findings from both students and lecturers showed that most crises on the campuses were not connected to academic issues but on welfare matters. In conclusion, the researcher recommended that lecturers and students both female and males agreed on the importance of citizenship and value education as means of checking university students unrest in North-West Nigeria.

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ABBREVIATIONS

A.B.U.	-	Ahmadu Bello University
NUNS	-	National Union of Nigerian Students
ECOWAS	-	Economic Community of West African States
NERDC	-	National Educational Research and Development Council
NUC	-	National Universities Commission
NYSC	-	National Youth Service Corps
ASUU	-	Academic Staff Union of Universities
NTA	-	National Television Authority
SOSAN	-	Social Studies Association of Nigeria
SOSTAN	-	Social Studies Teachers Association of Nigeria
UDU	-	Usman Dan Fodio University
USSR	-	Union of Soviet Socialist Republics
U.S.A.	-	United States of America
USAID	-	United States Agency for International Development
SAP	-	Structural Adjustment Programme
C.I.A.	-	Central Intelligence Agency
NCCE	-	National Commission for Colleges of Education
CESAC	-	Comparative Education Study and Adoption Centre

OPERATIONAL DEFINITION OF TERMS

The following terms are operationally defined in this study as follows:

- **Student Unrest:** These are situations whereby students dissatisfy with issues on the campus lack of calmness.
- **Social vices:** These are undesired abnormality in the university of examination malpractice, cult activities, absenteeism and other vices that portray immorality or indiscipline.
- **Teaching:** The process of impacting knowledge through implementing strategies such which include communication, leadership, motivation control (management/discipline) in the classroom.
- **Research:** is the process of inquiry carried out to provide information for the solution of a problem.
- **Protest:** is the situation whereby students express in strong terms, disagreement with or opposition to a particular issue.
- **Violence:** These are behaviours that intended to hurt or kill; crimes or acts that are dangerous.
- **Disciplinary problem:** These are problems that university authorities face in the process of promoting discipline in the university. Such problems include: disobedience, disrespect, insult, assaults and intimidation.
- **Demonstration:** Meeting of students, march at which students show that they protest against or supporting something.
- **Education:** Training, teaching and learning.

- **Adolescents:** Youthful age of eleven and nineteen period of a rapid growth, school age period.
- **Character:** Features qualities that make a person, the student to have to be a good character.
- **Riot:** A situation whereby students behave in a violent way.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The study has been undertaken in order to investigate into lecturers' and students' perception on the impact of citizenship and value Education in checking University Students' Unrest in North West Nigeria, It seeks to determine the extent to which Citizenship and Value Education can be used in checking students' unrest in universities. Social Studies Education is viewed as the studies of man and his activities in the society, It is used in solving social issues, like armed robbery, riot, demonstration, prostitution, corruption and so on because it instills in the individual social attitudes and values such as godliness cooperation, open, mindedness, honesty, integrity, truthfulness, worthiness, respect, obedience, loyalty, discipline and among others Aina (1982).

Despite the above stipulations, research conducted by Yalokwu, (1992) indicated that many of Nigerian universities are finding it increasingly difficult to achieve the goals for their establishment because of the many attendant problems that they are made to face. These difficulties are largely due to the problems which students who enroll in these institutions either face or cause, irrespective of their home background. These problems make students' life within and outside Nigerian university campuses, frequently a traumatic experience, which is the major reason why students of various university campuses frequently demand overhaul of the entire system.

Revolts, protest, unrest and violence, as well as incessant closure of universities for months have become a regular feature of Nigerian universities, today. If there were any thing most predictable about Nigerian universities is that, students who are enrolled

in them would riot in all academic semester or academic year, such incessant incidents of unrest seem to affect the scope of area being covered and the content of courses in the school curriculum (Aluede, 1995; and Alude 2001).

In essence the university's functions are to:

- Provide education at university standard
- Provide facilities for, and encourage, study and research
- Encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community
- Provide courses of study or instruction, at levels of achievement the council considers appropriate, to meet the needs of the community
- Confer higher education awards
- Disseminate knowledge and promote scholarships
- Provide facilities and resources for the wellbeing of university's staff, students and other persons undertaking courses at the university
- Exploit commercially, for the university's benefit, a facility or resources of the university, including, for example, study, research or knowledge, or the practical application of study, research or knowledge, belonging to the university, whether alone or with someone else and
- Perform other functions given to the university under the act or another act

- Under the University of the Sunshine Coast Act 1998 the university has all the powers to an individual. It may, for example:
 1. Enter into contracts
 2. Acquire, hold, dispose of, and deal with property
 3. Appoint agents and attorneys
 4. Engage consultants
 5. Fix charges, and other terms, for services and other facilities it supplies; and
 6. Do anything else necessary or convenient to be done for its functions.
- Without limiting subsection (1), the university has the powers given to it under its act or another act.
- The university may exercise its powers inside and outside Queensland.
- Without limiting subsection (3), the university may exercise its powers outside Australia.

It is important that both you and your students are familiar with the **student conduct code**. Impermissible behavior includes behavior that interferes with or disrupts the processes of teaching, learning, research and administration.

To prevent disruptive behavior in the classroom, establish behavioral expectations at the beginning of the semester. State expectation regarding attendances, lateness, class participation, cheating and appropriate conduct in the course syllabus and discuss them at the outset of the term. Such explicit statements provide an opportunity for the instructor

to underscore the importance of civility in the classroom a reminder to students that the university expects respectful classroom behavior and has the prerogative to intervene and discipline when students behave disrespectfully and that students' rights and privileges to learn in the classroom, free from disruption and harassment, will be protected

If you encounter a student who is disruptive, follow these procedures:

1. Talk with the student in a calm, respectful and non-threatening manner and tell him/her to refrain from such behavior, because it impedes your ability to teach and their classmates' ability to learn. Remind the student of any agreed-upon behavior expectations that you may have discussed in the class and/or that are stated in the course syllabus.
2. If that fails to stop the misbehavior, privately invite to meet with you before or after class or during office hours. Or, if you believe it is appropriate, calmly ask the student to leave the classroom and then contact him/her afterwards to schedule a meeting. (If you have reason to believe the disruptive student might threaten you in any way, ask a colleague or administrator to attend this meeting.)

During the meeting, explain why you believe the student's conduct is disrupting the learning environment in your classroom. Politely ask the student to stop this behavior. Then ask the student to explain his/her behavior. Ask if he/she accepts responsibility for the problematic conducts. Listen carefully, for the student might cite any number of reasons, including serious health concerns, personal problems, or provocative behavior on the part of other students. While health conditions do

not condone the behavior, you might be able to direct the students to a campus resource, such as the counselling center (932-7465), for assistance. Advise the student that if the disruptive conduct continues, you will refer him/her to the dean of student for disciplinary action, which may result in sanctions such as probation or suspension.

3. If disruptive behavior persists or escalates even after meeting with the student, contact the dean of students (932-7472). You will be asked to provide a written report that describes the student's misconduct. This report initiates the disciplinary process (describes in details in the student conduct code). In short, an investigation will be conducted following due process principles and students will be held responsible for behavior that violates the student conduct code. Sanctions vary depending on the circumstances.
4. If a student's behavior is extremely disruptive, threatening or dangerous, call campus security (974-7911) immediately. Examples of such behavior include:
 - A student physically or verbally assaults you or any of your students
 - A student appears to be on the verge of physically or verbally assaulting you or any of your students
 - A student damages classroom furniture or property
 - A student is carrying a weapon

Campus security will remove the student from the classroom. If necessary, campus security will contact the police. Consider adjourning the class section or

taking a short break if a student must be removed from the classroom. Contact the dean of student (932-7472) to report the incident. This will initiate the judicial process and sanctions will be imposed if the student is found responsible for violating the student conduct code.

5. In emergency situations, dean of students is authorized to immediately and temporarily suspend a student. Such situations include when a student poses a danger of inflicting bodily harm on himself/herself or others, of inflicting serious emotional distress on others, or creating a substantial disruptive of normal campus activities, including classroom instruction. A judicial hearing will follow an emergency interim suspension and a final resolution to the matter will be made, which may include suspension for a longer period and/or other sanctions.
6. If you report an incident of disruptive behavior, you may request that the student be permanently removed from your class. Such requests will be considered on a case by case and may be an appropriate sanction resulting from the disciplinary process.
7. Document incidents of misbehavior as they arise, even though they may appear to be the minor at the time. A pattern of disruptive behavior can be used to substantiate charges made against the student.
8. For advice in preventing and responding disruptive behavior, talk to dean of students, the vice chancellor for student affairs, your college dean, department or division chairperson, or other experienced colleagues.

It is also reported by Aluede(1999) that, students no longer demonstrate about trivialities but have graduated into a higher plane of demands, students these days are rarely concerned with improving their conditions and are easily motivated to identify with movements that fight the oppression of others. For example the annulment of June 12, 1993 presidential election in Nigeria, elicited at various times violent demonstrations from students in several tertiary institutions and even gained support from other Tertiary Institutions around the world. Thus, the pattern of students protests have now changed involving politicking and national issues take the central stage. Lastly, it is against this background that the researcher has undertaken to investigate the impact of social studies education on checking university students unrest in the Northern West Zone.

1.2 Statement of the Problem

Nigerian higher education is established with the aim of giving any student who enrolls a very sound and qualitative education to be able to function effectively in any environment in which he or she may find him or herself for purpose of attaining self-actualization(Federal government of Nigeria 1984).Students unrest has become problem in Nigeria universities. Authorities and parents are concerned about the quality of graduates of the universities are producing or the quality of education in Nigeria universities.

Character is a very important requirement for the admission of students into the degrees of university which implies that if the student is deficient in character, however, good the performance may be at the examination, a university may refuse to confer its degree on such a person. All these show that for a university to be able to function there

must be students, and if progress has to be achieved and stability maintained, there is need for peace to allow the institution to function without interruption. There are allegations of moral laxity and indiscipline made against various universities authorities which are assumed to be the cause of students unrest. Inadequate water and electricity which are part of services supplied to the university by the Federal and state Governments have created a lot of problem in the Universities.

It is for these reasons that the Federal Government introduced the teaching of subject like Social Studies in schools in order to help in checking students' unrest/indiscipline. The National Policy on Education (2004) states that civic instruction should be made compulsory at all levels of Education with the hope that it will help to inculcate appropriate values and attitude in the students. With the present trend in Nigeria universities where indiscipline is the order of the day, riots in schools, disobedience to school authority, there is therefore growing yearning to have Social Studies education at all levels of education. Against this background that this study has become necessary to ascertain lecturers' and students' perception on the impact of Citizenship and Value Education in checking university students' unrest in North West Nigeria:

1.3 Objectives of the Study

The objectives of this study are to:

- i. Investigate the perception of lecturers and students on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.

- ii. Determine the perception of male and female lecturers on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.
- iii. Verify the perception of ABU and UDUS lecturers on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.
- iv. Assess the perception of male and female students on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.
- v. Find out the perception of ABU and UDUS students' on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.

1.4 Research Questions

The study intends to answer the following pertinent questions:

- i. What will be the difference in the mean perception scores of lecturers and students on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?
- ii. What will be the difference in the mean perception scores of male and female lecturers on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?

- iii. What will be the difference in the mean perception scores of ABU and UDUS lecturers on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?
- iv. What will be the difference in the mean perception scores of male and female students on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?
- v. What will be the difference in the mean perception scores of ABU and UDUS students' on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?

1.5 Null Hypotheses

The following null hypotheses were advanced for this study and tested at $p \leq 0.05$:

- i. There is no significant difference in the mean perception scores of lecturers and students on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.
- ii. There is no significant difference in the mean perception scores of male and female lecturers on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.
- iii. There is no significant difference in the mean perception scores of ABU and UDUS lecturers on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.

- iv. There is no significant difference in the mean perception scores of male and female students on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.
- v. There is no significant difference in the mean perception scores of ABU and UDUS students' on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.

1.6 Significance of the Study

- ❖ University students often resort to violent demonstration to backup their demands. The study is important because the discipline is essential for the foundation of honest, obedient, committed and loyal citizenship. Good citizen can not be produced under the atmosphere of lawlessness and violence. These negative attitudes have far reaching effects on learning and the administration of universities for example they occasionally disrupt studies due to frequent closure of universities and expulsion of students. This research work will enable students to understand that unrest, demonstration, riot acts that are commonly exhibited by them are bad, and the necessary precautions to be taken to avoid them in future.
- ❖ This study will enable the parents to train their wards to be disciplined and guard against dangers of demonstration and riot while in school because it disrupts their academic calendar or programme.
- ❖ The study also will reveal the importance of good character, discipline in the university system for effective learning.

- ❖ University administrators, ministry of education National University Commission (NUC) National Education Research and Development Council (NERDC) National Council for College of Education (NCCE) and other relevant authorities are opportuned to become more aware of the importance of social studies education in checking university student unrest in the universities, and so provide conducive environment for its teaching and learning in schools
- ❖ It will serve as a source of information in library, for researcher and the public

1.7 Scope of the Study

The study was primarily concerned with investigation of lecturer's and students' perception on the impact of citizenship and value Education in checking of students' unrest in universities in North-West Nigeria. In the Zone, ABU Zaria and UDUSokoto were selected. Both male and female lecturers and students were involved in the research. Questionnaire was the instrument used in the collection of relevant data for the research. Independent t-test and analysis of variance (ANOVA) were the statistics used in data computation for easy interpretation.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

2.1 Introduction

In this chapter, the research reviewed related literature on lecturers and students perception on the impact of social studies education in checking university student's unrest in North-West Nigeria.

Thus the following sub-headings were treated:-

- * Theoretical framework
- * Concept of Social Studies Education
- * History of social studies in Nigeria
- * Objectives of social studies
- * The philosophy of social studies at various levels
- * Concept of unrest
- * Causes of student's unrest in Nigerian universities
- * Student unrest in north-West Zone in Nigeria
- * The role of social studies education in checking university students unrest in the north-west zone in Nigeria, through citizenship education, moral education and value education.
- * Review of empirical related Studies
- * Implications of the literature discusses on the present study

2.2 Theoretical Framework

Social learning theory

Social learning theory or observation learning is another theory under behavioral theory: social learning theory was propounded by Albert Bandura. The theory notes that people learn consciously or unconsciously intentionally or unintentionally by observing behavior of others and the consequences of such behavior. Students copy rude behavior from others students which lead them to revolt or strike in the university. Four key components of the social learning theory are model, observer, behavior interest and reinforcement.

A model is an individual who possesses a particular quality or exhibits certain behavior that is endearing to others. The model may be an artist, sportsman or woman, journalist, parents, student, teacher or individual in any other field of endeavour.

Modeling is not limited to the positive side alone, bad eggs also exist everywhere, people with maladaptive behavior can also negatively impact on others. This is why schools and parents do not want their students or children to associate with bad ones who can easily affect others negatively.

Observer, on the other hand, is an individual who watches a model and follow the footprints of the mode whether good or bad model. For example, individual observer and imitate the behavior of successful people and bad people who may serve as their role models. It is possible for an adolescent (observer) to model a brilliant student or drug addict, a cult member in the university. It has been demonstrated that observer's characteristics such as sex, dependency, age, competence and other similarities between the model and observer are very important.

An individual may be interested in a particular act of a model, he or she may decide to copy such an act, this is the behavior of interest to such observer. Some students want to speak like their teachers. Some want to gesticulate like the speakers they admire, some go to the extent of turning the mannerism of others in to jokes, studies have shown that aggressive behavior is readily modeled by students.

Reinforcement serves to control the behavior of an individual. Observers attach great importance to the consequences of the behavior of their models. In orders word, they watch whether their models will be rewarded or punished for performing or exhibiting certain behavior, for learning to take place, skinner believes that reinforcement must be directly presented to the individual, however to Albert bandura, reinforcement may be direct or indirect.

2.3 Concept of Social Studies education

There are as many definitions as there are authorities in social studies. Michaelis (2006) presented “the social studies” as Embracing material related to human geography, political science, economics, anthropology, sociology, science and the arts, they include content and activities that may be used to developed insight into human relationship in such a way that children build competence in basic social process and skills in democratic living.

This definition also implied that history, philosophy and the various social sciences are part of social study. These academic disciplines in relation to other people: people in relation their environment or people in relation to ideas, although the focus may vary in time, space or value, but one element always remain in the picture –

people. Jarolinke (2007) defines social studies as: An inclusive but highly specific term applied to that area of the elementary school Curriculum which has a primary responsibility for assisting the child to develop skill in understanding of human relationship.

The school is always expected by the people to contribute directly to the development of loyalty to the democratic ideas, good citizenship, civil responsibility and human relationship which represent the broader goals of education, but social studies have historically assumed a specific responsibility toward the attainment of these goals. For Wesley (2007), social studies is defined as “those portions of the social sciences selected for instructional purposes social studies education is more inclusive, broader concept embracing the entire interpersonal, social life of the child, social studies as an area of the curriculum is regularly scheduled part of school day. Social education takes place whenever the child is in a social situation. Kisko (2009) define Social Studies as programme of study which a society used to instill in students the knowledge skills, attitudes and actions it consider important concerning the relationships human beings have with each other their world and themselves. By this definition social studies gives the student the opportunity to examine and understand their physical and human environment in order to behave as responsible citizens. Dubey (2008) regards social studies as “the investigation of human activity, since it study man at home, at work, at workshop, in politics at play, in the village and in the nation”. Olojobi (2009) conceptualization of social studies also deserves noting to him social studies is: An organized, integrated study of man and his environment both physical and social

emphasizing on cognition functional skills and desirable attitudes and actions for the purposes of producing an effective citizenry.

Aina, Adeyoyin, Obilo and Ahmadu (2008) defined Social Studies thus: “Social studies is the study of man in his totality, it draws from a variety of source to relate the individual to his social environment, developing the right attitude, values and abilities to aid him grow and develop to become a responsible citizen capable of performing his civic and national obligation. From the foregoing definition, it could be seen that social studies measures both the affective and psychometric development of an individual which inculcate in the individual various skills knowledge, attitude, norms , values in order to enhance their living a normal,. Peaceful and tolerant life irrespective of any differences or displeasure. This then implies the following importance or tasks which social studies education propagates among its students:

- a. To help students identify how different components of Nigeria became one entity called Nigeria and how to sustain and consolidate this objective.
- b. to help students recognize one’s worth and dignity and those of others implying that everyone is as important as the other.
- c. to help students understands the virtue of tolerance peaceful co-existence including the right of citizens that uphold these cherished principles.
- d. to help student channel their grievances against government, authorities or their fellow students to the appropriate channel.
- e. to assist student in their social, moral, psycho-social and physical development.
- f. to assist students in how to cope with their immediate environment and outside the environment in general.

Udo (2006) defines social studies as the study of man and the outcomes of his relationship and interactions with his environment, this definition means that social studies deals with man in all its totality, namely as a social being, political and cultural actor. Despite the divergent views about what social studies is: there are some areas of agreement, that social studies is the study of society; that it is concerned with relationships within the society and that the central concern or focus of social studies is “man”.

2.4 History of Social Studies Education in Nigeria.

Social studies as a defined area of study did not develop with the establishment of schooling in Nigeria. But the founding fathers of education were concerned with the development of a whole man through education.

According to Aina, etal (2006). Social studies education was patronized through Religions Education A code of conduct was drawn up for both lecturers and puppies, the desired product of this religion – centred educations was a God fearing morally up right industrious individual.

As education become popular and mercantile Houses were making demands on the products of schools, emphasis shifted from pare religion to the development of skills in language and simple business calculation. Social studies functions came to be performed through some formal teaching of good behaviour. Manners and morals as school subjects, the content of this manner-moral curriculum was largely the graces of well-mannered, morally ‘good’ persons, the desired outcome was genteel, God-fearing individual who could hold up his head in public. The modern history of social studies in

Nigeria has its not in the root of curriculum innovation which began in Europe in the 1930's (Aina2006). According to Ololobou (2009) formal schools were established during the colonial period and subjects in the social area. History, geography, civics and Religious knowledge) were taught, somehow, education in the social area, during this period, was not directed at the self consciousness, awareness discovery and overall development of indigenous peoples of the Nigeria area, it serves the interest of the metropolis.

Ololobou further explained that, in 1958 towards the end of the colonial period and not long after the launching of SPUTNIK I, the term social studies emerged in the curricular of some schools in the defunct western region, the region co-operated educationally with the university of Ohio, USA: that during the period of co-operation, social studies was taught to student lecturers of the region. The post-colonial period has clearly been more eventful regarding the growth and development of social studies in Nigeria, in 1963, social studies re-surfaced at the Comprehensive High School, Aiyetoro, Egbado, this school was the product of educational, cooperation between the defunct western Region and the united States Agency for International Development (USAID), produced a text book on social studies in 1965, the book was later refined by CESAC University of Lagos. Meanwhile, in 1964, the Northern Nigeria Lecturers Education project was started, this project encourage social studies education and also project a methods text book for its lecturers. According to Ololobou (2009), the social studies Association of Nigeria (SOSAN) was formed in January 1969 at a social studies seminar held at Eleyele, Ibadan. In September 1969, the Nigerian National Curriculum Conference was organized at the National Hall Lagos. This conference made

recommendations that were favourable for the introduction of social studies education in the country.

Similarly, Aina et al (2006) observed that in 1969, two important events which affected the development of social studies took place. Firstly, in January, 1969 the social studies association of Nigeria (SOSAN) was launched at co-operative College, Ibadan its objectives among others, were:

- To promote the development of new curricular in social studies.
- To act as a clearing house for ideas on social studies.
- To encourage of the teaching of social studies in Nigeria schools.

Secondly, in 1969, a special conference on curriculum development was held at the National Assembly Lagos to examine the issue of ideology, purpose objectives etc of Nigeria education.

2.5 Objectives of Social Studies

Aina (2006) stated objectives of social studies are as follow:

- ✓ The creation of an awareness in the learners about their surroundings.
- ✓ The development of specific fundamentals such as attitudes values and norms of the society.
- ✓ The promotion of effective and active citizenship.
- ✓ The promotion of an understanding of the social problems of their locality and finding possible solutions to them.
- ✓ Helping the learners to develop the right attitudes to the leaders of the government.

- ✓ The ability to relate favourably to the products and peoples of the nation.
- ✓ The creation of an understanding of their role during elections, especially on how to discharge their duties efficiently.
- ✓ The development of an understanding of how the lives of people who lived in the past affect our present day lives and how we can improve the present for the future.
- ✓ The demonstration of flexibility and a willingness to accept necessary changes within a system i.e. education, government or law for the good of all.
- ✓ The appreciation of the rule and regulations that guide behaviour for mutual respect as very important regardless of our differences.
- ✓ The creations of awareness that discipline is essential for an orderly society.

2.6 The Philosophy of Social Studies

Fadeiye (2005) posits that the philosophy of social studies forms an integral part of the philosophy of Nigerian education. The overall objectives of Nigerian education as stated in the second National Development plan are the building of

- (a) A free and democratic society
- (b) A just and egalitarian society
- (c) A united, strong and self-reliant nation
- (d) A great and dynamic economy
- (e) A land of bright and full opportunities for all citizens.

According to the National Policy on Education (2004) Nigerians philosophy of education is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of nation at the primary, secondary and tertiary levels. As rightly pointed out by Makinde (2006) the definition of social studies is embedded in its philosophy. The philosophy of social studies both at the primary secondary, tertiary levels is to enable its learners become nationally consciousness, better informed, effective citizen. It also aims at inculcation of national consciousness and national unity. Imbibing the right of values and attitudes for self necessary skills, abilities and competencies which individuals need to be able to contribute to national development.

2.7 Concept of Unrest

The oxford Advanced Learners Dictionary (2004) defines unrest as political situation in which people are angry and likely to protestor fight e.g. there is growing unrest in the south of the country. Bandura (2006) analyses of aggression include, students unrest protest movement, crime and delinquency and individual forms of aggression. Aggression is behaviour that is likely to produce aversive consequences such as physical assaults humiliation, social rebuffs and property destruction.

Taiwo (2008) defines indiscipline as a state of disregard for laid down rules and regulations that govern and regulate the management and operations of a school or an organization. He goes further to say that lack of training of mind and body to produce obedience, self control and all other virtues that contribute to make for peaceful non-violent, orderly, conducive, productive, progressive and happy life. The Longman

Dictionary of contemporary English (2005) defines unrest as lack of calmness, a dissatisfaction especially when students are dissatisfied and are fighting against certain social ills or irregularities at Local, national or international levels. During such periods students show their displeasure through agitation, protests and as a last resort demonstration. The Longman Active study (2008) defines unrest when in a country or organisation feel angry about something and protest about it, often violently. Political/social/civil unrest.

2.8 Causes of Student Unrest in Nigerian Universities

Several factors are responsible for student unrest within the university system in Nigeria. These could be internal or external problems, internal issues such as stringent university rules and regulations affecting student behaviour on campus, like dress code and male-female access to halls of residence, hours of opening and closing of Library representation of students on Board and committees of council and senate or even representation on council and senate, the grading system, irregularity in the supply of light, water and health facilities and (when universities were still catering for their students) food service. Others are lack of communication and consultation between students and authorities on a variety of matters, various national or international issues like the structural adjustment programme. Cost of living, general increase, in school fees, subsidy on petroleum products, excessive custom duties. On essential commodities like wheat resulting in high price of bread, had led students demonstration in the past. In the United States, government policies on racial discrimination in admission, the draft, recruitment of staff on campus by agencies like the CIA, had led to student's unrest in the

past. Similarly, in Nigeria international issues like the situation in South Africa in the past, most especially the killing at then in Soweto, and attempt to ratify the Anglo/Nigerian Defence pact had provided Nigeria students with opportunities for demonstration immediately after independence.

Generally, students embark on demonstration whenever there is lack of communication and consultation on variety of issues; they get involved in local, national and international issues “apparently due to the general awareness created by school environment and also as a means of winning a voice in policy matters affecting them and others. Apart from the issues listed above, there are other factors that also help to explain student behaviour, in the past life was simple, the average family had time to look after their youth. There were few working mothers and the children were meaningfully engaged working closely with the parents on their farms, petty trade, business etc, there was close monitoring of family relationships. It was very difficult under the traditional system for children in the neighborhoods nor were they allowed to associate with strangers whose character the parents had not previously monitored, in short there was close supervision of children and strict upbringing until adulthood.

Today, in many small towns and villages, strenuous efforts are made to ensure that one's children get engaged to children from respectable homes, and any taint of criminality or trouble – making in the other family would automatically put an end to any courtship, so strict was the society that good behaviour enjoyed a pride of place in fact, good character was the cornerstone for contracting marriages. With the advent of European Civilisation, things are changing; the peasant farmer now breeds children who are educated outside the home. Mothers now work to make ends meet so that they too can

contribute their quota to the resources of the home and thereby lessen that financial burden on the husband, rather than parents taking time to train their children, many affluent families now live nannies or foster parents, maids or house boys whose character and upbringing they cannot vouch for.

The close family ties which had sustained the traditional system are gradually breaking down in the face of pollution or adulteration by western culture. Divorce which was very rare in the traditional marriage is now becoming very fashionable. Cases of unmarried mothers are increasing; some parents are no longer fussy over the family background of their children's intended spouses. All these have produced a shift in emphasis and things which were considered as virtues years ago are no longer so highly rated, most especially in the urban areas where people do not know who is who. But this is not yet so in the small towns and villages where people know one another intimately and any form of misbehavior or breach of societal norms and values are not easily condoned.

With greater laxity on the parts of parents and homes which are managed by nannies, house maids or house boys, the sort of family cohesion which was the mainstay of most families in Nigeria is gradually giving way to a new culture which alien to the African way of life. Ajayi (2004) says the breakdown of the old family compound where the grand parents and a host of other people were resident and joined in playing the role of mother and the increasing pleasure of present day life in which most mothers have to go outside the home compound to earn a living, the increased anxiety to get children to nursery schools, even at two years, is evidence of the growing problems of mothers as

first lecturers of their children and evidence of yet another threat to the survival of indigenous education as link between school and home, and between elite and society.

2.8.1 Accommodation

Abiri (2003) said when describing the “student population and student affairs” at the university of Ibadan, from the opening of the university College Ibadan in 1948, it had been intended that all students would live on the campus and permission to live outside would be granted. Only on specially cases. Students were nurtured as elites and were served at meal times by stewards. Ceremonial high table dinners featured regularly in the Halls of Residence.

By 1960, with a more egalitarian approach being established at Nuskka, Nigerians began to clamour for a reform of the elitist set up at Ibadan, the university which had a student intake of 338 in 1952, 563 in 1950-7 session and 1,130 students in 1960-61 was now being asked to take more students. Cruising the idea of a fully residential university system, Prof. ObaroIkimesaid that this policy began to be raised during the principal ship of Mellanby when the point was made that residential university was bound to limit the rate of expansion in student intake. He added that the University of Ibadan did not begin to consider departure from this policy seriously until the mid-sixties and it was not until the 1973-74 session that Ibadan started to implement the new –off-campus Residence policy. With the completely off campus system practiced in Ogun State University, Ado-Ekiti, and the idea of a fully or essentially residential university campus system is gradually breaking down. Even at the University of Ibadan today, most of the students are not accommodated in the hostels since the student population has far outstripped the

number of available spaces. Worse still, rooms meant to accommodate one or two students when the hostels were build are now housing four or five students with a large contingent of squatters. Ike (2006) said when discussing the management of the universities in the 1990s.

Many hostels in Nigerian universities claim to provide healthy/Learning environments for their students. The official student allocation to each room often exceeds the number for which the room was originally built. Unauthorized occupants aggravate the situation. The toilet and bath room facilities are unable to cope with the increased student population, creating health hazards, apart from the negative psychological effect the slum-environment has on students.

A student who has grievances against the university can more easily be recruited for demonstration than who has no grouse against the system. This may explain why there is a larger proportion of off-campus students during student demonstration.

2.8.2 Shortage of Water, Electricity and intra-campus Transportation

Ojo (2005) says that water and electricity which are part of the municipal services supplied to the university by the federal and state government have created a lot of problems in the universities. These are things that are taken for granted in advanced countries, a student population living in hundreds in any hostel accommodation can not but feel threaten if water and electricity are not supplied. How can they climb a 3-4 storey hostel in the dark? How do they prepare for their examination if there is no light? How do they bathe or obtain water to flush toilets? Even if they do not bathe, don't they need to drink water? All these make water and light imperative necessitation in a university

hostel if community peace is not to be disturbed. Moreover, in the Laboratories many equipment have to be kept at certain temperature, and withdrawal of electricity might destroy such sensitive equipment, similarly, water is needed in the laboratories for many of the experiments. The classrooms and offices need water and light, under the Nigerian situation where the temperature in the hot season goes to 90° or 100° there is the need for an air conditioner, or at least a fan to minimize the effect of scorching heat. Moreover, because of the overcrowding at lectures where there are 300-500 students there is need for a public address system to enable student hear their lecturers properly. All these show that water and electricity are important issue to a good university life.

The lack of these for prolonged periods has always led to student unrest. In some universities, some of the campuses, departments and units are scattered. For students to be able to have access, they need transportation. With many of the universities banning, public transportation, within the campuses, most especially from the residential areas, in order to reduce if not completely eliminate incidents of crime like house breaking burglary or stealing, there is need for the provision of alternative source of transportation to alleviate if not reduce unnecessary suffering on the campus. The inability of university authorities to arrange or provide effective substitutes had on occasions caused problems.

2.8.3 Academic Issues

Emenyonu (2003) Maintain that the effect of increase in student population not matched by increase in academic facilities if that proper learning conditions become hampered. It is strange that one of the things that should good students to revolt has not

usually done so one would have been happier seeing student protesting over poor quality of academic programmes, inadequate teaching staff and teaching aids, over crowded lecture rooms, poorly equipped laboratories and libraries, all in an attempt to promote academic excellence. This is not to say that there have never been protest in this area but the point is that when compared with mundane issues that have little to do with the promotion of academic standards, there is a lot to keep people wondering whether our students have imbibed the right culture. Proper academic environment has far-reaching effects on the learning process, its absence leads to the gradual decay of the symbolic things that help to pattern student behaviour, this directly manifests itself in unruly behaviour inside and outside the classrooms, tensions build up and at the least provocation, explodes with ugly consequences.

2.8.4 National and International Issues

International issues such as the Anglo-Nigerian defence pact, similarly, national issues have often led to demonstrations, such issues include the controversial census of 1963, the 1965 western Regional elections, the killing of KunleAdepeju by the police during student riots on/February, 1971 the introduction of the NYSC scheme into the Nigerian university system, the 3rd anniversary of and KunleAdepeju memorial day in 1974 the abortive coup of February 13, 1976 in which the progressive head of State General Murtala was killed, The Federal Government phenomenal fee increased of April 1978 and the death that resulted from a confrontation between students and law enforcement agents (Oyaziwo et al, 2005). The ABU crisis of May 3, 1986 and the confrontation between the police and students leading to the death of four students, the

petroleum riots of April 1989, the anti-SAP riots of April-July 1988 and the annulment of the June 12, 1993 presidential election which BasorunMKOAbiola appeared to have won.

2.8.5 Secret Cults

Student crises on campus are, with each unrest, becoming more ferocious and dangerous than previously. The intrusion of secret cults into unionism and campus life has brought this change. There are now incidents of secret cults on campus with oath-taking and blood-sucking ceremonies cases of burglary and house breaking involving sons and daughters of highly placed members of the society, probably acting under the influence of drugs such as cocaine or Indian hemp (Oyaziwo et al, 2005).

The Federal Government in a constitutional provision Section 35 (4) Nigeria constitution, has stipulated that the freedom of thought conscience and religion entrenched in the constitution did not protect, nor could it be stretched to cover, anyone belonging to a secret society.

There existed in the universities the Eye Fraternity, Buccaneers the black nationalists of Ife, the black cobra of Ife, black Axe, Black Night Black Beret, Green Beret, Vikings etc. Because many of these associations did not receive official recognition from university authorities they went underground.

2.8.6 Student Activism

Tamuno (1995) aptly describe the situation, since the series of student unrest in 1957, that kind of activism has often been tolerated by the public as an exhibition of youthful exuberance. He continued University students also had often seen themselves as mentoring their society and behaved as if the constituted “avant-garde of reformist ideas. In that regard, student activists sought recognition by observers outside their respective institutions of learning. Simultaneously, these some radicals among the generally quiescent groups of students often a vocal minority, asked public function arise for understanding in their endless demonstrations and protests inside and outside their respective campus walls. Because of the soft spot the public has for student, many of their excesses and minor breaches of the law are overlooked.

Table1 below indicates a very brief sketch of the prevalence of student’s unrest in Nigeria.

Table 1 Incidents of University Student unrest in Nigeria

Year	Institutions	Stated Cases of Unrest	Consequence
1981	ABU, Zaria	Religion and against VC over alleged Rice deal.	Student died and VC dismissed.
1984	Many Nigerian Universities	Proposed introduction of tuition fees and the scrapping of catering services.	Many universities were closed down for months.
1980	Many universities in Nigeria	High handedness of the VC ABU, Zaria	Most universities in Nigeria were closed down for months, students were expelled.
1988	Many universities in Nigeria	Removal of subsidy from petroleum and allied products	Universities were closed for a period of six months.
1989	Many universities in Nigeria	Introduction of structural Adjustment programme (SAP) by the Military Government	Closure of several universities for about six months student lost their lives as a result of open shorting by police/Army
1992	Many universities in Nigeria	Deregulation of Nigerian Currency and mounting hardship.	Several students died, workers condition of service improve, schools closed for months.
1998	Ambrose Ali UniEkpoma.	Cult Activation	Violent leading to the death of many students.
2003	Many universities in Nigeria	Increase in the prices of petroleum products.	Peaceful in some campuses violent in others.

Source: ASSUSECRETARIAT ABU, ZARIA

2.9 University Student Unrest in North-West Zone in Nigeria

In this zone the researcher laid emphasis on Ahmadu Bello University (ABU) Zaria and Usman Danfodio University, (UDU) Sokoto.

2.9.1 Student Unrest in A.B.U. Zaria

Ovwigbo (2005:111) says that in January, 1981 there was a violent demonstration by the students of A.B.U., Zaria, they complained about the non-availability of rice which was on the menu list from the beginning of the 1980/81 session till 30 January 1981, led to student demonstration in which a lot of university property was damaged, Students wanted to know why rice was not served even when it was on the menu list and when it was available in Zaria market. The Non-supply of rice by the contractor did not impress the students, they also complained about the shortage of meal tickets, cutlery, dishes and the insensitivity of the acting catering officer to all complaints. Two people were killed during the crisis a student and a non-student, a result of the crisis; thirty students were expelled while about 165 were rusticated.

During a student procession on 20 April 1986 to mark the anniversary of Ali must go” affair students leaders of Ahmadu Bello University, Zaria led some of the students through the female hostel of the university, in breach of university regulations, some of the students were later charge before the disciplinary panel. The student disciplinary Committee recommended to the Vice-Chancellor that the president of the student union caretaker committee, Mathias Yohanna, be expelled and Bala Hamid Ibrahim the public relation officer of the caretaker committee, be rusticated, the chairman of ABU Branch of ASSU Dr. Mahadi and the Nigeria Labour Congress, Kaduna Chapter under NathanielAuta, appealed to Prof. AngoAbdullahi to rescind his decisions but he refused.

Because of this, students started to protest, that Ango must go, the Vice-Chancellor then invites the police on Thursday, 22 May 1980, (Ovwigbo 2005:112). The university senate met at about 10.30 am on 23 May, 1986 to consider the crisis at the

institute of Health Ernest House, which was several kilometers from the main campus. Within an hour of this meeting, the chief security officer at the institution rushed into tell the Vice-Chancellor that a student had been shot dead while five others had been wounded. Even when the students were asked to vacate the campus latest by 3 pm that day, no attempt was made to get the police to halt the attack o the students.

As the Academic Staff Union of Universities, ABU Branch (1985) later wrote:

The meeting broke up, no arrangement was made to either stop the police attack until the deadline had expired, or to inform the students of senate's decision. Nor did the university Administration in any way attempt to ensure a peaceful and orderly evaluation of the campus to prevent further bloodshed, which, it was informed was already occurring neither the Vice-Chancellor nor the Registrar exercised their responsibility to the students, by keeping in close touch with developments inside the campus to prevent or minimize casualties.

After several students had been either killed or wounded in the police onslaught, A.S.U.U remarked that “what happened on the main campus was not confrontation between rioting students and the police, but an attack on peaceful and largely unsuspecting students by a brutal police force with the students running away to escape being shot, tear-gassed or beaten mercilessly. As soon as the horrors at ABU were announced, the whole, country was thrown into a crisis. Students all over the universities were horrified at what happened at ABU, Zaria, parents and in fact, all Nigerians, save those who perpetrated the heinous crimes shuddered at the magnitude of the catastrophe. There were violent reactions from university students all over the country and in the ensuing demonstration there was much damage to Government property especially cars.

The university's Vice-Chancellor, in a Nation-wide statement which was carried by the Nigerian Television Authority (NTA) Network News on Sunday, 5 May 1986, while smiling said that "only four died". All is now calm. This was a provocative and callous statement by a Vice-Chancellor who lost several students in a crisis. Even if they were goats or pigs, the loss of four animals should be regarded as a big loss and no one expected a responsible person to treat it with such levity. But to lose an unknown number of students and yet remain unconcerned at such catastrophe was to say the least, heartless and inhuman. The ASSU, ABU branch, commenting on this statement, said that if anything provoked the violent reactions of the Nigerian student community and the supportive anger of other students, parents, friends and relations. It was this interview of the Vice-Chancellor, televised all over the country within two days after the killings. The Daily Times was also very critical of Prof. Ango Abdullahi's display of heartlessness and non-challenge over the killing in his institution: said he to an NTA reporter "Only four died---All is now calm".

Also worthy of note is the state of decay presented at ABU, Zaria, ABU was established in 1962 with high hopes that it would be a centre of excellence. For a while, it held out that hope. It has produced very eminent Nigerians in all sectors of the economy. But if its proud alumni go back there today, they would do so with a feeling of nausea they would recall that in the early seventies at best the university campus was a jungle of chaos arising from apparent painlessness. Since finance did not seem to be the problem, the authorities were determined to provide whatever structure was conceived ideal for the enhancement of standard and comfort, when other universities lacked adequate accommodation for students ABU was able to put two students in a room. Such

the zeal to build structures that it became a standard joke that whenever the authorities wanted expand facilities, they would throw up a piece of stonewhere the stone bell became the site for a new structure. And so structures crisis-crossed to the apparent satisfaction of all.

Today, those buildings have taken on new looks they appear shun from lack of attention and adequate maintenance. The paint on most of the buildings has peeled off, some have change from white to dark-brown, the buildings, design according to northern architecture are growing weeds on their roofs, some classrooms, offices and lecturers quarters are leaking. A former Vice-Chancellor of ABU, Prof Daniel Saror, says of this university. The university has a very solid foundation from the beginning in Engineering, Agriculture and Education, on the while the university has done tremendously well. Yes, the state of facilities in engineering equipment is not generally okay. This bad development has led to the lukewarm attitude to research. He further posited that the ability of the university to sustain itself has been extremely poor” Books in the Library need to be replaced, Broken facilities need to be repaired. But this has not been possible over the years because the money is not there (News Watch; September 21, (1992).

Babadoko (2007) blame ABU Management for Student riot, witnesses at the public hearing on the recent violent riots by student of Ahmadu Bello University (ABU, Zaria have blamed the management of the institution for insensitivity to the plight of the students. Violent demonstration broke out at the university over rumours of a sharp increase in registration fees for students and led the authorities to close down the university on 8 November, 2007.

2.9.2 UsmanDanfodio University, (UDU) Sokoto

The Harsh economic measures which the government embarked on to redeem the ailing Nigeria economy sparked off serious riots in May, 1989, students in university of Sokoto and most Nigeria Universities staged violent protests against three measures and several members of the public supported them.

Tamuno (2009) said the deep economic recession which gave birth to the (SAP) structure adjustment-programmeeffort at reform and reconstruction for purposes of durable growth and development directly or indirectly led to those riots in which more civilians than students were the storm troopers. The students however, articulated the grievances with which the public shared and this provided an opportunity for hardened hoodlums to inflict maximum may him in the affected cities and towns.

With the involvement of almost all the universities in the country including other institution of higher learning, the government decided to keep the institutions closed for a long period, traditional rulers, prominent citizens and the general public welcomed the early forgiveness of the students as the long closure of the institutions was doing the students and the country more harm than good. Ade (2009) in a well researched article on the problem with universities commented that the closure of universities is, however, a double edged sword. Its efficacy in doubt. It is an unjust measure of retribution that punishes the innocent more than the really guilty, it injures the whole nation.

2.10 The Concept of Citizenship Education

Citizenship education can not be better discussed than now when the Nigerian society is experiencing various problems. One of the ways out is to have a good citizenship education programme in order to produce effective and efficient citizen in the society.

Citizenship education according to Lar (2009) is the type of education which teaches what it entails to be a citizen of a community his responsibilities in the society, his limitations and the fundamental right he is supposed to enjoyed as enshrined in the constitution, it also teaches why it is important for one to be patriotic to the country and his fellow country men so that unity, progress and stability will be reached. According to Mecieobi (1992) citizenship education equips the individual with pertinent knowledge and skills that will enable one meaningfully contribute to development and progress of an ever enhancing dynamic modern world.

This was what Meizieobi (2009) meant when he opined that citizenship education, among other things, entails the comprehensive development of individuals who are equipped with the practical knowledge and skills that would make them capable of formulating, proposing, advocating and meaningfully directing ideas, activities actions and events of both mankind and the nations, adopt to the world that it is in a state of constant flux and contribute to the nations future growth and development. From the above, one can gather the following aims of citizenship education (Mezieobi, 2009):

1. Social awareness; Equipping individual with the knowledge, issues and problems of their immediate environment, society and beyond through inductive cultural transmission.
2. Social Sensitivity; Enabling one to have first hand impression about the benefits and challenges of one's environment or society.
3. Social relevance pursuits; to produce citizens who will adopt or fit into the social realities of their environment and contribute to meeting the needs of the society.
4. Social Integration; to bring together the different parts of the country with their cultural, economic and political diversities and commenting them into cohesive whole for the common good of all. In this way, one's outlook becomes more global, developing the appropriate sense of belonging and commitment to one's society.
5. Social Control; To enable one become amendable to social control
6. Social cooperativeness; Enabling one to acquire skills, competencies, attitudes and values that are crucial for effective living in society
7. Social service ability; Preparing one for social responsibility encompassing willingness and actual performance of such social responsibilities.
8. Active participation: To prepare on to actively and efficiently participate in the social political life of one's society.
9. Productive Societal contribution. Ultimately, all efforts at fostering citizenship education anchor on the development of responsible citizens who would productively utilize the available material and human resources for bringing about progressive change in a fast changing society. Nigeria's National policy on

education (FGN,2004) also sees citizenship education as a basis for effective participation and contribution to life of the society.

2.10.1The Role of Social Studies in Ensuring Effective Citizenship Education

Ololobou (2009) social studies which enjoys a prime place in the Nigerian National Policy on Education has been as the means of fostering citizenship education, implicitly Nigeria and her peoples see citizenship education as a social learning process that can be promoted in the schools via social studies education. To Joyce (2006) Social Studies education is about man and his activities in the society. As a unified and integrated course of study. It utilizes the systems approach in tasking social problems and vices like rioting, protest, armed robbery, prostitution and corruption among others it corrects the inadequacies of the individual and society and strives to instill in learners social attitudes and values such as godliness, respect, obedience, cooperation, open mindedness, integrity, trustworthiness, interdependence, uprightness, honesty, loyalty, sanctity of human life and ethical behaviour, among other virtues.

It raises a generation of individual who can think for themselves, respect the views and feelings of others, appreciate the dignity of labour and all there values specified under the nations broad national objectives. It contributes very effectively to the realization of these objectives among which are freedom, democracy, justice, egalitarianism, unity, self-reliance, economic dynamism, brightness, fullness and equality of opportunities.Social studies develops the individuals the capacity to learn and acquire skills, abilities and competence, both physical and mental, as equipment for the

individual to live and contribute meaningfully to the development of the society. Aibangbe (2000) it develops in learners the ability to adopt to their changing environment and inspires them both at school and in later life. It also helps them understand the socio-economic problems of the country, how they arose and how they can be solved. Through social studies, students learn to work productively with others, at all levels, be it at any level.

2.10.2 The Concept of Value Education: Types and Scope of Value Education

Nigeria as a young democracy seriously needs value education amongst its citizens. This will develop positive perspective insight understanding and skills amongst the citizenry. This should be done through a curricular artifact like social studies programme. Akinlaye (2005) defines value as that quality of a thing according to which it is thought of as being more or less desirable, useful and estimable important, he goes further to say that respect of human life is a value that everybody must uphold in to survive himself or herself. Murkherjee (2006) asserts that values constitute the foundation blocks for cultural universals which bind human beings at a variety of levels for example family, hamlet village, district, local government area state, country or world. From the above definitions one can say that values are standards that guide a person's judgement and behavior in a community or society for example people who highly value physical fitness will exercise regularly and watch their food and drink intake. It is also true that in every society some values are highly prized than others for example punctuality, material progress e.t.c. Jarolimek (2007) consider value- education as the active and purposeful

internalization or inculcation of values through a socializing agent like the family or school. He goes further to say that a value system serves as the conscience of the society and that one of the greatest challenges of social studies teaching today is to help pupils or students to understand the value system learn the sources of some of our values recognize and deal with value components of civic and social issues and form their own value system on a national basis.

Niyi (2008) upholds that value education is important for the intelligent consideration and solution of social issues because the way one feels about the problem has much to do with how one perceives and resolves it. From the above definition one can say that 'value' represent worthiness or importance which individual place on various aspects of their experience and existence in a society whereas "Value-Education" is a deliberate effort through a curricular package and process to imbibe in the learners desirable values for socio-civic living in the society. It is therefore suicidal to leave the development of values in a society to chance or as an accidental fall out, but it should be done as a deliberate function of the education system through a well acclaimed curricular programme like social studies. In the course of time, some scholars have come out with clarification on types of value-education, prominent among them are Jarolimek (2007) identifies and types VIZ;

- **General** – which are sometimes call oriented values which include concepts like tolerance, honesty, consideration, cooperation, diligence carefulness broadmindedness, loyalty, hard work, discipline, responsibility, integration, freedom, equality, trustfulness to name among others. These values have a general consensus

or agreement of the majority of the citizens in every society and they serve as the ethical guidelines of the society. It should be noted that because the majority of the citizen internalize these values there is orderly social life in the society.

- **Personal** – which are sometimes called self-oriented values which centre on an individual. To some extent they represent individual's interpretation of the general values in other words operationalizing of general values in the personal life of the individual.

Fenton (2006) distinguishes three (3) types of value that social studies lecturers teach namely:

- **Behavioral** – which mainly concern classroom behavior which can be extended outside the classroom as well. They include politeness, punctuality, care of property, honesty, respect for elders, rioting, disturbances, no cheating in examination, no use of abusive language e.t.c.
- **Procedural** – which promote the achievement of certain goals e.g. critical thinking, every accused person must be given an opportunity to defend himself or herself among others
- **Substantive** – which seem to have independent existence and are like the feelings, goals or conscience of the society e.g. students' unrest is wrong, murder and rape are also wrong, honesty is better than dishonesty, telling the truth is important, respect for person is an essential aspect for a civilized society. Through the inculcation of value education in students they learn norms, ethnic and moral values that conform to the societal needs and aspirations, through the teaching of value education issues of students' unrest, protest and demonstration and other social vices will be reduced.

2.11 Moral Education

Kadiri (2007) Social studies education teaches morality through different strategies and methods of teaching, through the inculcation of morality in students, they learn norms, ethics and a moral value, that conforms to the societal needs and aspiration. Though teaching of morality, student's unrest, rioting, protesting other social vices will be addressed.

2.12 Review of Related Empirical Studies

Due to the importance place on education in Nigeria and the increasing declining academic performance of student empirical studies have been carried out which continuously show that variables associated to student unrest constitutes factors that are capable of influencing academic achievement of student these factors includes accommodation, water, electricity and intra-campus transportation academic issues national and international issues secret cult, student activism

Onwigho(2009) Allen (2007) on student unrest for instance observed that, more universities sit in marches and strike protest against the war vietnam and negroes in USA, however, just like Nigeria, the American experience does not seem to entirely negate the fact that lack of students participation in university administration could lead to misunderstanding between university authorities and the student body. The study

employed descriptive survey and a sample random sampling technique of 400 student and lecturer two instrument a questionnaires and a test item were used to gather data for the study and were analyzed using Pearson(r) and t-test statistics.

The study reveals a significant difference in student unrest in USA universities the present study as above chance the following seminars, both studies adopted descriptive survey research design, both studies aim at finding the cause of student unrest in respective universities

The areas of difference between the above study and the present one are as follows:

- while the study of Onwigho(2009) Allen (2007) used more university all over USA the present study consider students from North West in Nigeria
- while the above study used two or more instrument in collecting data, the present use one
- The above study used frequency, percentage and mean, t-test

Goolam (2010) study on student unrest on university of Nairobi Kenya closed down indefinitely after violent by student over disputed student election, second the existing campus infrastructures including student residence have not generally expanded to cope with the increasing student population leading to complainant from student increase in tuition fees

The study design and sampling technique of the present study as in the same one above is descriptive survey and simple random technique in contrast which the above study use student from one university the present study used two university,

Muster (2010:180) researched into students' unrest, contends that the economic social and political order in which we live was built up mainly by violence and is being extended by violence. This tends to further support the fact that in an organisation such as the university, conflict is inevitable; it is however, not very convincing to argue that society, thrives on violence since frequent violence may not provide a society with solid basis for development. What appears to be of greater concern to us is that fact that the social, political and economic setting of any society can set the stage for organizational conflicts, this could partly account for the reason why the magnitude and frequency of conflicts such as university crisis tend to vary from one country to another.

The study used descriptive survey design and through simple random simple technique. The data for the study was obtained through questioners t-test statistical tool was used to analyze the data. The present study adopts descriptive survey design, simple random sampling technique and t-test statistical to investigate the impact of citizenship and value education, in checking university students' unrest, the present study similarly adopt descriptive survey design, simple random sampling technique and t-test tort to investigate the impact of citizenship and value education in checking university student unrest in North West Nigeria. The target population in the present study is lecturer and students of ABU and UDU in North East Nigeria. The above study fails to touch on resolution or dialogue, after conflict there should be resolution, where all the parties have

to come together on round table discussion to avoid future occurrence, students leaders should be inverted to chart the way forward, let the students say their minds, grievances and all the issues should be discussed.

Adesola (2006) in Ojo (2007) says that water and electricity which are part of the municipal services supplied to the University of Port-Harcourt by the Federal and State Government have created a lot of problems in the university which cause students' unrest. These are things that are taken for granted in advanced countries where there is constant light and water supply. The study adopted survey design and employed both stratified and simple random technique to sample 200 subjects comprising 100 lecturers and 100 students. Two instruments used to collect data for the study were questionnaire and observation schedule. The data was analyzed using percentage and frequencies.

In the present study, water and electricity are issues that cause students' unrest in our universities. In the present study, perception of lecturers and students on the impact of citizenship and value education in checking university students' unrest were investigated. Simple random sampling technique will be used to sample the subjects. The instrument for data collection will be questionnaire and both mean and standard deviation statistics will be employed to analyze the data.

Summary

In this chapter, the researcher reviewed the literature related to the study, some major concepts on social studies, history of social studies education in Nigeria, objectives of social studies, philosophical background of social studies, concept of unrest was also highlighted, causes of students unrest in Nigeria universities, accommodation, water,

electricity and intra-campus transportation, academic issues, National and International issues, secret cults, students activism. The researcher also touched on university student unrest in North West Nigeria ABU and UDU. The concept of citizenship education, the role of social studies in ensuring effective citizenship education, the concept of value education, moral education, review of related empirical studies. The role of social studies education in checking University Students unrest in the North- West Zone. The researcher went on to review of related empirical studies, on the topic lecturers and students perception on the impact of social studies education in checking student unrest in universities in north-west Zone.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research work attempted investigation into lecturers and students perception on the impact of social studies education in checking university students' unrest in North-West zone in Nigeria. This chapter focuses on the procedural steps and methods used in the study. These include:

- * Research Design
- * Population of the Study
- * Sample and Sampling Procedure
- * Instrumentation
- * Validity and Reliability of the instrument(s)
- * Data Collection Procedure
- * Statistical Analysis Procedure

3.2 Research Design

This study used descriptive survey design. The major reason for using this design is because descriptive survey research design gives a picture of a situation or a population i.e. specifies the nature of a given phenomenon. It involves collection of data and the interpretation of same on contemporary issues.

Gay (2007) defines descriptive research as the collection of data in order to test hypotheses (in any) or answer research questions concerning the current status of the

subject of the study. Here the researcher is concerned with the situation of the moment concerning students' unrest in the Nigerian Universities. The descriptive survey is usually promoted by the need to know what the current situation is with regard to a particular phenomenon for educational planning.

3.3 Population of Study

The populations of this study consist of universities, lectures and students in North West, Nigeria, there are 13 universities in North West, the universities have a population 124,500 students and 10,062 lecturers.

Table 2: Distribution of Population of Universities, Lecturers and Students in North-West Nigeria

S/No	Names of universities	No of lectures	No of students
1.	ABU	1806	35000
2.	UDU	1506	25000
3.	Katsina state university	500	5000
4.	Kaduna state university	500	3000
5.	Bayero University Kano	1200	25000
6.	Kano state University of Science & Tech	1300	20000
7.	Kebbi state university of science & tech	500	3000
8.	Federal university, Katsina	500	1500
9.	Federal university, Zamfara	500	1500
10.	Federal university, Kebbi	500	1500
11.	Umaru Musa Yaradua, Katsina	500	1500
12.	Sokoto state University, Sokoto	500	1500
13.	North-west University Kano	250	1000
TOTAL		10062	124500

Source: JAMB 2015/2016 E-Brochure

3.4 Sample and Sampling Procedure

The researcher use simple random sampling to select two universities from the North-west geo-political zone. The sample of this study comprised of students and lecturers from the two universities in the North West Zone in Nigeria, ABU, and UDUS. Using Krejcie and Morgan table for determining sample size, the researcher used 384 respondents from a population of 63,312. This was distributed proportionately between ABU and UDUS equaling 224 and 160 respectively.

Table 3: Distribution of sample of selected Universities, lecturers and Students

Name of Universities	Sampled Lecturers		Sampled Student			
	Male	Female	Male	Female		
ABU	189	120	69	223	150	73
UDU	156	100	56	159	100	59
TOTAL	384					

3.5 Instrumentation

A researcher-designed questionnaire was used for data gathering, the questionnaire was divided into two sections, section A contained personal information of the respondents. The section B to E consist of four (4) scales of 20 items each with four

(4) options in each category in form of 4-point Likert scale. The items are used to elicit information from the respondents on the following: SA-

- ✓ Strongly Agreed – SA = 4 Points
- ✓ Agreed – A = 3 points
- ✓ Disagreed –D = 2 points
- ✓ Strongly Disagreed SD = 1 point (Olayiwola 2007)

3.5.1 Validity of the Instrument

The face and content validity of the instruments were determined by expert opinions comprising of the researchers supervisors, and experts in statistics and test and measurement in ABU Zaria. The reliability of the instrument was determined through pilot test in ABU, using the Cronbach Alpha method. This instrument had a reliability coefficient alpha of 0.98, which is an estimate of its internal consistency.

3.5.2 Reliability of the Instrument

The pilot study according to Olaofe (2007) is a mini-trial of the research instrument to determine the adequacy or otherwise of such instrument. Therefore, a pilot study was conducted to test the effectiveness and reliability of the instrument that was used for the same environment from the Universities in the North-West Zone, but not enclosed in the main work. This was to ensure that no information of the instrument was made known to the subjects of the study.

3.6 Data Collection Procedure

The researcher administered the instruments with the help of research assistants. The research assistants were briefed on the method of administering and collection of the questionnaire by the researcher. The research assistants administered and collected the questionnaires from the students. The researcher personally administered and collected the questionnaire for lecturers of social studies in the sampled Universities.

3.7 Statistical Analysis Procedure

The result of the respondents was analyzed statistically using frequency, percentages, means and Standard deviations to answer research questions. The independent samples t-test statistic was used to test the null hypotheses.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter discusses the results of the data collected from the field. A total of 383 lecturers and students were used for the analysis, answers to research questions, research hypotheses, discussion of results and the summary of major findings. All hypotheses were tested at 0.05 level of significance.

4.2 Answering the Research Questions

Research Question 1:

What will be the difference in the mean perception scores of lecturers and students of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?

To answer the research question, means and standard deviations were used. The result is in Table 4.

Table 4: Means and standard deviations for perception scores of lecturers and students of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest

Institution	Status	Mean	Std. Deviation	N
	1 lecturers	47.25	3.522	20
1 ABU	2 students	49.65	4.862	172
	Total	49.40	4.790	192
	1 lecturers	50.00	3.507	21
2 UDUS	2 students	48.37	3.789	170
	Total	48.55	3.785	191
	1 lecturers	48.66	3.739	41
Total	2 students	49.01	4.402	342
	Total	48.98	4.333	383

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix A

Results indicated in Table 4 showed that there was no much difference in the mean perception scores of lecturers and students of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest. The mean perception scores for the lecturers of UDUS (M=50, SD=3.507) was greater than that of lecturers of ABU (M=47.25, 3.522). And the mean perception scores for the students of ABU (M=49.65, SD=4.862) was greater than that of students of UDUS (M=48.37, 3.789). The mean differences in perception for the lecturers and students from ABU and UDUS was large.

Research Question 2:

What will be the difference in the mean perception scores of males and females lecturers of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?

To answer the research question, means and standard deviations were used. The result is in Table 5.

Table 5: Means and standard deviations for perception scores of males and females lecturers of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest

Gender	institution	Mean	Std. Deviation	N
1 males	1 ABU	46.50	2.369	10
	2 UDUS	49.25	3.166	12
	Total	48.00	3.101	22
2 females	1 ABU	48.00	4.397	10
	2 UDUS	50.60	3.864	10
	Total	49.30	4.244	20
Total	1 ABU	47.25	3.522	20
	2 UDUS	49.86	3.482	22
	Total	48.62	3.702	42

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix B

Results indicated in Table 5 showed that there was no much difference in the mean perception scores of males and females lecturers of ABU and UDUS on the impact

of Citizenship and Valued Education in checking university students' unrest. The mean perception scores for the females lecturers of UDUS (M=50.60, SD=3.864) was greater than that of females lecturers of ABU (M=48.00, 4.397). And the mean perception scores for the males lecturers of UDUS (M=49.25, SD=3.166) was greater than that of males lecturers of ABU (M=46.50, 2.369). The mean differences in perception for the males and females lecturers of ABU and UDUS was large.

Research Question 3:

What will be the difference in the mean perception scores of ABU and UDUS lecturers on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?

To answer the research question, means and standard deviations were used. The result is in Table 6.

Table 6: Means and standard deviations for perception scores of ABU and UDUS lecturers on the impact of Citizenship and Valued Education in checking university students' unrest

Lecturers	N	Mean	SD	Mean Difference
ABU	20	47.25	3.522	-2.61
UDUS	22	49.86	3.482	

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix C

From Table 6, the result indicated that there was a difference in the mean perception scores of ABU and UDUS lecturers on the impact of Citizenship and Valued

Education in checking university students' unrest. The mean perception scores for UDUS (M=49.86, SD=3.482) was greater than that of ABU (M=47.25, SD=3.522). The mean perception scores difference recorded was -2.61 in favour of lecturers of UDUS. This showed that there was a difference in how lecturers from the two universities perceived the impact of Citizenship and Valued Education in checking university students' unrest in the North-West State, Nigeria.

Research Question 4:

What will be the difference in the mean perception scores of males and females students of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?

To answer the research question, means and standard deviations were used. The result is in Table 7.

Table 7: Means and standard deviations for perception scores of males and females students of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest

Gender	institution	Mean	Std. Deviation	N
1 males	1 ABU	49.42	4.765	135
	2 UDUS	48.56	3.992	111
	Total	49.03	4.445	246
2 females	1 ABU	50.49	5.183	37
	2 UDUS	48.02	3.376	59
	Total	48.97	4.313	96
Total	1 ABU	49.65	4.862	172
	2 UDUS	48.37	3.789	170
	Total	49.01	4.402	342

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix D

Results indicated in Table 7 showed that there was no much difference in the mean perception scores of males and females students of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest. The mean perception scores for the females students of ABU (M=50.49, SD=5.183) was greater than that of females students of UDUS (M=48.02, 3.376). And the mean perception scores for the males students of ABU (M=49.25, SD=3.166) was greater than that of males lecturers of UDUS (M=46.50, 2.369). The mean differences in perception for the males and females students of ABU and UDUS was large.

Research Question 5:

What will be the difference in the mean perception scores of ABU and UDUS students' on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria?

To answer the research question, means and standard deviations were used. The result is in Table 8.

Table 8: Means and standard deviations for perception scores of ABU and UDUS students on the impact of Citizenship and Valued Education in checking university students' unrest

Students	N	Mean	SD	Mean Difference
ABU	172	49.65	4.862	1.281
UDUS	170	48.37	3.789	

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix E

From Table 8, the result indicated that there was a difference in the mean perception scores of ABU and UDUS students on the impact of Citizenship and Valued Education in checking university students' unrest. The mean perception scores for students of ABU (M=49.65, SD=4.862) was greater than that of students of UDUS (M=48.37, SD=3.789). The mean perception scores difference recorded was 1.281 in favour of students of ABU. This showed that there was a difference in how students from the two universities perceived the impact of Citizenship and Valued Education in checking university students' unrest in the North-West State, Nigeria.

4.3 Null Hypotheses Testing

Null Hypothesis 1:

There is no significant difference in the mean perception scores of lecturers and students of ABU and UDUS on the impact of Citizenship and Valued Education in checking University students' unrest in North West, Nigeria.

To test the null hypothesis, independent samples ANOVA was used. The result of the analysis is portrayed in Table 9.

Table 9: Independent samples ANOVA statistic for perception scores of lecturers and students of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest

Source of variation	SS	df	Mean squares	F-value	p-value	Remark
institution * status	148.612	1	148.612	8.104	.005	Significant
Error	6950.473	379	18.339			
Total	925874.000	380				

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix A

Table 9 is a summary of two-way between-groups analysis of variance conducted to explore the impact of institution and status on levels of opinion, as measured by the Perception of Lecturers and Students on Citizenship and Valued Education in Checking Students' Unrest Questionnaire (PLSTCVECSUQ). Participants were divided into two groups according to their status (Group 1: Lecturers; Group 2: Students). The interaction effect between institution and status was statistically significant, $F(1, 379)=8.104$, $p=0.005$. Therefore, there was a statistically significant difference between the Perception

of Lecturers and Students towards Citizenship and Valued Education in Checking Students' Unrest in North-West Universities, Nigeria; and the null hypothesis that states no significant difference was rejected.

Null Hypothesis 2:

There is no significant difference in the mean perception scores of males and females lecturers of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.

To test the null hypothesis, independent samples ANOVA was used. The result of the analysis is portrayed in Table 10.

Table 10: Independent sample ANOVA statistic for perception scores of males and females lecturers of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest

Source of variation	SS	Df	Mean squares	F-value	p-value	Remark
gender * institution	0.059	1	.059	.005	.945	Not Significant
Error	469.150	38	12.346			
Total	99842.000	39				

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix B

Table 10 is a summary of two-way between-groups analysis of variance conducted to explore the impact of institution and status on levels of opinion, as measured by the Perception of males and females Lecturers on Citizenship and Valued

Education in Checking Students' Unrest Questionnaire (PLSTCVECSUQ). Participants were divided into two groups according to their gender (Group 1: males; Group 2: females). The interaction effect between gender and institution was not statistically significant, $F(1, 38) = 0.005$, $p = 0.945$. Therefore, there was no statistically significant difference between the Perception of males and females Lecturers on Citizenship and Valued Education in Checking Students' Unrest in North-West Universities, Nigeria; and the null hypothesis that states no significant difference was retained.

Null Hypothesis 3:

There is no significant difference in the mean perception scores of ABU and UDUS lecturers on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.

To test the null hypothesis, independent sample t-test was used. The result of the analysis is portrayed in Table 11.

Table 11: Independent samples t-test statistic for perception scores of ABU and UDUS lecturers on the impact of Citizenship and Valued Education in checking university students' unrest

Lecturers	N	Mean	SD	t-value	df	p-value	Remark
ABU	20	47.25	3.522	-2.416	40	.020	Significant
UDUS	22	49.86	3.482				

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix C

In Table 11, the result indicated that there was a statistically significant difference in the mean perception scores of ABU and UDUS lecturers on the impact of Citizenship and Valued Education in checking university students' unrest. This is supported by $t_{cal(42)}=-2.416$ at $df=40$, $p=0.020 < 0.05$ (two-tailed). Since the p-value ($p=0.020$) is less than the landmark value of ($p \leq 0.05$), the null hypothesis that says no difference was rejected. That means there was a difference in perception between males and females lecturers of ABU and UDUS on the impact of Citizenship and Valued Education in checking University students' unrest in North West, Nigeria.

Null Hypothesis 4:

There is no significant difference in the mean perception scores of males and females students of ABU and UDUS on the impact of Citizenship and Valued Education in checking university students' unrest in North West, Nigeria.

To test the null hypothesis, independent samples ANOVA was used. The result of the analysis is portrayed in Table 12.

Table 12: Independent samples ANOVA statistic for perception scores of males and females students on the impact of Citizenship and Valued Education in checking university students' unrest

Source of variation	SS	Df	Mean squares	F-value	p-value	Remark
gender * institution	42.701	1	42.701	2.247	.135	Not Significant
Error	6424.529	338	19.007			
Total	828241.000	339				

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix D

Table 12 is a summary of two-way between-groups analysis of variance conducted to explore the impact of institution and status on levels of opinion, as measured by the Perception of males and females Students on Citizenship and Valued Education in Checking Students' Unrest Questionnaire (PLSTCVECSUQ). Participants were divided into two groups according to their gender (Group 1: males; Group 2: females). The interaction effect between gender and institution was not statistically significant, $F(1,339)=2.247$, $p=0.135$. Therefore, there was no statistically significant difference between the Perception of males and females Students towards Citizenship and Valued Education in Checking Students' Unrest in North-West Universities, Nigeria; and the null hypothesis that states no significant difference was retained.

Null Hypothesis 5:

There is no significant difference in the mean perception scores of ABU and UDUS students on the impact of Citizenship and Valued Education in checking University students' unrest in North West, Nigeria.

To test the null hypothesis, independent samples t-test was used. The result of the analysis is portrayed in Table 13.

Table 13: Independent samples t-test statistic for perception scores of ABU and UDUS students on the impact of Citizenship and Valued Education in checking university students' unrest

Students	N	Mean	SD	t-value	df	p-value	Remark
ABU	172	49.65	4.862	2.715	340	.007	Significant
UDUS	170	48.37	3.789				

Source: The Statistical Package for the Social Sciences (SPSS) results in Appendix E

In Table 13, the result indicated that there was a statistically significant difference in the mean perception scores of ABU and UDUS students on the impact of Citizenship and Valued Education in checking university students' unrest. This is supported by $t_{cal(342)}=2.715$ at $df=340$, $p=0.007 < 0.05$ (two-tailed). Since the p-value ($p=0.007$) is less than the landmark value of ($p \leq 0.05$), the null hypothesis that says no difference was rejected. That means there was a difference in perception between males and females students of ABU and UDUS on the impact of Citizenship and Valued Education in checking University students' unrest in North West, Nigeria.

4.4 Summary of Major Findings

The following is a summary of the major findings of this study:

- i. Citizenship and value education will help curb students' unrest in universities.
- ii. Through citizenship and value education the student will learn norms, ethnic and moral values.
- iii. Citizenship and value education will create awareness on the dangers of students' unrest.
- iv. Citizenship and value education will address students' cult activities, protesting and other social vices.
- v. Citizenship and value education programme will produce effective and efficient citizens in the society.

4.5 Discussion of Findings

The study was carried basically to find out lecturers' and students' perception on the impact of citizenship and value education in checking university students' unrest in North-West Nigeria. In the course of testing Hypothesis I, it was established that, there is no significant difference in the mean perception scores of lecturers and students of ABU and ODUS on the impact of citizenship and value education in checking university students' unrest in North-West Nigeria. The study found out the importance or task which citizenship and value education propagates among its students as discussed in chapter 2. For example, it helps students understand the virtue of tolerance, peaceful co-existence including the right of citizens that uphold these cherished principles and also to help students channel their grievances against government, authorities or their fellow

students to the appropriate channel. Citizenship and value education helps students recognize one's worth and dignity and those of others implying that everyone is as important as the other.

The result also shows that citizenship and value education (Lar, 2009) is the type of education which teaches what it entails to be a citizen of community, his responsibilities in the society, his limitation and the fundamental right he supposed to enjoy as enshrined in the constitution. It also teaches why it is important for one to be patriotic to the country and his fellow countrymen so that unity, progress and stability will be reached.

Similarly, Hypothesis II shows there is no significant difference in the mean perception scores of males and females lecturers of ABU and ODUS on the impact of citizenship and value education in checking university students' unrest in North-West, Nigeria.

Both male and female lecturers are of the opinion that inadequate water and electricity supply for a prolong period of time on campuses can lead to university students' unrest and these are most problems that exist in most Nigerian universities, while in advance countries, where there is constant light and water supply, students in these countries cannot demonstrate because there is always constant supply of these social amenities.

On the other hand, Hypothesis III shows there is no significant difference in the mean perception scores of ABU and ODUS lecturers on the impact of citizenship and value education in checking university students' unrest in North-West, Nigeria. Both lecturers believed that anti-social groups (secret cults) on our campuses instigate

students' unrest in our universities, which affect the smooth running of the university, conflict is inevitable. It is however not very convincing that society thrives on violence since frequent violence may not provide a society with solid basis for development.

Hypothesis IV: There is no significant difference in the mean perception scores of male and female students of ABU and ODUS on the impact of citizenship and value education in checking university students' unrest in North-West, Nigeria. This observation seems to reveal that starting from advanced countries of the world, Africa, Nigeria inclusive that most of the students' unrest are unconnected with academic issues like poor quality of academic programme, inadequate teaching staff and teaching aids, poorly equipped laboratories, libraries among others, all in attempt to promote academic excellence. This is not to say that there have never been protest in this area but the point is that when compared with issues they have nothing to do with promotion of academic standards.

Finally, the results of Hypothesis V states that there is no significant difference in the mean perception scores of ABU and UDUS students on the impact of citizenship and value education in checking university students' unrest in North-West, Nigeria.

A cursory look at Nigerian universities reveals that issues precipitate students' unrest in recent times. These include non-participation in decision making process in the university, and also, USA experience is similar with that of Nigeria i.e. lack of students' participation in university administration lead to misunderstanding between university authorities and student body.

In conclusion, citizenship and value education is all about among other things entails the comprehensive development of individuals who are equipped with practical

knowledge skills that would make them capable of formulating, proposing, advocating and meaningfully directing ideas, activities, actions and even both mankind and the nations, adopt to the world that is in a state of constant flux and contribute to nations' future growth and development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the Summary, Conclusions and Recommendations to the research work titled “Lecturers and student perception on the Impact of social studies education in checking university students’ unrest”.

5.2 Summary

The study was presented under five Chapters which are summarized here: Chapter one presented the introduction and general background of the study. The history of student unrest and the problems were presented in the statement of problem. The study main objective among others is to find the opinion of student and lecturers from ABU and UDU universities opinion on impact of citizenship and value education in checking students’ unrest. The study presented five research questions which are to be answered, as well as five null hypotheses which are to be tested. Chapter two concerned itself with the detailed related literature presentation including empirical studies in the relevant area. The theoretical framework of the study, concept of social studies, history of social studies education in Nigeria concept of unrest, causes of student unrest such as accommodation water supply, electricity, academic and national issues and secret cult among others were discussed in detail. Chapter three presented the research methodologies under research design, population, sampling teaching and sample instrumentation, validity and reliability of instrument, data collection and statistical analysis procedure. The survey research

design was used. The population of study consists of lecturers and students of the universities in North West Zone which were two in number the stratified and random sampling method was used to select two universities as samples for the study. Instrumentation was a researcher designed questionnaire. The first section of the questionnaire was on the bio data variables like stations, sex, and school. Section B contains forty questions of 4 likes scale option on impart of social studies education in checking student unrest. A pilot study was conducted to test the effectiveness and reliability of the instrument that was used for the same environment from the universities in the North-West Zone were not enclosed in the main work. The independent t-test was used in testing for differences between male and female students, male and female lecturers and between student and lecturers. The Analysis of variance (ANOVA) was used to test for differences among students from ABU and UDU Universities. And among lecturers from ABU and UDU Universities.

Chapter Four was the detail analysis of data consisting of presentation interpretation and discussion of results. The first section presented the distribution of lecturers and student bio data variables, such as school, sex and qualification. The second part presented five tables in frequencies, mean, standard deviations as answers to research questions. The third section tested the research hypotheses all at 0.05 level of significance. The first hypothesis showed that there is no significant differences between student and lecturers on the impart of social studies education in checking university student unrest as both students and lecturers believe that most student crisis are not connected to student academic issues. In the same vein, both male and female students are of the view that inadequate amenities like water supply/electricity supply for prolong

period in campuses lead to unrest. Both male and female lecturers believe that activities of anti-social groups (Secret Cults) in our campuses do instigate student unrest in universities which affect smooth running of universities.

5.3 Conclusions

Based on the outcome of the study, the following conclusions could be deduced. Lack of social amenities such as inadequate water and electricity, accommodation for a long period can trigger student unrest in the universities. Most of the student crises in our campuses are not connected to the academic issues. Anti-social groups such as secret cults in the campuses do instigate crisis among students that affect the smooth running of the university system.

5.4 Contribution to Knowledge

- i. There is no significant difference in the mean perception scores of lecturers and students on impact of citizenship and value education in checking university students' unrest in North-West Nigeria.
- ii. There is no significant difference in the mean perception scores of male and female lecturers on the impact of citizenship and value education in checking university students' unrest in North-West Nigeria.
- iii. There is no significant difference in the mean perception scores of male and female students in checking university students' unrest in North-West Nigeria.

- iv. There is no significant difference in the mean perception scores of ABU and UDUS students on the impact of citizenship and value education in checking university students' unrest in North-West Nigeria.
- v. There is no significant difference in the mean perception scores of ABU and UDUS lecturers on the impact of citizenship and value education in checking university students' unrest in North-West.

5.5 Recommendations

As a result of the outcome of the study, the following suggestions and recommendations are given.

- i. Citizenship and value education should be taught at all levels of education right from primary school to university level, which will help curb students' unrest in universities.
- ii. Through citizenship and value education students will learn norms, ethnic and moral values and undertake to be of good behaviours during their matriculation ceremony to forestall students' unrest in universities.
- iii. Citizenship and value education will address students' cult activities, protesting and other social vices, students and lecturers caught as members of anti-social group should be seriously sanctioned by dismissing them and publish their names in all national dailies.

- iv. Citizenship and value education will create awareness on the dangers of students' unrest. There should be constant dialogue between students' representatives and authorities, lecturers and the governing council of the universities.
- v. Through citizenship and value education programme, productive, effective and efficient citizens will be produced in the society and the society will be crime free, which will lead to development.

5.6 Suggestions for Further Research

The following are suggestion for further research.

1. Relationship between socio-economic characteristic and social unrest in the universities.
2. The effect of cultural practices on the social crisis in the universities.

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APPENDIX A
QUESTIONNAIRE

**QUESTIONNAIRE ON LECTURERS' AND STUDENTS' PERCEPTION OF
IMPACT OF CITIZENSHIP AND VALUES EDUCATION IN CHECKING
UNIVERSITY STUDENTS' UNREST IN NORTH-WEST NIGERIA**

Dear Respondent,

This research is designed to undertake a study on the lecturers' and students' perception of impact of Citizenship and Values Education in Checking University Students' unrest in North West Zone in Nigeria. The study is being carried out in partial fulfillment of the requirement for the award of M.Ed degree in Social Studies Education of Ahmadu Bello University, Zaria.

Your identity is not of any importance to the study please do not write your name and whatever answers you give will be treated most confidential. Here are some views describing the causes of students' unrest. To what extent do these views represent what causes students to go on demonstrations? Please go through each item of the questionnaire and tick (✓) in one of the boxes in front of the statements. There are no right or wrong answers so, work rapidly and ensure you give honest opinion in all the statements.

Thank you for your assistance in this research.

Yours faithfully,

Kuji James Adugh
M.Ed. Social Studies
Department of Arts and
Social Science Education
Ahmadu Bello University, Zaria

APPENDIX B

SECTION A: Participants' Profile

Name of University: _____

Gender: Male [] Female []
 Status: Lecturer [] Student []

Item	SECTION B: Perception of Lecturers and Students towards Citizenship and Valued Education in Checking students unrest	SA	A	D	SD
1.	Citizenship and Valued Education will create awareness on the dangers of students' unrest.				
2.	Citizenship and Valued Education Programme will produce effective and efficient citizen in the society.				
3.	Citizenship and Valued Education will help curb student unrest in universities.				
4.	Citizenship and Valued Education will address students' cult activities, protesting and other social vices.				
5.	Through Citizenship and Valued Education the students learn norms, ethnic and moral value.				
Item	SECTION C: Causes of students unrest in universities				
6.	Lack of Citizenship and Valued Education leads to Noninvolvement of students into decision making and cause students unrest.				
7.	Citizenship and Valued Education causes Academic stress, overcrowded lecture hall and hostels leading to students' unrest.				
8.	Through Citizenship and Valued Education students were made to know that Inadequate water and electricity supply for a prolong period of time has always led to student demonstration.				
9.	Citizenship and Valued Education discourages high Cost of living, general increase in school fees that can lead to student unrest.				
10.	Through Citizenship and Valued Education students' were made to know that Stringent university rules and regulations affecting student behavior on campus can lead to student unrest.				
Item	SECTION D: Causes of student Unrest on Academic Performance.				
11.	Lack of Citizenship and Valued Education can led to students' unrest and hence Universities Academic calendar is distorted.				
12.	Due to lack of Citizenship and Valued Education Universities constantly experience students' unrest consequently producing half-baked graduates.				
13.	Citizenship and Valued Education encourages students resuming back to school after crisis and Universities academic programme being rushed i.e. (Crash programme)				

14.	Lack of Citizenship and Valued Education can lead to decline in the standard of education in the universities.				
15.	Without knowledge of Citizenship and Valued Education, Students always demonstrate and spend longer years in the universities.				
Item	SECTION E: Effect of Student Unrest on the smooth running of the universities.				
16.	There is a total breakdown of law and order on the campuses where students' are not taught Citizenship and Valued Education.				
17.	Due to lack of Citizenship and Valued Education University property is destroyed during demonstration.				
18.	Without Citizenship and Valued Education there is wide spread of violence to other universities resulting from one university student crisis.				
19.	Without Citizenship and Valued Education good citizen cannot be produced under atmosphere of lawlessness and violence.				
20.	Lack of Citizenship and Valued Education led to the closure of Universities for long time, student unrest, and ineffective social and administrative activities in the universities, among others.				

APPENDIX C

gender	Institution	Status	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20
2	1	2	1	2	3	4	1	1	2	4	1	1	1	2	3	4	4	1	1	2	2	3
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APPENDIX D

Univariate Analysis of Variance

Descriptive Statistics

Dependent Variable: total perception scores

Institution	Status	Mean	Std. Deviation	N
1 ABU	1 lecturer	47.25	3.522	20
	2 student	49.65	4.862	172
	Total	49.40	4.790	192
2 UDUS	1 lecturer	50.00	3.507	21
	2 student	48.37	3.789	170
	Total	48.55	3.785	191
Total	1 lecturer	48.66	3.739	41
	2 student	49.01	4.402	342
Total	Total	48.98	4.333	383

Levene's Test of Equality of Error Variances^a

Dependent Variable: total perception scores

F	df1	df2	Sig.
6.363	3	379	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + institution + status + institution * status

Tests of Between-Subjects Effects

Dependent Variable: total perception scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	222.316 ^a	3	74.105	4.041	.008	.031
Intercept	348817.026	1	348817.026	19020.527	.000	.980
Institution	19.752	1	19.752	1.077	.300	.003
Status	5.448	1	5.448	.297	.586	.001
institution * status	148.612	1	148.612	8.104	.005	.021
Error	6950.473	379	18.339			
Total	925874.000	383				
Corrected Total	7172.789	382				

a. R Squared = .031 (Adjusted R Squared = .023)

APPENDIX E

Univariate Analysis of Variance

Levene's Test of Equality of Error Variances^a

Dependent Variable: total perceptionscores

F	df1	df2	Sig.
1.831	3	38	.158

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + gender + institution + gender * institution

Descriptive Statistics

Dependent Variable: total perceptionscores

gender	Institution	Mean	Std. Deviation	N
1 male	1 ABU	46.50	2.369	10
	2 UDUS	49.25	3.166	12
	Total	48.00	3.101	22
2 female	1 ABU	48.00	4.397	10
	2 UDUS	50.60	3.864	10
	Total	49.30	4.244	20
Total	1 ABU	47.25	3.522	20
	2 UDUS	49.86	3.482	22
	Total	48.62	3.702	42

Tests of Between-Subjects Effects

Dependent Variable: total perceptionscores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	92.755 ^a	3	30.918	2.504	.074	.165
Intercept	98535.450	1	98535.450	7981.130	.000	.995
Gender	21.189	1	21.189	1.716	.198	.043
Institution	74.667	1	74.667	6.048	.019	.137
gender * institution	.059	1	.059	.005	.945	.000
Error	469.150	38	12.346			
Total	99842.000	42				
Corrected Total	561.905	41				

a. R Squared = .165 (Adjusted R Squared = .099)

APPENDIX F

```
T-TEST GROUPS=institution(1 2)
/MISSING=ANALYSIS
/VARIABLES=tpscore
/CRITERIA=CI (.95).
```

T-Test

[DataSet2] C:\Users\umar\Documents\James Coded Data Lecturers.sav

Group Statistics

	institution	N	Mean	Std. Deviation	Std. Error Mean
total perceptionscores	1 ABU	20	47.25	3.522	.788
	2 UDUS	22	49.86	3.482	.742

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
total perceptionscores	Equal variances assumed	.032	.858	-2.416	40	.020	-2.614	1.082	-4.800	-.427
	Equal variances not assumed			-2.415	39.528	.020	-2.614	1.082	-4.802	-.425

APPENDIX G

Univariate Analysis of Variance

Descriptive Statistics

Dependent Variable: total perception score

gender	institution	Mean	Std. Deviation	N
1	1	49.42	4.765	135
	2	48.56	3.992	111
	Total	49.03	4.445	246
2	1	50.49	5.183	37
	2	48.02	3.376	59
	Total	48.97	4.313	96
Total	1	49.65	4.862	172
	2	48.37	3.789	170
	Total	49.01	4.402	342

Levene's Test of Equality of Error Variances^a

Dependent Variable: total perception score

F	df1	df2	Sig.
5.934	3	338	.001

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + gender + institution + gender * institution

Tests of Between-Subjects Effects

Dependent Variable: total perception score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	184.398 ^a	3	61.466	3.234	.023	.028
Intercept	639251.330	1	639251.330	33631.563	.000	.990
Gender	4.523	1	4.523	.238	.626	.001
Institution	183.967	1	183.967	9.679	.002	.028
gender * institution	42.701	1	42.701	2.247	.135	.007
Error	6424.529	338	19.007			
Total	828241.000	342				
Corrected Total	6608.927	341				

a. R Squared = .028 (Adjusted R Squared = .019)

APPENDIX H

```
T-TEST GROUPS=institution(1 2)
/MISSING=ANALYSIS
/VARIABLES=tpscore
/CRITERIA=CI (.95) .
```

T-Test

[DataSet1] C:\Users\umar\Documents\James Coded Data Students.sav

Group Statistics

	institution	N	Mean	Std. Deviation	Std. Error Mean
total perception score	1	172	49.65	4.862	.371
	2	170	48.37	3.789	.291

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
total perception score	Equal variances assumed	16.831	.000	2.715	340	.007	1.281	.472	.353	2.208
	Equal variances not assumed			2.719	322.474	.007	1.281	.471	.354	2.207