STUDENT UNREST IN POST-PRIMARY INSTITUTIONS IN BENUE PLATEAU STATE

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In memory of my dear late mother.

This thesis has been read and approved as meeting the requirement of the Department of Education, Ahmadu Bello University, Zaria.

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ABSTRACT:

Student unrest in post-primary institutions in Benue Plateau State has been on the increase since 1970. Inspite of many deterrent measures taken by the school authorities to curb unrest in the schools, it has continued to increase with greater fury and destruction.

In order to discover some of the real causes of unrest in the schools, this study was undertaken to examine the administrative structure of the post-primary institutions involved in student unrest to discover those administrative factors which contributed to student unrest. Specifically this study was meant to answer the following questions:

1. Are the school philosophy and objectives made clear to the students?

2. Do the students take part in decision-making and problem-solving processes in the areas that affect them directly?

3. How are student leaders appointed?

4. Through what channel do students make their demands known to the school authorities?

5. Are students well informed about matters and decisions affecting them?

6. Is staff-student relationship such that it encourages or discourages student unrest?

7. Are teaching staff and material facilities adequate to meet students' needs?

To find answers for these questions, the following hypothesis was proposed: Certain administrative factors such as lack of understanding of school philosophy and objective by students, lack of student participation in decision-making and problem-solving, lack of easy flow of information between the school authorities and students, unfavourable relationship between the staff and students, and inadequate teaching staff and material facilities, may contribute to student unrest in some of the post-primary institutions in Benue Plateau State.

To make this study more meaningful and the preceding hypothesis more specific the following consequences were deduced from the above hypothesis:

1. That if students do not participate in deciding the problems that affect them directly and in solving them, they may not co-operate with the school authorities in maintaining discipline in the school. Therefore unrest may be caused.

2. That when students do not obtain information easily or give information freely to school authorities on matters affecting them, rumours increase and unrest may result.

3. That if school philosophy and objectives are not clearly understood by the students, they direct their energies towards activities that may lead to unrest.

4. That when unfavourable relationship exists between the staff and students the staff does not understand students' problems and thus conflict may occur.

5. That when teaching staff and material facilities are inadequate, unrest may result.

The idea here was to see the frequency with which the independent variables, understanding of school philosophy and objectives, participation in decision-making and problem-solving, flow of information, staff-student relationship, and the supply of facilities, contributed either individually or in group to cause the dependent variable - the student unrest.

After testing the proposed hypothesis the students indicated that the "most important contributing factors" to their revolts were failure by the school authorities not only to give them information easily on matters affecting them, but failure to consult them before making decisions in areas that directly affected them,

to allow them to discuss and suggest ways of improving their welfare, discipline and co-curricular activities, and inadequate supply of teaching staff and material facilities. Other "important contributing factors" were lack of understanding of school philosophy and objectives by the students and poor staff-student relationship. The school authorities indicated that "lack of teaching staff and material facilities" alone caused students unrest in their schools. The varying responses of the students and staff means that the students know many of the administrative causes of their revolts while the school authorities were unaware of many of the administrative causes of student unrest in their schools. If this unawareness continues, the school authorities will not make attempts to improve the areas that generate unrest. Having shown the "most important contributing factors" to unrest in the schools, the students showed what they would "most prefer" in the administration of the schools. They would "most prefer" to be consulted before decisions are taken in areas that affect them directly, to participate in school government through student council and to have closer relationship with their teachers.

But the school authorities indicated that students were not allowed to participate in decision-making and problem-solving processes because they were incompetent and immature to participate in these areas. And because the nature, professional and knowledgeable staff knew what was good for the students under their custody. These reasons coupled with difficulty in obtaining information from the school authorities by the students, indicate that the schools were administered on authoritarian lines. The students reasons for revolting show that they were protesting against certain shortcomings in their school administration and wanted warner treatment from the school authorities than they were getting. Therefore the above findings support the proposed hypothesis.

In the light of the above findings, it is recommended that: (1) the state Ministry of Education should organise in-service courses and seminars for the post-primary principals, teachers and student leaders to acquaint them with the democratic approach in school administration. (2) in each school, student council, teachers council and high school administrators ~~-ters~~ council should be established to deliberate on student problems. These councils should send represen

tatives to a school committee to discuss and solve identified student problems. (3) communication network should be improved by the school authorities and students dessominating information through personnel service, academic and student activities channels. (4) teaching staff and material facilities should be improved by increasing the number of qualified teaching staff, improving food services and establishing school dispensaries. (5) staff - students relationship should be improved by the staff inviting students to their homes, and actively taking part in games and clubs.

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. THE PROBLEM

According to Lipset (167:97) student unrest has now assumed the proportion of a world phenomenon and the speculation as to its causes and remedies continues to be lively.

In the Benue Plateau State where there are about ninety post-primary institutions, student unrest has been on the increase in recent years. For instance, the 'New Nigerian' front page headline news of 13 Oct., 1973 reads:

> St. Joseph's College, Jos closed. Students on rampage - as they watch their colleague die..... doors and windows of the college were smashed.

Apart from this particular unrest which was published in one of the Nigerian dailies, other unpublished destructive revolts had taken place in many schools and it will suffice to mention a few:

May, 1971 : Gyel Commercial College, Bukuru, riot.

Nov., 1972 : Wesley Boys High School, Oturkpo, unrest.

Feb, 1973 : ECWA Secondary School, Nasarawa, revolt.

April, 1973: Teachers College, Gindiri, rampage.
June, 1973: Jesus College, Oturkpo, riot.
Feb., 1974: Gyel Commercial College, Bukuru, rampage.
Nov., 1974: Holy Rosary Teachers College, Adoka, unrest.

In many other schools in the State where mass student revolts had not taken place, there had been class demonstrations.

In other states within the country there have not only been attacks on the school property, principals, teachers and their property, but some students have taken to the streets blocking the roads with sticks, stumps of palm trees and concret blocks, thus dislocating the normal life of the people. (Sunday Times, Feb., 10, 1974). The students who participated in the destructive demonstration at Victory College, Ikare, were charged to court, (Daily Times, June 3, 1974). While Sixty out of the sixty-nine students of the Christian Trade Technical School, Oron, standing trial at the Oron Magistrate Court were convicted for rioting and damaging school property valued at ₦13,700, (Daily Times II, 1974).

✓ Parents, education authorities and the state government are becoming more concerned about and alarmed at the frequent and increasing occurences of student unrest in the post-primary schools. These destructive student activism not only impair the educational opportunities of many, but impinge on law and order.

Many remedies have been tried by the school authorities or suggested by some members of the general public. The school authorities have made many attempts to normalise the situation and deter students from causing trouble in the future. Sometimes the schools are closed down and emergency Board of Governors meeting are call to review the situation. At other times enquiries are instituted to discover the ring leaders who are either suspended or expelled from the school. Occasionally students are allowed to come back to school on the condition that they pay for the damaged school property and sign an undertaking to be of good behaviour in the future. In most cases the Ministry of Education has supported the actions taken by the school authorities to maintain law and order in the schools because it is committed to the task of producing responsible citizens and good future leaders.

Some members of the general public argue that since the school reflects the society, the chaos prevelent in the present society is reflected in the school and suggest that the framework within which Nigeria now works should be overhauled (Haruna, New Nigerian: 1 March 1974). Bellow (New Nigerian, 7 Oct., 1974) feels that it is not advantageous to the school and society to dismiss students from school for violent demonstrations, and has suggested that school authorities should sit down and consider carefully the root causes of student unrest in these schools and find out the remedies for them.

Despite the drastic disciplinary measures taken against the students by the school authorities and the court of law, unrest in post-primary schools has continued. Therefore in considering the problem of student unrest in the post-primary institutions in Benue Plateau State, it is necessary to examine it in its proper perspective. According to Ghosh (1969: 1), it would be unwise to ignor or under-estimate the extent of the problem; it would equally be unwise to exaggerate or over-estimate its dimensions. The important question to ask now is: What are some of the real causes of student unrest in post-primary schools in Benue Plateau State? According to Davis (1971: 5), when the causes of student unrest are understood, the school authorities will be better able to produce social and academic conditions that reduce tension below the head-cracking point.

STATEMENT OF THE PROBLEM

This study is undertaken to examine the administrative structure of some of the post-primary institutions in Benue Plateau involved in student unrest and discover those administrative factors which contribute to student unrest. Specifically this study seeks to answer the following questions:

1. Are the school philosophy and objectives made clear to the students?
2. Do the students take part in the decision-making processes in the areas that affect them directly?
3. How are the student leaders appointed?
4. Through what channel do students make their demands known to the school authorities?

5. Are students well informed about matters and decisions affecting them?

6. Is staff-students relationship such that encourage or discourage students unrest?

7. Are teaching staff and material facilities adequate to meet students needs?

HYPOTHESIS

As a guide to this study, the hypothesis below has been proposed:

Certain administrative factors such as lack of understanding of school philosophy and objective by students, lack of student participation in decision-making and problem-solving, lack of easy flow of information between the school authorities and students, unfavourable relationship between the staff and students, and inadequate teaching staff and material facilities, may contribute to students unrest in some of the post-primary institutions in Benue Plateau State.

DEDUCED CONSEQUENCE

To make this study more meaningful and the preceding hypothesis more specific, the following consequences have been deduced from the above hypothesis:

1. That if students do not participate in deciding the problems that affect them directly and in solving them, they may not co-operate with the school authorities in maintaining discipline in the school. Therefore unrest may be caused.

2. That when students do not obtain information easily or give information freely to school authorities on matters affecting them, rumours increase and unrest may result.

3. That if school philosophy and objectives are not clearly understood by the students, they direct their energies towards activities that may lead to unrest.

4. That when unfavourable relationship exists between the staff and students, the staff does not understand students problems and thus conflict may occur.

5. That when teaching staff and material facilities are inadequate unrest may result.

The idea here is to see the frequency with which the independent variables, participation in decision making and problem solving, flow of information, understanding of school philosophy and objectives, staff-students relationship, and the supply of facilities, contribute either individually or in group to cause the dependent variable - the student unrest.

IMPORTANCE OF THE STUDY

The results of this study may be varied, but mention may be made of the following:

1. It is hoped that the findings of this study will enable the principals of post-primary schools to gain an insight into some of the real administrative causes of student unrest and consider the usefulness of the recommendations resulting from the study.

2. The results of the study will serve as an eye-opener to the Ministry of Education of Benue Plateau State to some of the administrative causes of student unrest in the State and enable it not only to re-consider its role in intervening in the revolts in a

way that will be to the best interest of both the students and the school authorities, but adjust its educational policy to meet the changing needs of the students.

3. The results of this study will provide knowledge in the field of post-primary school administration beneficial to the students of Educational Administration.

SCOPE AND DELIMITATION

This study is concerned with the administrative factors that contribute to unrest in some Secondary Grammar Schools, Teachers Colleges, Technical and Trade Schools in Benue Plateau State from 1970 to 1974.

Nine post-primary schools which have been involved in student unrest have been selected for this study. These schools include five Secondary Grammar Schools, three Teachers Colleges, and one Commercial Secondary School. In the nine schools involved in this study, the three top class - Forms III to V are selected for the study. The reason for selecting these forms is that the students in these forms fall within 15 to 21 years age range which, according to Moody (1971:17), is the stage the adolescents make moral judgement and philosophise and Hurlock (1967:341) said that the adolescents have developed critical attitude and grumble to their teachers and administrators. Therefore the students are capable of leading revolts during the period under consideration and can give first hand information of the causes of the unrest in their schools.

This study is not concerned with unrest in post-secondary schools such as polytechnics, colleges of Arts and Science and Universities. Nor does it concern

itself with external factors such as home backgrounds of the students, films and publications and drug addiction which may contribute to student unrest in post-primary institutions.

DEFINITION OF TERMS USED

Student Unrest means the disturbances in the post-primary institutions which range from peaceful demonstrations to violent destructive revolts.

Post-primary Institutions mean the schools attended by primary school leavers. These schools include Secondary Grammar Schools, Teacher Traning Colleges, Technical and Trade Schools and Commercial Secondary Schools recognised and approved by the Benue Plateau government.

Goal Perception means understanding clearly the objectives of a school system.

Communication means the flow of information within the school system.

Decision-making means teachers and students taking part in determining how teacher-student roles are to be carried out.

Power-handling means teacher and students participating in the government of the school.

Informal Relationship is the interaction of teachers and students outside the normal class periods. Such student-teacher interaction may occur during games, clubs and visits.

Personnel are both instructional and non-instructional staff who interact in the school system to achieve the goals of the school and work for peaceful co-existence of all the members of the school system.

School Philosophy is the broad but simple statement of the knowledge, skills and attitudes the students are supposed to acquire while in a particular school. They emanate from basic goals and objectives of Nigerian education.

School Authorities refer to the principals of the post-primary schools and their instructional staff whose responsibility it is to guide the students in the acquisition of knowledge, skills and attitudes and adaptation to the school system.

Dawa is guinea corn.

Tuwo is pottage made from guinea corn flour.

Kunu is porridge made from guinea corn flour.

Masa is cake made from guinea corn flour.

Personnel Services refer to the social, medical, boarding and disciplinary aspects of the school that affect the students.

Student Activities refer to such co-curricular activities as clubs, games, student government engaged in by the students.

Academic side refers to the curricular activities carried on in the classroom.

CHAPTER II

RESUME OF RELATED LITERATURE

Although students' unrest is a common occurrence the world over, the emphasis and causes, as pointed out by Barbara and John Ehrenreich (1969:8), does not only vary from country to country, but vary from the post-primary level of education to the university level. Lipset (1967:3) gives the details of the variations by noting that:

> ....The degree of stability and dependability of what is required and expected of adults varies. The degree to which they had been trained for adult roles varies. The particular circumstances and events within the (institutions) and their societies which provide them with specific stimuli to action vary. The alleged purposes and observable character of students action vary. The degree of the support for or antagonism against the governing authorities of their (institutions) and the nation varies....

No matter, according to Unesco publication (1969:20), how different the emphasis and causes of student unrest may appear on the surface, they share a common trait: "they show how this segment of youth reject the values of present-day society."

The causes of student unrest in the universities throughout the world stem from national or international

politics, social, economic, university administrative and even religious factors. In most cases, according to Ghosh (1969:176), the educational and political issues have been so closely mingled in almost every outbreak of trouble that it has become impossible to separate them.

On the national political level, Lipset (1967:VII) indicates that a number of governments have been shaken or toppled by students agitation in developing countries. Student movements in South Korea, Turkey, South Vietnam, Indonasia, Bolivia, Venezuela, Ethiopia, Nigeria and other nations have played a leading part in overturning governments. These political activities cannot be said to apply to the student unrest in the post-primary institutions. The reason is, as Lipset (1967:59) argued, the university students have widened horizons for thought and action emanating from the opportunities offered to them by the universities. The distinct role and aim of the university, Stroup (1964:152) pointed out, is to apprehend reality, the teachers and students are assembled within the university to engage in a joint enterprise: to apprehend reality in all its facets. And because students, in seeking to apprehend reality, deal with ideas and intelectualised concepts in their academic work, they are better able to understand abstract idealogical system and are more receptive to ideological oriented movements and causes than students in the post-primary institutions who have not quite reached that stage of academic development.

Therefore, whereas the political, social and economic involvements of the university students, some of which have little or nothing to do with the

administration, the post-primary student unrest whose causes are mainly rooted in administrative factors will not constitute insurmountable problems when once these causes are clearly identified and understood. According to Davies (1971:5) if the causes of student revolts are understood, the school authorities will be better able to produce social and academic conditions that reduce tension below the head-cracking point.

In trying to identify the causes of student unrest in the post-primary institutions, two extreme views have been given: The first school of thought blames student unrest on poor food as the predominant factor. Joy in Ozigi (1974:145) maintains that school food is the focus upon which the school runs and that more riots are caused due to food palavers than any other causes. This argument is based on the belief, as noted by Neil (1973:164) that food is much more important to the growing adolescent than sex. The other school of thought maintains that "some of the cause of demonstration by students in the post-primary schools", as pointed out by Dengga (New Nigerian 5 Nov., 1974:4), "are not only the students faults, but these faults solely lay with the school authorities concerned." Both the Education Advisory Board and...Principals should be properly checked, if we want our children to have sound education." The mention of the "school authorities" above as the "sole" contributing factor to student unrest is silent on the specific things the authorities have done which contribute to student unrest.

Apart from these two administrative factors - food and the school authorities - there are other

administrative factors which may contribute to student unrest in the post-primary institutions. These include lack of the knowledge of the stage of development of the students, lack of students participation in formulating and understanding the objectives and philosophy of the school, lack of students participation in decision making and problem solving processes in the areas that affect them directly and within their competence, inadequate flow of information between the school authorities and the students, poor staff-students relationship, and inadequate teaching staff and material facilities to meet the needs of the students. According to Williams (1964:378) many disciplinary problems are not the result of something wrong with the individuals involved, but are outcroppings of factors in the situation of the group in which the individual lives. The factors that cause things frequently to go wrong in school groups are dissatisfactions in the work process, emotional unrest in interpersonal relations, distrubance in the group climate, mistakes in organisation and group leadership, emotional strain and sudden changes, and the composition of the group.

The diversified nature of students revolt notwithstanding, according to UNESCO publication (1969: 18-21), one cannot afford to overlook any form of it whether violent, or peaceful, apparently justified or useless, open or more or less hidden. The reason is that a good proportion of modern youth, whether they are college or secondary school students, young workers or rural youth, want freer, franker and warmer human relations than they get from adults.

THE STAGE OF DEVELOPMENT OF THE STUDENTS

It is difficult to understand and interprete student unrest without consideration to what Bakke in Lipset (1967:59) calls the stage of life the individual student is seeking to discover and be sure of himself as a person in relation to those others with whom he associates or anticipates association.

It has been observed that adolescence is that stage in life in which a person is being transformed from being predominantly a member of a society. Bakke (1967) pointed out that during this basic period of transformation of the adolescent, whether they are university, college or post-primary students, the importance of the peer group is heightened. It is natural, according to Newcomb and Wilson (1966: 248) for people with com on interests to associate with one another. In our own society, at least, not only early but also late adolescents, including most college students, seem to have strong need for acceptance by age and sex peers. Therefore, the adolescent at this stage of development wants to gain a status within the peer group. He wants to get involved in its activities and associations, and measure himself by the peer group standards which he find the most reliable clues to his personal identity and a temporary role for them to play in a society governed by experienced and mture people.

It is not that the adolescent is not a member of a family or the larger society, but the familiar actions and relationships and codes appropriate within

the family are no longer sufficient as an opportunity for the assertion of their changing and growing conception of themselves as near adults. Essentially therefore, according to Newcomb and Wilson (1966:248), the adolescent seeks identity with, recognition and acceptance from his peer group whose major rewards for him are prestige and recognition. His activism is not displaced hostility in the way Stroup (1964: 7) suggested that by reason of physical distance to assert their independence and assume maturity against their parents, the students take it out on whatever authority figure at hand - the school administrator. Rather as Bakke in Lipset (1967:64) points out, the young person is passing from dominant association with the members and culture of his family, through association with the members and culture of his youthful peer group to the association with the members and culture of a wider adult society.

The students at this stage of development are aware that they are capable of and on the verge of entering adult society. Therefore their activities in response to the initiation by their fellow student leaders announce and assert to themselves, their intimate peers, and finally to their families and to the public at large, that they felt they have arrived at that point in their development when they are capable of taking their place as thinkers and critics and actors among the adult members of the society. That sense of having "arrived" is manifested in action, reinforced and intesified by the sheer animal vigor and awareness of constant increase in physical

competence characteristic of the youth at this stage.

Bakke in Lipset (1967:61) has identified the processes of the adolescent development as:

> ....(1) of "coming of age" (2) of classifying and gaining certainty in a conception of themselves that was relevant and significant in the affairs of the society they faced (3) of integrating that self with (or at least asserting it into) the adult world of people, institutions, and affairs, (4) of expressing and symbolising that "arrival" in action, and (5) of assuring themselves, and also gaining a recognition, first of all from their peers among students and then from all adults, that such self-assertion was legitimate and a right to which they were entitled and predisposed.

PARTICIPATION IN FORMULATING THE PHILOSOPHY AND OBJECTIVES OF THE SCHOOL.

Post-primary institution program requires that it operate within a frame of reference that will ultimately lead towards desirable goals. These goals must be interpreted in the light of the expectations of the public at the federal, state, division and local district levels. In other words, such goals formulated by the institution should emanate from the basic goals and objectives of Nigerian education, the state, division and local district goals and objectives of education.

For such goals and objectives to be meaningful and acceptable to the students and the community, it should show a number of items that relate to the community position on educational matters and those things the students expect the school to do for them.

It is in this regard that Grambs (1965:99) asked: "Are the adult goals and the needs of the adolescents the same or congruent in the secondary school?" In answer to this question, he noted that the adolescent faces some crucial developmental dilemmas which many adults have not themselves fully worked out. Thus as the teacher observes the resistence of the adolescent as he struggles for self-definition, the teacher is annoyed. Grambs (1965) then indicated that it is teacher's (adult's) requests that are being resisted, it is the teacher's (adult's) goals that are being rejected.

According to Williams (1964:92) some of the items which will meet the needs of the students and the community include:

> "...the development of pupils who will meet their potential; acquire moral and ethical values; attain self-discipline; progress toward critical reasoning, logical and intellectual curiosity, be concerned for academic knowledge and vocational skills; and understand the meaning of healthful participation in civic affairs. The school's goals should indicate the community's beliefs regarding students educational needs, the course of study best suited to those needs, and the teaching and learning methods that will best promote the local school program.

As a first step towards the formulation of school goals, every post-primary institution should have a carefully formulated and precisely stated philosophy of education that will serve as a guideline for future development. The development of such philosophy, according to Williams (1964:85) helps the school to be more specific than ever before

in its pronouncements on its aims and goals. The staff members of such a school, do not hesitate to be forthright in stating the definite objectives of the school and making them known to the students. Such goals are set with the realisation that they can be revised and brought up to date at any time so that the school program may accurately reflect changing needs.

For such goals formulation to be acceptable, meaningful to and worth working for by the students, the students must take part in formulating them. It is then the duty of the principal who understands the intricate relationships found in the teaching and learning processes to get together and encourage his professional staff, the Board of Governors, and the students in their groups to participate in formulating school philosophy and objectives. Williams (1964:93) has noted that the development of such philosophy as:

> The school shall stress on understanding and appreciation of the fundamental skills, the scientific methods, good study and work habits, and the rights and responsibilities involved in being a good citizen,

will give direction and purpose to both staff and students. After all, Garth Bryans (1969:5) pointed out, that philosophies and goals are formulated to gain support from the environment and to give organisational members a broad framework within which the more immediate goals or the making of policy might be contained.

When such goals and objectives are formulated and accepted by the various groups, it should appear in teachers handbook and the students prospectus in order that, according to Williams (1964:91) the relationships of goal to policy development and to educational practice are understood by the staff and students. When this happens, anything that will lead to the disruption of such objectives, such as violent revolts which destroy the means of achieving accpeted goals by the students will be minimised.

PARTICIPATION IN DECISION-MAKING AND PROBLEM-SOLVING.

Most Nigerian Post-primary institutions are run on tranditional authoritarian line both in their program of study and their administrative leadership. The concept of line and staff organisation has been synonymous with rigid administrative control authority. The Principal and staff reign with absolute authority over the students with the strong support and responsibility given to them by the Ministry of Education and the Board of Governors.

But as the schools are growing larger and more complex and student unrest is on the increase, some educators and members of the general public are beginning to question the validity of authoritarian leadership in schools. According to Afolayan in Ozigi (1974: 21) the authoritarian style is based on the assumption that most people are not ambitious, have little desire for responsibility and prefer to be directed. Hurlock (1967:445) also noted that authoritarian control is based on the belief that the adults know best and

that the adolescent must submit to their commands or face punishment. Therefore the three characteristics of the authoritarian method are: (1) little or no attempt is made to explain to the adolescent the reason for rules he is expected to submit to; (2) it is assumed that the adolescent breaks rules intentionally and he is not given an opportunity to explain his reason for doing so; (3) punishment is almost always corporal and of a harsh and sometimes cruel nature. In this regard, Williams (1964:95) pointed out that expression and action on the part of the students cannot be adequately nurtured under an authoritarian regime that refuses to recognise students leadership and participation in matters that directly affect them. Further more, the demands of Bello (New Nigerian, 5 Nov.; 7 October, 1974) and Dangga (New Nigerian, 5 Nov., 1974) that the school authorities should be checked; the students demands shown on their placard: "reshufle the administration" (Daily Times, Jully 11, 1974-?) are pointers to the demand for a change in the administrative style in post-primary schools.

The democratic style is, therefore, advocated. Afolayan in Ozigi (1974:22) postulates that the democratic leader shares his leadership responsibilities with his followers by involving them in planning and executing programs. His attitude is based on the assumption that people can be self-directed and creative if properly motivated. Therefore he concluded that:

> ....the democratic leader is likely to be successful and effective. A leader may be

> successful without being effective. An effective leader is also a successful leader. To be an effective leader, the followers must see meaning and purpose in what they are doing and be willing.

The degree to which the students had been trained for adult roles whether before they come to school or while in school refers to the amount of opportunities given to them to assume responsibilities and make decisions. Undoubtedly no boy really wants to remain a boy. The desire for power and to be regarded as an adult urges him to accept responsibilities and make decisions. Before they come to school, the training in adult role is well underway. The smith gives his children free hand in fashioning tools in his forge. The farmer entrusts his children with planting and harvesting of a farm. In all these the children are given a measure of freedom to make decision. In this way, the parents develop the children's self-assurance.

But by the time the children come to school, most schools regard them as immature and incapable of making decisions and with the school authority's "best intention" for the students, they keep back responsibility from the students. Guided by youthful dynamism, the students directly or indirectly challenge the "best intention" of the school authorities for with holding responsibilities from them. Neil (1972:142) has suggested that the students should be given just about as much responsibility as he can accept at his particular age.

Many educators have delimited areas of responsibility to be given to the students.

Neil (1972:55) remarked that:

> there are aspects of school life that do not come under the self-government regime. My wife plans the arrangement for bed-room, provides the menu, sends out and pays bills. I appoint teachers and ask them to leave if I think they are not suitable.
>
> The function for Summerhill self-government is not only to make laws, but to discuss social features of the community as well. In a General Student Meeting, all academic discussions are avoided.

According to Frederick (1965:9):

> Students' councils have a decisive role and advisory role. The decisive role requires that procedures for resolving problems between students and administration be outlined in the constitution. The advisory role is exercised at the request of the school authorities or when an issue arises in which the students feel they have a vital interest. The higher the social awareness of the students and the more developed their social skills, the more frequently will their judgement be sought. The decision-making responsibilities of the students council are restricted to the non-credit curriculum or the students activities.

On the disciplinary aspect, Frederick (1965:11) said that the school should leave the handling of transgression against school and community law (theft, truancy, cheating, drunkenness) to the school and police authorities. But neglect or ineficiency in performing properly dolegated students service can and should be handled by the students. Williams (1964:368) asserted that:

> The council must be prepared to aid the school staff in solving crucial problems, to help students make their wishes and aspirations known to the administration,

> report any progress made in administering students affairs, and through completed projects to provide proof that the council has the ability to carry through its planned programe of action successfully.

The preceding quoted passages indicate areas students decision-making are excluded. They are: the purchase of material facilities, staff appointment and dismissal, theory and practice in academic matters, serious criminal offenses. These are outside the competence of the students. The above quotations include those areas that affect the students directly and within their competence such as: school rules, social matters, assistance in resolving problems between students and school authorities, and advise to school authorities on matters that interest them.

An important area in decision-making is the selection of student leaders. The selection of students leaders varies from school to school. Basically, the students are not given free hand in democratically electing their leaders. Many educators who cherish the democratic concept of elected leadership insist that students should decide for themselves who should lead them in the classroom, dormitory, school prefectship, and in students government.

In America where student government is well developed, Frederick (1965:12) noted that the student leaders are "elected by free, secret ballot.... in many schools the election campaigns are conducted in the manner of political campaigns for public

office". Williams (1964:362), another American educator, Neil (1971:53), a British educator, and Abioye in Ozigi (1974:48), a Nigerian educator, agree that student leaders whether for committee or school government should be democratically elected by the students. The idea of allowing students to elect their leaders enthrones the concept of self-determination and the right of individual choice which the adolescent, with his sense of coming of age, wants to assert directly or indirectly. The students know what they want in the way of leadership and when they are not given the opportunity to express their right of choice, tension and frustration are created in the students which may eventually lead to revolt against the school authorities.

Akin to decision-making is power-handling which has to do with students participation in school government. The opportunity given to students to participate in school government varies from school to school. Some of the areas of power-handling include school head boy or prefect, class monitors, games and sports captains, house prefects, club presidents and secretaries, and librarians. The activities of these leaders are not co-ordinated into one student control body. Because the activities of the students leaders are not co-ordinated, the leaders are powerless and operate as specialised intermediaries between the school authorities and the students. The rest of the students have little confidence in the leaders because, according to Afolayan in Ozigi (1974:27),

the students are given the impression that the main duty of the prefects is to report them for caning or punishment. In fact, because the school authorities play important role in the appointment of the students leaders, the students leaders are more loyal to the principal and staff than they are to the cause of the students. Thus the role of the school authorities is less understood by the students. This lack of understanding generates suspicion and rumour mongering which contribute to student unrest.

Educators who see the usefulness of students participation in school government have advocated for a unified student governing body such as a council or an assembly. The objective of such a council or assembly should include, according to Frederick (1965:9), all such approved valued aims of education as: responsibility, initiative, leadership, fellowship, self-control, self-reliance, co-operation, respect for law and order, honesty, obedience to law, and effective citizenship. When such a body is formed, Abioye in Ozigi (1974:47) said that authority should be delegated to:

> .....the council or assembly to make rules and regulations affecting all pupils, to enforce their own laws, and perform services for the benefit of the school community.

One of the services the council may perform is that of representation and consultation. As pointed out by Williams (1964:373), the officers of the council should represent the council at assemblies and at special meetings with the staff and administration.

In America where students are given greater opportunity in students government, Frederick (1965: 6) said that in students participation in self-government,

> American youth are early inducted into the never quite perfect realm of freedom, personal responsibility, individual dignity, self-determination, right of individual choice....the management of their lives in education institutions is designed to guide their passage from childhood to adulthood.

What such a well organised body can do to reduce tension in the school below head cracking level has been outlined by Frederick (1965:11). Some of them among others are:

1. They gather data, facts, and opinions on selected issues or proposals and use these as the basis for reaching decision.
2. They make decisions and settle issues.
3. They delegate responsibilities.
4. They initiate, promote, innovate, lead.
5. They consult.
6. They supervise, and give or secure help.
7. They look ahead and anticipate needs and difficulties.
8. They inform.
9. They evaluate.

Abioye in Ozigi (1974:48) said that in such a council or assembly problems of curricular and extra-curricular activities are openly discussed and explanations are given. While Herbert Stroup (1964:157) sees students participation in school government as a means through which personal aspects of general educational goals have been variously formulated.

Some principals and staff do not feel it is proper to give students such wide participation in school government for certain reasons.

According to Stroup (1964:155-6) some school administrators feel that the students are immature to arrive at mature decisions affecting the various groups within the institution. (2) That because they lack sufficient knowledge and understanding in problem solving, they are incompetent to take part in committees and school government. (3) That the students have limited time to take care of their classroom responsibilities which is of more educational importance to them and can ill afford to spend time in extra-curricular chores. (4) And further more that the students given such responsibilities in student government will use their power against their fellow students.

It is exceedingly important, Douglas in Beckner and Dumas (1968:127) cautions, for all those who plan for, and work with adolescents to recognise the critical importance of the increased and increasing desire of young to operate under their own command and to receive greater recognition. He therefore observes that constant inability to satisfy the adolescents desire for independence, recognition and approval are unusually unfavourable for the development of sound personalities and good attitude towards themselves, adults, school, teachers and learning. "It should likewise be borne in mind by curriculum makers, counsellors, teachers and school administrators, as well as parent," Douglas (1968) went on, "that young people must be given responsibilities that interest them at least to some extent - tasks that challenge them by not being too

easy and too simple but offer them hope of achieving at least some satisfying degree of success".

Neil (1971:275) observed that it is only thwarted power that works evil. Human beings, he continued, are good, they want to do good; they want to love and be loved. Hate and rebellion are only thwarted love and thwarted power.

COMMUNICATION

The attitude of most principals in the post-primary institutions is that of "the boss" of the school. With this kind of feeling, according to Wali in Ozigi (1974:13), the principals become threatening and information flows one way from the principal to the students in the form of instructions and commands. This leads to confidence wearing away and fear and resentment taking its place.

The importance of adequate flow of communication in all human interaction is worthy of note. According to Frederick (1965:24), communication is the life-blood of man as a social animal. Through its different forms, man has constantly sought to improve his contact with his fellow men and it has enabled men to know, to be informed, to persuade and to be persuaded. Relating the preceding statement to students situation, Crouch (1970:143) noted that the simple demand to know what is happening is the right of the students, and when such information is not given, the students become irritated and feel that the school administration is remote from them. As a proponent of more and better

communication as a solution to student unrest, Crouch (1970) said:

> .....I will argue that the communication network is more important than the participation is important, but it is less important than explaining much more and much more publicly how decisions are made....

If it is accepted that the post-primary institutions are becoming larger and more complex in their administration, then improved communication may contribute to the solution of student unrest. Through it, closeness with the students is established.

Improvement in communication, Crouch (1970:145), pointed out should not be regarded as one-way. He suggested that there should be consultation with students, because, he argued, this goes further in that it accepts that students have something to contribute to the discussion of issues. It also accepts that the students have a right and ability to take part in arguement and debate with those responsible for decision making.

One of the ways suggested by some educators to secure consultation is through student council or assembly. Through this body, on the one hand, the students can consult with the school administration on matters that affect them, give advice to the school administration on selected affairs, help in resolving problems between students and the administration and seek for help from the administration. On the other hand, according to Frederick (1965:33), through discussions with the student council, the school administration informs, persuades or convinces the

students on lack of material facilities or new patterns of social behaviour among the students. As a means of communication, Williams (1964:368) said that the students council not only helps the staff to solve crucial problems but makes the wishes and aspirations of the students known to the administration.

The demand by some educators for students consultation with the school administration does not suggest that the students are seeking power, but that the consultations is a means to remedy a breakdown in communication. For according to Crouch (1970: 45):

> They (students) want to be assured that those who are on the other side of the gulf that separates or seems to separate, the teacher from the taught, really listen to their representations, understand what they are saying and are concerned about their interests.

Apart from communicating through consultation, there are other suggested means of communication within the school system. Afolayan in Ozigi (1974: 21) noted that because it is not possible to solve all human problems in simple ways and because people cannot act in isolation, it will be difficult to follow the line rigidly. The important thing is for the principal to co-ordinate and communicate always. He enumerated six methods through which a principal may communicate with his staff and students. In all cases, he emphasized, communication should flow freely to avoid misconceptions and rumours which contribute to student unrest. The language used, he cautioned, should be clear and inoffensive even under

provocation. These methods are:

(a) Morning assembly
(b) Notice Board
(c) Circulars to staff
(d) Staff meetings
(e) Holding discussions with or giving assignments to individual staff or students. This way may be formal or informal.
(f) Schedule of duties.

During periods of consultation between the principal and prefects, according to Ozigi (1974:38), matters affecting the students welfare will be thoroughly discussed. The principal will listen carefully to the views and suggestion of the students.

STAFF-STUDENT RELATIONSHIP.

Staff-student relationship is manifested in both classroom and non-classroom activities. In some schools staff-student relationship does not go beyond the classroom. In others it is limited to the interaction between the staff and the student leaders because some teachers want to avoid what they call "familiarity which breeds contempt". Such feeling is encouraged by the authoritarian system which obtains in some schools and which accepts the issuing of orders by the teacher to the taught and the maintaining of "respectable distance" by the teachers in their relationship with students. Joy in Ozigi (1974: 143) has observed that real chasm exists not only between the staff, but between the staff and students in some schools and wrote:

> In some schools, the staff lives miles apart and completely aloof from each other,

> the prefects and the boys. Therefore, there is no fellowship, no understanding, and things happen and develop without the other group knowing anything about it.

The teacher is seen from two different perspectives by the students in both classroom and non-classroom activities. In the classroom, Grambs (1965: 99) noted that the teacher is seen by the students as "another animal...as the unremitting judge of achievements, as the gatekeeper to success and failure, as holder of the high mysteries of the grades". This is punctuated by the emptiness and the remoteness of content which only serve to increase the distance from the teachers world felt by the students. Therefore the teacher is not trusted by the students. But in the non-classroom activities, Grambs (1965) further pointed out, the relationship between students and teachers is often warm and helpful, because teachers are viewed by the students as allies and sometimes as friends because the fear of the grade system does not exist.

Jersild (1952:123) has also postulated that under authoritarian leadership teachers cannot enter into the kind of relationship which would enbale students to grow in understanding of themselves, because the teacher is a person in authority. He is both a disciplinarian and the moral arm of the society. Therefore he cannot allow that kind of democratic relationship that is necessary if there is to be anything approaching a free exchange or revelation of feelings.

The teachers closer relationship with the students need not breed contempt of the students for the teacher. Rather it should breed respect for the teacher and help him to understand the nature of students and see those signs that will lead to disciplinary problems. It will enable the teacher to apply the professional skill that will help each student to develop his real or potential self. To achieve the above things, both the principal and teachers have certain things to contribute.

The principal, according to Williams (1964: 378), should help young and inexperienced teachers to understand the implications of child growth and development for the school program. He should help them to understand that discipline in the school should recognise the inherent dignity and rights of everyone, be devoted to humanitarian principles and ideas, offer self-direction or self-discipline, and be founded on the understanding of accepted goals on which to base appropriate behaviour. He should help them to recognise signs that lead to disciplinary problems such as unco-operativeness, sloppy dress, poor manners, lack of attentiveness and over anxiousness to assume peer leadership outside the appropriate group organisation.

The experienced professional teachers on their part, Williams (1964) suggested, should possess such personality and technical skill which requires thorough knowledge of the human child, his developmental stage and his human behaviour as an individual or as a member of a group.

In order for teachers to prevent unacceptable student behaviour, help the students to learn self control, and identify themselves with their teachers, they must be close to the students. Wills... (1973:91) in his advocacy for students identification with their teachers noted:

> ....we all have in the course of our development a variety of identification figures, some weak, some strong, and most of us can recall people in our youth whom we greatly admired, respected or loved - or all three. With such a person there is likely to be strong identification feelings; consciously or unconsciously we tend to copy his ways, assume his attitude, admire the things he admires, despise the things he despises. While we often succeed in convincing ourselves that we admire him because of this or that attitude, or opinion, it is often the case that the admiration or affection for the person comes first and adoption of his attitude follows. Speaking of what makes people fall in love, Mrs. Humphrey Ward makes one of her characters say "propinquity does it", and it is much the same with identification figure.

Wills (1973:92) emphasised that the school community should help the students to identify with someone whose style of life, attitude of life and philosophy of life are such, to say the least, no harm can come from their adoption by others. Such teachers must be good models in all things that make an upright, honest and caring person.

In the classroom, the teachers mastery of his subject matter, his impartial treatment of his students and his use of appropriate methodology to get across his lesson, according to Grambs (1965:100)

help the students not only to tolerate him, but like him and admit him into "the magic circle of students confidence". The students respond with favour and interest to those teachers who seem able to teach significant subjects matter with evident regard for the world of youth and struggle of the individual student.

In order to increase his understanding of the students, Jersild (1952:118) suggested that the teacher has to work with or seek help from other teachers. He should co-operate with other teachers not only to bolster his morale but to get other slant to the solution of student problems. His fellow teachers may be able to help him either because they had such problems and effectively solved them or because they are not intimately involved in that particular student-teacher relationship which is puzzling their colleague.

The keynote to sound teacher-students relationship should not only be openness and trust, but it should be an Joy in Ozigi (1974:143), reminded every teacher, that:

> ...your own house should be "open house" always ready to welcome the knock on the door. Meal together. Visit plenty. Be approachable.

It does not mean that conflict will not occur in the staff-student relationship, but such relationship enables the teachers to understand the causes of such conflict and to help the students, as Hickerson (1966:42) put it, to believe in talking over problems rather than fighting about them.

TEACHING STAFF AND MATERIAL FACILITIES

Teaching staff and equipment are very important for effective management of any post-primary school. Lack of any of those two things or poor substitution for them may contribute to student unrest. According to Ajaiyioba in Ozigi (1974:66) a combination of many things make a school good or bad. Schools are classified A,B, or C, that is good or bad due to staffing and equipment. Because staffing and equipment are so important, the principal cannot succeed in his administration without adequate provision for them.

In the effort to be resourceful in solving staffing problems, some principals have assigned subjects to teacher who are least qualified to teach them. Grambs (1965:129) has noted that not all teachers are equally good at all things. Therefore a teacher is placed at greater disadvantage when he is asked to teach a subject in which he is least qualified. Students easily notice his weakness and lose interest in his lesson. There can be no substitute, according to Grambs (1965) for competent teachers who can organise knowledge in an interesting, exciting and understandable fashion and make good the difficiencies inherent in course books.

To remedy the problem of shortage of staff, Afolayan in Ozigi (1974:30) has suggested some alternatives. According to him teachers should normally teach their degree subjects or the subjects they studied at the major level at the Nigerian Certificate in Education. As the normal does not obtain, the principal can ask teachers to teach any subject which

they are reasonably qualified or any subject related to their major subjects. Where the shortage is so acute that teachers are not available for some subjects, Afolayan (1974) has suggested that provision should be made in the time table for free study periods for the lower classes. Or such classes cancelled so that the students may close earlier than 2 p.m. He prefers the last alternative for disciplinary reasons. He showed that it will enable the principal to organise feeding program where dining facilities are in short supply, so that the students can feed in shifts.

In considering equipment, Ajaiyioba in Ozigi (1974:66), has categorised equipments as classroom equicpments, laboratory equipment, workshop equipment, games equipment, equipment for dining and assembly hall, and library equipment. He has not included dormitory and medical equipment which are equally important to the students. It is essential to provide these equipment if the students are to obtain all round education and minimise unrest in schools.

It is in the food service in the dining hall that students expect theory to be marched with practice. For instance, if, according to Williams (1964:449), in the health education lesson, the students are taught that wholesome food rich in protein, minerals, vitamin and energy food are good for the body, and if they are taught the importance of change of diet to health, they expect these things to be put into practice in the dining hall. In some schools students have been heard saying "everyday 'dawa', we eat it in our 'tuwo', we drink it in our 'kunu', and we eat it in our 'masa'". When they had asked for a change of diet, they had

been asked by the school authorities whether they get as much food in their homes. Sometimes it is not that the food is bad, but it is served in leaking dishes and students struggle to save enough food to eat. In order to reduce tension in the dining halls, Williams (1964:450) has suggested that at least one faculty member should be on duty in the dining hall to supervise the conduct of the students and the food served to the students to see that everyone enjoys his meal without interruption. "Poise, good manners, and enjoyment of one anothers company during meals should be stressed as a valuable learning tool for secondary school students".

If in theory the students are taught that a healthy mind lives in a healthy body, they expect to play many games and sports in order to develop healthy bodies.

The dormitory accommodation is another area that is likely to generate tension. With the increase of intake in most post-primary schools, the dormitories are becoming over crowded. A student who, perhaps, quarrelled with a fellow student for space the previous night and gets up the following morning with a headache or cold from exposure, will surely be irritable and frustrated.

Laboratory or workshop equipments are important areas. Most students go to some of the post-primary schools with the desire to study such subjects as Chemistry, Physics, Biology or Commercial subjects like typing or handicrafts like woodwork, metalwork or draftsmanship. If the equipments are not available for the areas of the particular interest of the

students, they becoms frustrated.

From the discussions in the preceding paragraphs, it can be seen that a combination of things may cause student unrest in the post-primary schools. The lack of any of the things mentioned above may cause frustration. And aggression as Dollard, Doob, Miller, Mowre and Sears in Davis (1971:166) postulated, is always a consequence of frsutration. Therefore where frustration occurs, whether in staff-students relationship as a result of breakdown in communication, hinderance in power-handling or decision-making, or due to lack of teaching staff or material equipments, aggression of some kind and in some degree will inevitably result. Although that aggression may not immediately or simultabeously be directed to the instigator of that frustration. It may, according to Dollard and co-writers (1971), be temporarily compressed, delayed, disguised, displaced, or otherwise deflected from their immediate and logical goal, they are not destroyed. The reason for the preceding postulate is not far to seek. Dollard and co-writers (1971) explained that through the lessons human beings have learnt as a result of social living, they suppress and restrain their overtly aggressive actions. For instance, a student who gets up in the morning with a bad cold which is the result of poor dormitory accommodation, though frustrated and irritable, may suppress his aggression. But if on getting to the dining hall a bad remark is made about food, he may join readily in any violent action even though he did not see anything bad with the food. Such aggression is displaced

from one object to another.

Finally, one may ask at this jucture: What are students of post-primary age range seeking for in their contestion? According to Davy in Bowker (ed) (1970:142-147) most student activists are not screaming delinquents, but highly intelligent, interesting and often charming people. The arguments of revolting students may often be questionable, their experience short, and their methods distastful, but what they are doing, in effect, is uttering a cry of distress and anger at some aspects of school administration. They are protesting against injustice, hypocrisy, authoritarian attitudes of some teachers and administrators. Their protests are directed against certain very real shortcomings in the educational system in their state. There is intense overcrowding, shortage of facilities, teaching staff, books and this is aggravated by high academic demands of West African Examination Council. Further more in their protest they are seeking for better relationship between the staff and students through closer contact with their teachers and other school authorities and better understanding by the school authorities of students problems. It is in this light that Unesco publication (1969:23) suggested that these students, even student extremists,

> ....do not seem to be trying to take the reins of authority away from their teachers but simply to find a common ground for discussions, communicstion. This is conscious and responsible participation: it is spreading students government beyond classrooms into the lunch rooms, dormitories and general disciplinary mechinary of secondary schools.

CHAPTER III
THE METHODOLOGY

The data and information used in this investigation were gathered from (1) Questionnaires (2) Interviews with principals and vice-principals (3) To some extent some information which are related to the study were obtained from newspaper articles.

QUESTIONNAIRES

Two sets of questionnaires were drawn, one for the principals and teachers and the other for students. Before the questionnaires were pretested, each questionnaire was read and edited by two of the study advisors. Any of the questions which was not clear was clarified. The questionnaires were then pretested at the Government Secondary School, Funtua where there was student demonstration in 1973. The principal, five teachers and thirty students randomly selected from Forms III and V were the respondents. The pretesting helped to determine the validity of the questions contained in the questionnaires. After the evaluation of the responses most of the questions were found to be clear and understandable. The few vague and ambiguous ones were either eliminated or rephrased to make for clarity.

The validated questionnaires were administered by the researcher personally to the students and staff of all the eight post-primary institutions which have experienced student unrest since 1970 in Benue Plateau State.

In each school, that random sampling was used to select ten students from each of Forms III to V. Thus a total of thirty questionnaires were administered to thirty students in each school. The questionnaires for 'Principals and Teachers' were administered to the principal and four teachers. The teachers selected were those who had stayed in the school for about three years or more and had direct contact with the students both in classroom and non-classroom activities. An overall total of two hundred and forty students, eight principals and thirty-two teachers were the respondents to the questionnaires.

INTERVIEWS

Board of Inquiry Reports were not made accessible to the researcher, but some school principals and vice principals discussed some of the causes of student unrest in their schools with the researcher.

DATA ANALYSIS

The data collected were analysed by the use of tables, percentages and chi-square to draw inferences and conclusions. Percentages have been used to treat the data where the difference between the observed and expected responses are large enough by about 20% to make interpretation possible without the

use of chi-square. Therefore for the purposes of coming to a conclusion about any part of the hypothesis, the researcher requires that a relationship be significant statistically at.05 level if chi-square is used and 20% if percentages are used.

According to Garrett (1970:253) chi-square tests represent a useful method of comparing experimentally obtained results with that to be expected theoretically on some hypothesis. The equation for chi-square (χ^2) is stated as follows:

$$\chi^2 = \sum \left[\frac{(fo-fe)^2}{fe} \right]$$

in which fo = frequency of occurrence of observed or experimentally determined facts. fe = expected frequency of occurrence on some hypothesis.

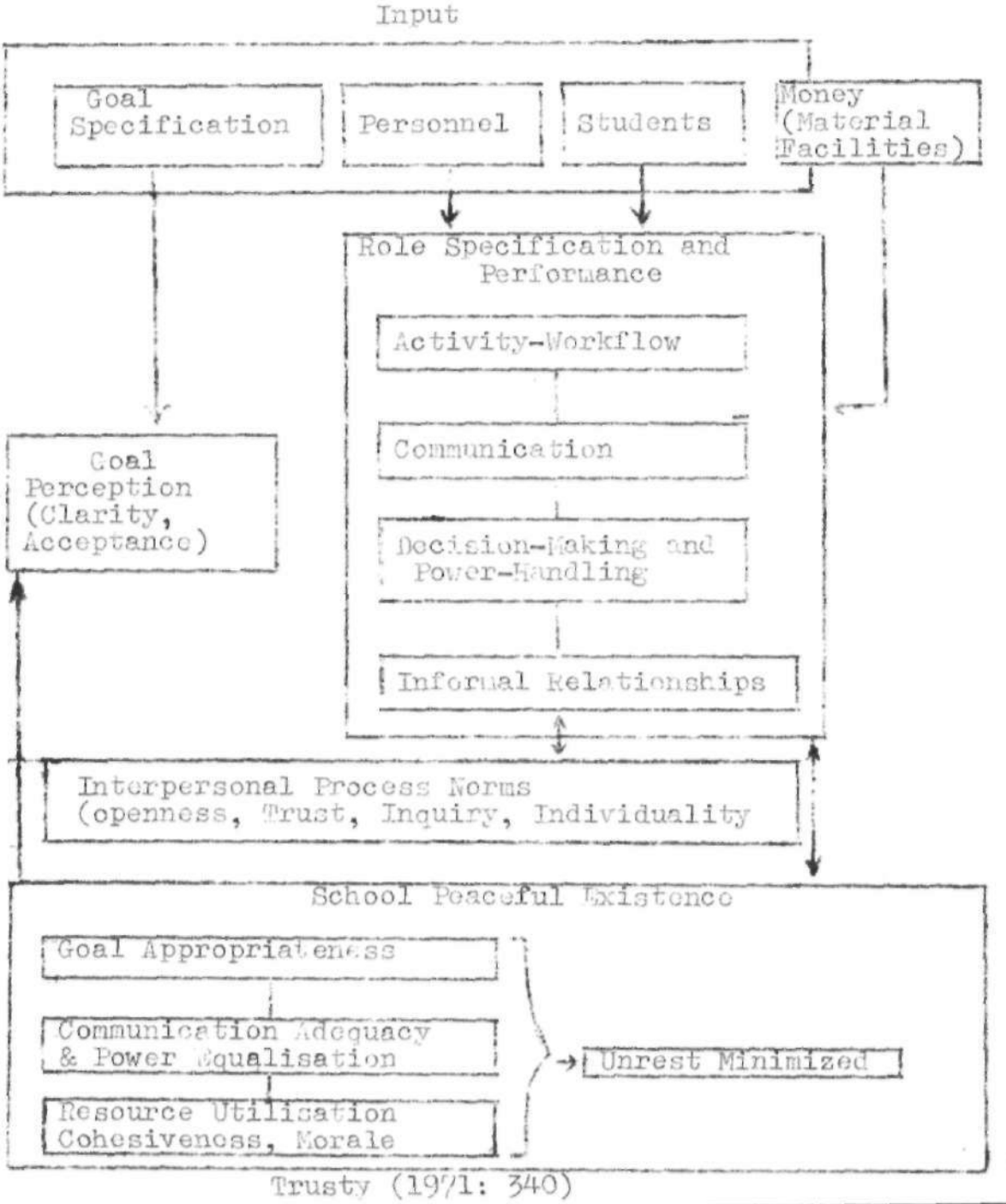
Fifteen of the questions contained in the questionnaires were answered by both the students and the teachers. The responses are tabulated on the same table to make for easy interpretation and to avoid unnecessary repetition in interpretation. The entries in the tables are clearly marked "students" and "staff". But three questions in the "Principals and Teachers" questionnaires which were answered exclusively by them were put on separate tables. Five questions in the "students" questionnaires which were answered by the students alone were also presented on separate tables.

CONCEPTUAL MODELS

In this study, the Personnel-Students Interaction Model (fig.1), the Conflict Resolving Model

(fig. 2), and the Line of Authority Chart Model (fig. 3) were used as guides to this study.

Fig. 1: Personnel-Student Interactional Model



Trusty (1971: 340)

Inputs: are specified goals, personnel, students and money injected into the school system for the achievement of the objectives of the school system.

Goals: are the objectives of the school. According to Trusty (1971:342), the goals must be clearly specified, understood and accepted by all members of the school system. The goals must also be achieved with the existing or available resources and must satisfy the needs of the students and community to inspire the confidence of the students in the school system and thus reduce unrest.

Personnel: include both instructional and non-instructional staff who interact in the school system to achieve the goals of the school and work for the peaceful co-existence of all the members of the school system.

Students: are children of post-primary age who are admitted into the post-primary school system to benefit from post-primary education.

Money: is provided by the parents of the students in the form of school fees and the state government in the form of grants to pay for the personnel services and purchase material facilities for the instruction and accommodation of the students.

Role Specifications: are the tasks and responsibilities both curricular and co-curricular which are assigned by the principal to the students and personnel according to their abilities, attainment, qualifications, aptitude and interests. The tasks and responsibilities are made very clear so that role conflict does not occur.

Activity-Workflow: In carrying out the assigned tasks and responsibilities, both personnel and students know precisely what they are accountable for and to whom to render such account, the time to render such account and how to render it.

Decision-making: The performance of delegated tasks and responsibilities requires decision-making on the part of both personnel and students within their areas of competence. The decisions, great or small, made by the staff and students in the delegated task areas, contribute to the overall decision made by the principal in matters of greater importance related to the delegated tasks and responsibilities. Such decisions made by the students whether in clubs, class, dormitory, sports or school leaderships, give the students the feeling that they take part in the decision-making processes for which they may be rewarded or blamed. In this way the students will not shift all the blames to the school authorities and thus revolts are reduced.

Communication Adequacy: For the objectives of the school to be achieved without conflict, communication must be distortion-free and flow freely vertically, horizontally and across the boundary of the school system. If rumours which lead to unrest in the school system are to be avoided, information on matters affecting the students must be got without difficulty.

Power Equalisation: To avoid conflicts in the power structure in the school system, both the personnel

and the students should be given authority and responsibilities commensurate with their ability and within the areas that directly affect them. They should be allowed to exercise such authority and responsibility without undue interruption from the high authority. In this way, according to Grusty (1971:342), the students and personnel influence the higher authority - the principal - as he would like to influence those above him.

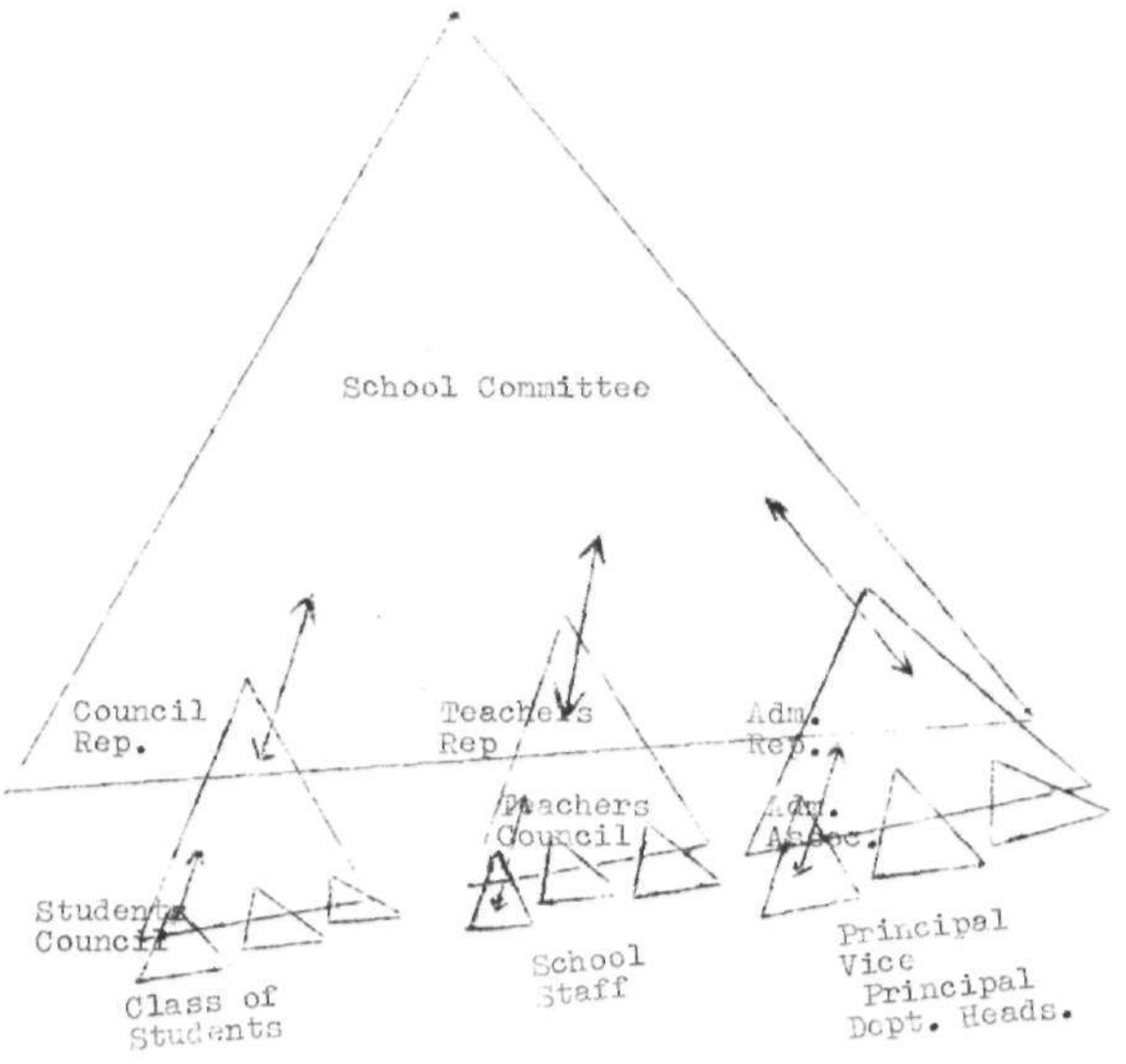
Informal Relationship: Apart from the formal relationship between the students and their teachers in the classroom, there exists the informal teacher-students relationship which occurs when the teachers take part in students clubs, games, visit the students in their dormitories and invite the students to their homes. The important thing about informal relationship is that it enables the teachers to discover students problems. Informal teacher-student relationship generates confidence in their teachers and gives them a sense of belonging to the school.

The guiding principle in teacher-student relationship is frankness, openness and trust. When these things are achieved, the students freely ask questions on matters worrying them and co-operate with their teachers in working for the well being of the school.

Resource Utilisation: When the school resources - personnel, dormitory accommodation, feeding facilities, textbooks, games and sports equipment - are adequately supplied and properly exploited, learning is motivated and the students energies are geared

towards the achievement of the goal of the school system. This creates high students morale and minimises conflicts.

Fig. 2: Conflict Resolving Model.



Macleod (1969:16)

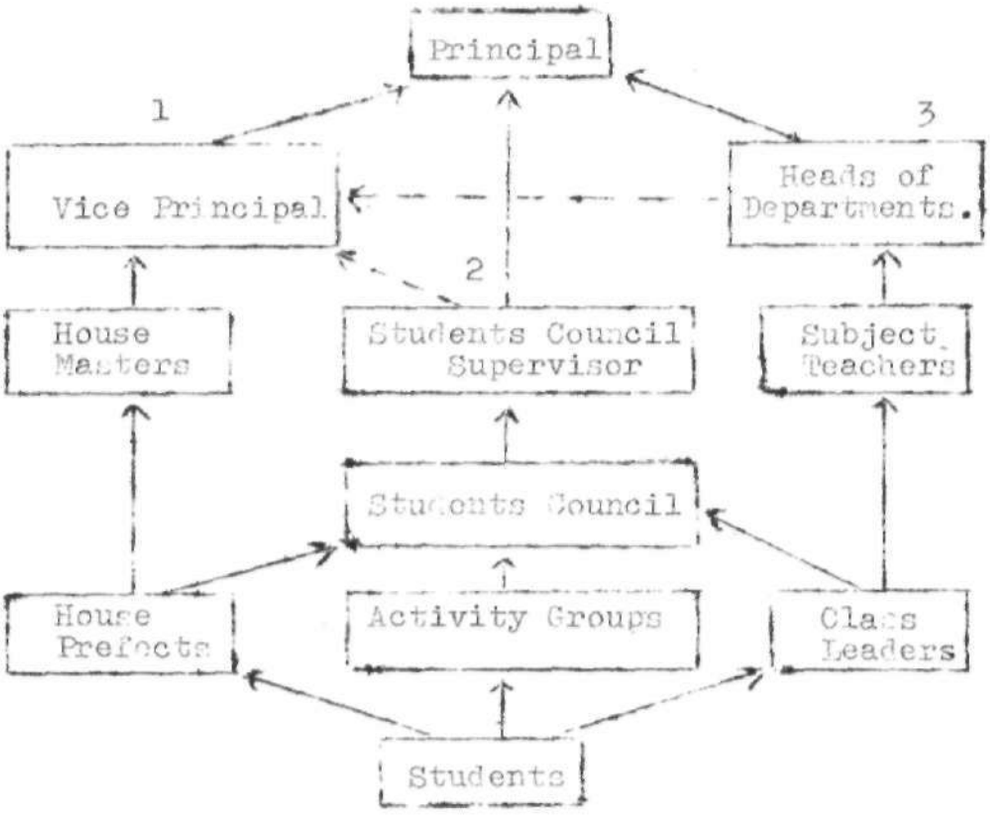
Conflict Resolving Model:

In Macleod's (1969:15) model in Figure 2, the arrows show the linking-pin structure. The suggested structure depicts the school committee as not only a major conflict resolving body, but provides for decision-making, power-handling and adequate communication by consulting a number of groups before conflicts develop or decisions are made.

In the model, each major group is linked to the rest of the organisation by means of persons who are members of more than one group. In this way, the link is a representative of his group's views to the next higher level. In the model above, the students in a class or a house elect a representative to take their views to the council, the council selects a representative who can be consulted by the school committee or consults the school committee when the need arises. The consultation function can be exercised in both direction as is shown by the arrows.

Thus in education, Macleod's conceptual model can be helpful in dealing with conflicts in the school. There has been a trend towards allowing conflicts to develop unchecked or keeping students out of decision-making and power-handling. But the areas which are likely to spark off revolt can be centrally determined through discussions between the staff and the students. In this regard, the Macleod approach would provide channels for communication with staff-student groups and would thus facilitate informal decision-making and conflict resolving.

Fig. 3. Line of Authority: Personnel service, Academic matters, and Students Activities Model.



Modification of Afolayan's in Ozigi (1974:20) line of authority with Williams (1964:339) ideas.

1. Personnel Service
2. Students Activities
3. Academic Matters

The line of authority varies from school to school, but it must be well established and known by both staff and students. The above model subsumes that the school is a boarding school.

Personnel Service:

On the personnel service side, the students in their dormitories make their problems known to their House Masters. The House Masters are responsible to the Vice Principal who in turn is responsible to the Principal.

Academic Matters:

On the academic matters, the students make their academic problems known to their class leaders who make the problems known to the subject teachers. The subject teachers take the problem to the Heads of Departments who make the problems known to the Principal although mentioning these problems to the Vice Principal.

Students Activities:

On the students activities matters, the students leaders are nominated and elected by free, secret ballot and by the group of students represented. The students make their problems, opinions and suggestions known to their house prefects, activity group leaders and class leaders. These leaders discuss the problem, opinions and suggestions in the students council. Apart from making known their decisions known to the council supervisor, the officers of the council represent the council at assemblies and at special meetings with the staff and the administration like the school committee illustrated by fig. 2.

Fig. 4: Institutions Involved in Student Unrest

Name of Institution	Type of School		Type of Unrest		
	Co-educ.	Non-Co-educ.	Class	Dormitory	Whole School
1.Gyel Commercial Schl., Bukuru	✓		✓		✓
2.Govt. Sec. Schl., Kuru		✓			✓
3.Teachers College, Gindiri.	✓				✓
4.ECWA Sec. Schl., Nasarawa	✓			✓	✓
5.Jesus College, Oturkpo	✓				✓
6.Wesley High School, Oturkpo	✓			✓	✓
7.Holy Rosery Teachers College, Adoka		✓			✓
8.Methodist High School, Igede		✓		✓	✓

As indicated in Fig. 4, the eight schools involved in this study include co-educational and non-co-educational institutions. Three of these schools are Teachers Colleges and are made up of two co-educational colleges and one Women's Training College. The four Secondary Grammar Schools are made up of two co-educational schools and two non-co-educational schools. The Commercial Secondary School is co-educational.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF FINDINGS

Each of the schools studied was viewed as a system like the system in the Personnel-Student Interaction Model in Fig. 1 (p.44). To achieve the school objectives, input such as specific goals, personnel, students and money were injected into the system. For the school system to work effecient-ly, the goal should be clearly understood and accept-ed by both the personnel and the students. The role of all those interacting in the school system should be specified and both personnel and students should participate in deciding and solving the problems that were involved in the specified roles. During the process of executing the specified roles, those involved in the system should communicate freely and engage in formal and informal relationships which should be frank, open and full of trust if they were to understand each other, achieve the goals of the school system effectively and minimise conflict.

The schools studied had experienced unrest which means that the group climate had been disturbed. This chapter tabulates, analyses and interpretes the proposed hypothesis that "certain administrative factors such as lack of understanding

of school philosophy and objectives by students, lack of students participation in decision-making and problem-solving, lack of easy flow of information between the school authorities and students, unfavourable relationship between the staff and students, and inadequate teaching staff and material facilities may contribute to students unrest in some of the post-primary institutions in Benue Plateau State".

To make the analysis and interpretation easy and meaningful, the hypothesis has been broken into five sub-areas it deals with and the questionnaires dealing with each part are grouped together and tabulated in the following order:

Sub-Hypothesis 1: Understading school philosophy and objectives. Tables 1.1 to 1.3.

Sub-Hypothesis 2: Students participation in decision-making and problem-solving. Tables 2.1 to 2.14.

Sub-Hypothesis 3: Flow of information between the school authorities and students. Tables 3.1 to 3.3.

Sub-Hypothesis 4: Relationship between the staff and students. Tables 4.1 to 4.5.

Sub-Hypothesis 5: Supply of teaching staff and material facilities. Table 5.1.

It is necessary that post-primary program should operate within a given philosophy from which

which desirable objectives may be developed. For such philosophy and objectives to be accepted and worked for by the students, they must understand it. Therefore:

Sub-Hypothesis 1:

"...lack of understanding of the school philosophy and objectives by students .. contributes to student unrest in some of the post-primary institutions in Benue Plateau State".

Deduced Consequence:

"That if school philosophy and objectives are *not* clearly understood by the students, they direct their energies towards activities that *may* lead to unrest".

Table 1:1

1. Are students oriented with the philosophy and objectives of the school?

Responses	Number of respondents		Per cent		Differences in per cent	
	Students	Staff	Students	Staff	Students	Staff
Yes	95	16	39.6	40		
No	145	24	60.4	60	20.8	20
Total	240	40	100	100		

In Table 1.1 39.6% (95) of the student respondents showed that they were oriented with the philosophy and objectives of the school. While 60.4% (145) of them indicated that they were not. This shows a difference of 20.8%.

In the staff responses, 40% (16) of them indicated that the students were oriented with the school philosophy and objectives. While 60% (24) of them showed that the students were not oriented with the school philosophy and objectives. The difference is 20%.

Table 1.2

6. Do students understand clearly the school philosophy and objectives?

Responses	Number of students respondents	Per cent	Difference in per cent
Yes	90	37.5	
No	150	62.5	25
Total	240	100	

Table 1.2 deals with the question: "Do students understand clearly the school philosophy and objective?" Thirty-seven point five per cent (90) of the student respondents showed that they clearly understood the school philosophy and objectives. While 62.5% (150) of the respondents showed that they did not. The difference is 25%.

Table 1.3

2. Do teachers make known to the students how their subject areas are linked with the overall objectives of the school?

Responses	Number of staff respondents	Per cent	Difference in per cent
Yes	16	40	
No	24	60	20
Total	40	100	

The question in staff questionnaire, "Do teachers make known to the students how their subject areas are linked with the overall objective of the school?" is meant to reveal the extent to which students are helped by their teachers to understand the objectives of the school. Table 1.3 shows that 40% (16) of the staff respondents indicated that they did so. While 60% (24) of them showed that they did not. Almost all of them qualified their responses with the word "indirectly". This means that "indirectly" they made known to the students how their subject areas were linked with the overall objectives of the school. The difference is 20%. Their indirect approach contributed to the students lack of understanding of the school philosophy and objectives. This indirect approach is not in accord with what Williams (1964: 85) said that with the development of school

philosophy, "the staff members of such a school do not hesitate to be forthright in stating the definite objectives of the school and making them known to the students".

The differences of 20.8% in student responses and 20% in the staff responses in Table 1.1, the difference of 25% in the student responses in Table 1.2, and finally the difference of 20% in the staff responses in Table 1.3, are all statistically significant, to support the above hypothesis that "lack of understanding of school philosophy and objectives by students contributes to students unrest in some of the post-primary institutions in Benue Plateau State".

Although there is statistical support for the above hypothesis, it is important to point out that the 39.6% (95) student responses and 40% (16) staff responses in Table 1.1, 37.5% (90) student responses in Table 1.2 and 40% (16) staff responses in Table 1.3, represent responses from the three Teachers Colleges involved in this study. It was indicated in these schools that students were oriented with the objectives of the school, they clearly understood it and that teachers made known to the students how their subject areas were linked with the overal objectives of the school.

It is not enough that students should understand the philosophy and objectives of the school, it is equally important that they should take part in formulating school philosophy and objectives. They should take part in discussing and deciding matters

that affect not only the school government but their welfare, discipline and co-curricular activities. What then may be the consequence of lack of students participation in decision-making and problem-solving?

Sub-Hypothesis 2:

> "... lack of students participation in decision-making and problem-solving, ... contributes to student unrest in some of the post-primary institutions in Benue Plateau State".

Deduced Consequence:

> "That if students do not participate in deciding the problems that affect them directly and in solving them, they may not co-operate with the school authorities in maintaining discipline in the school. Therefore unrest may be caused".

The areas of decision-making and problem-solving in the schools may be varied, but attention has been paid to the following specific areas:

1. Formulating school philosophy and objectives. Tables 2.1 and 2.2.
2. Participating in the government of the school. Tables 2.3, 2.4 and 2.14.
3. Selecting student leaders. Table 2.5.
4. Discussing problems affecting the students welfare, discipline and co-curricular activities. Tables 2.6 and 2.10.
5. Deciding matters affecting students welfare, discipline and co-curricular activities. Tables 2.7, 2.11 and 2.12.
6. Suggesting ways of improvement. Table 2.8 and 2.13.

Table 2.1

2. Do students take part in formulating school philosophy and objectives?

Responses	Number of respondents		Per cent		Differences in per cent	
	Students	Staff	Students	Staff	Students	Staff
Yes	0	0	0	0		
No	240	40	100	100		
Total	240	40	100	100		

In Table 2.1, 100% (240) students and 100% (40) staff respondents showed that students did not "take part in formulating school philosophy and objectives" One hundred per cent agreement by student and staff respondents is statistically significant to confirm that students did not "take part in formulating school philosophy and objectives". Therefore it ultimately supports the hypothesis that "lack of students participation in decision-making and problem-solving contributes to student unrest."

Table 2.2

3. If 'No' to 2, would you like to take part in formulating school philosophy and objectives?

Responses	Number of students respondents	Per cent	Difference in per cent
Yes	240	100	
No	0	0	100
Total	240	100	

In Table 2.2, 100% (240) student respondents indicated that they would "like to take part in formulating school philosophy and objectives." As they are not given the opportunity in real school situation, it can then be concluded that their 100% response is statistically significant to confirm the deduced consequence to the hypothesis "that if students do not participate in deciding the problems that affect them directly and in solving them, they do not co-operate with school authorities in maintaining discipline in the school. Therefore unrest is caused."

Table 2.3

4. Do you have student governing body such as student council or the meeting of freely student elected leaders and staff representative which discusses student problems?

Responses	Number of respon-dents		Per cent		Difference in per cent	
	Stu-dents	Staff	Stu-dents	Staff	Stu-dents	Staff
Yes	42	6	17.5	15	65	70
No	198	34	82.5	85		
Total	240	40	100			

Table 2.3 deals with student particpation in the government of the school. The student respondents who showed that they have student council of freely elected leaders are 17.5% (42). While 82.5% (198) of them said they did not have it, The difference is 65%. In the staff responses, 15% (6) of them indicated that such a council existed in their schools. While 85% (34) of them said that such a council did not exist. The difference is 70%. The differences of 65% in the student responses and 70% in the staff responses are significant statistically to confirm that students did not have a council in their schools.

According to Frederick (1965:11) some of the responsibilities of the student council is to "make decisions and settle issues". Therefore the above differences support the hypothesis that "lack of student participation in decision-making and problem-solving contributes to student unrest in some of the post-primary institutions in Benue Plateau State."

Though the hypothesis is supported by the data given in Table 2.3, it must be pointed out that 17.5% (42) in students and 15% (6) in staff responses represent mainly the responses from Jesus College, Oturkpo where the student and staff respondents showed that the students have a student council.

Table 2.4.

5. If there is 'no' student council or the meeting of freely student elected leaders and staff representative which discuss student problems, would you like to have such a body?

Responses	Number of student respondents	Per cent	Differences in per cent
Yes	172	71.6	
No	68	28.4	43.2
Total	240	100	

Table 2.4 presents another opinion question. The students respondents who showed that they would like to have a student council were 71.6% (172). While 28.4% (68) of them said that they did not want it. This shows a difference of 43.2% which is statistically significant to confirm that students would like to have student council. Because students were not allowed in real school situation to discuss the problems affecting them directly in student council, their responses support the deduced consequence "that if students do not participate in deciding the problems that affect them directly and in solving them, they do not co-operate with the school authorities in maintaining discipline in the school. Therefore unrest is caused". The 28.4% (68) responses showed in the 'No' column in Table 2.4, were not responses from any particular school. These responses were spread through the eight schools.

Table 2.5.

9. In selecting students leaders, how do you rate the methods used in your school?

Responses	Most frequently used				Frequently used				Not used at all			
	Students		Staff		Student		Staff		Students		Staff	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Chosen by principal alone	0	0	0	0	12	5	2	5	228	95	38	95
(b) Chosen by principal and teachers	218	90.8	35	87.5	15	6.5	5	12.5	7	2.9	0	0
(c) Chosen by students from a list of possible leaders selected by the principal and teachers	200	83.3	30	75	40	16.7	10	25	0	0	0	0
(d) Nominated and elected by the students without the help of principal and teachers	60	25	10	25	0	0	0	0	180	75	30	75

Table 2.5 deals with selection of student leaders. Here both staff and student respondents were requested to indicate the "most frequently used" or the "frequently used" methods or the method that is "not used at all" in selecting their leaders.

No respondent, either staff or student showed that selection "by the principal alone", was a "most frequently used" method. Rather 5% (12) of the student respondents showed that it was a "frequently used" method. While 95% (228) of the students respondents showed that it was "not used at all". The difference is 90%. In the teachers responses, 5% (2) of the staff respondents showed that it was a "frecuently used" method. While, like the students, 95% of the staff respondents indicated that it was "not used at all". The difference is 90%. The difference of 90% in both the staff and student responses is statistically significant to confirm that selection of student leaders by the principal alone was not used at all as a method.

90.8% (218) of the students respondents showed that selection of student leaders "by the principal and teachers" was a "most frequently used" method. 6.3% (15) of them showed that it was a "frequently used" method. While 2.9% (7) of them showed that it was "not used at all". The differences are 84.5% and 87.9%. In the staff response, 87.5% (35) of the staff respondents showed that it was a "most frequently used" method. 12.5% (5) of them showed that it was a "frequently used" method.

No staff respondent said that it was "not used at all". The differences of 84.5% and 87.9% in the student respondents, 75% in the staff respondents are significant statistically to confirm that selection of student leaders by principal and teachers was a "most frequently used" method.

In the third statement that students select their leaders "from a list of possible leaders selected by the principal and teachers", 83.3% (200) of the student respondents showed that this was a "most frequently used" method. 16.7% of them said that it was a "frequently used" method. No student respondent showed that it was "not used at all". The difference is 66.6%. Seventy-five per cent (30) of the staff respondents said that it was a "most frequently used" method. While 25% (10) said it was a frequently used" method. None of the staff respondents said that it was "not used at all". The difference is 50%. The differences of 66.6% in the students responses and 50% in that of the staff, are statistically significant to confirm that the selection of student leaders by students from a list given by the principal and teachers, was a "most frequently used" method.

In the fourth statement that students "nominate and elect" their leaders without the help of principal and teachers", 25% (60) of the students respondents indicated that this was a "most frequently used" method. While 75% (180) of them said that it was "not used at all". The difference is 50%. The difference of 50% in both staff and student responses

is significant statistically to confirm that students did not nominate and elect their leaders.

The differences of 84.5% and 87.9% in the student responses, 75% in the staff responses in the second statement, confirm that selection of student leaders by the principal and teachers was a "most frequently used" method. In the third statement the differences of 66.6% in the students responses and 50% staff respondents are also statistically significant to confirm that students selected their leaders from a list of possible leaders given to them by the principal and teachers. Ultimately students were not given the opportunity to nominate and elect their leaders without the help of the principal and teachers. This is confirmed by the difference of 50% in both staff and student respondents. The confirmation of the above statement statistically supports the hypothesis that "lack of student participation in decision-making and problem-solving contributes to student unrest". Because the selection of student leaders is an important area of decision-making and problem-solving, Frederick (1965), Williams (1964), Neil (1971) and Abioye (1974) are all agreed that student leaders whether for committee or school government should be democratically elected by the students.

In the last response in Table 2.5, the 25% (60) student and 25% (10) staff respondents showed that students nominated and elected their leaders. This represents the responses from Jesus College, Oturkpo and Holy Rosary Teachers College, Adoka

where it was indicated that students nominated and elected their leaders without the help of the principal and teachers.

Table 2.6

10. In discussing problems affecting students welfare, discipline and co-curricular activities, how do you rate the methods used in your school?

Responses	Most frequently used				Frequently used				Not used at all			
	Students		Staff		Students		Staff		Students		Staff	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(a) School prefect alone discusses problems with principal/vice principal	226	94.2	37	92.5	14	5.8	3	7.5	0	0	0	0
(b) School prefect, house prefects, class leaders discuss problems with principal/ vice principal	3	1.3	0	0	31	12	8	20	204	86.7	32	80
(c) Students write unsigned letters to principal/ vice principal	0	0	1	2.5	150	62.5	25	62.5	90	37.5	13	35
(d) Students problems are discussed in the student council and council representatives are sent to principal/ vice prin.	0	0	0	0	30	13.5	4	10	210	87.5	36	90

Table 2.6 treats "discussing problems affecting student welfare, discipline and co-curricular activities". In the first statement, 94.2% (226) student respondents indicated that the "most frequently used" method was that the school prefect alone discussed problems with principal/vice principal. 5.8% (14) of them showed that it was a "frequently used" method. No respondents showed that it was "not used at all". The difference is 88.4%. In the staff responses, 92.5% (37) of the staff respondents showed that it was a "most frequently used" method. While 7.5% (3) of them said that it was "frequently used". No staff respondents showed that it was "not used at all". The difference is 85%. The combined difference of 88.4% of the student respondent, and 85% of the staff respondents is statistically significant to confirm that "the school prefect alone discussed problems with principal/vice principal".

In the second statement, 1.3% (3) student respondents showed that a "most frequently used" method was that "school prefects, house prefects, class leaders discussed problems with principal/ vice principal". Twelve per cent (31) of them showed that it was a"frequently used" method. While 86.7% (204) of them showed that it was "not used at all". The differences in student responses are 85.4% and 74.7%. No staff respondent showed that it was a/"frequently used" method. While 20% /most (8) of them showed that it was a "frequently used" method. Eighty per cent (32) of them showed that

it was "not used at all". The difference is 60%. The differences of 84.4% and 74.7% in the student responses and 60% in the staff responses are statistically significant enough to confirm that "the school prefect, house prefect and class leaders" as a group did not at all discuss problems with the principal/vice principal.

The third statement is "student problems are discussed in the student council and council representatives are sent to principal/vice principal". No student and staff respondent showed that it was a "most frequently used" method. In Jesus College, Oturkpo, where students were given the opportunity to discuss their problems in student council, the student respondents indicated in their questionnaires that problems were discussed "once a year" at the beginning of the school year when those in Form V who must have discussed the problems and taken decisions must have left the school. Thirteen point five per cent (30) of them showed that it was a "frequently used" method. While 87.5% (210) of them showed that it was "not used at all". The difference is 74%. None of the staff respondents showed that it was a "most frequently used" method. While 10% (4) of them indicated that it was a "frequently used" method. Ninety per cent (36) of them showed that it was "not used at all". The difference is 77.5% The differences of 74% in the student respondents and 77.5% in the staff respondents are statistically significant enough to confirm that student problems were not discussed in student council.

The fourth statement is "students write unsigned letters to the principal/vice principal." No student respondents showed that it was a "most frequently used" method. Rather 62.5% (50) of them showed that it was a "frequently used" method. Those of them who indicated that it was "not used at all" were 37.5% (90). The difference is 25%. Those of the staff respondents who showed that it was a "most frequently used" method were 2.5% (1). While 62.5% (25) showed that it was not a "frequently used" method. Thirty-five/(13) indicated that it /percent was "not used at all". The differences are 60% and 27.5%. The differences of 25% in the student responses and 60% and 27.5% in the staff responses are statistically significant to confirm that it was a "frequently used" method for students to put across their ideas in discussing problems affecting them to the school authorities.

The difference of 85.4% of students responses, 85% of staff responses are statistically significant to confirm that the school prefect alone discussed problems with the school authorities. But the differences of 85.4% of the students responses and 74.7% in the staff responses, coupled with the differences of 25% in the students responses and 60% and 27.5% in the staff responses are all statistically significant enough to confirm that the student representatives do not discuss problems affecting their welfare, discipline and co-curricular activities either in their council or in a group comprising of the school prefect, house prefects and class leaders.

This then supports the hypothesis that "lack of student participation in decision-making and problem-solving contributes to student unrest." A further implication of students resorting to writing unsigned letters to school authorities in trying to put across their ideas in discussing problems that affect them is their desire for greater participation in decision-making and problem-solving. Because this greater opportunity was not given to them, they did not co-operate with the school authorities in maintaining discipline in the school. Therefore unrest is caused.

Table 2.7

In making decisions affecting students welfare, discipline and co-curricular activities, how do you rate the methods used in your school?

Responses	Most frequently used				Frequently used				Not used at all			
	Students		Staff		Students		Staff		Students		Staff	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Decisions are made by principal alone	77	32.1	7	17.5	32	13.3	6	15	131	54.6	27	67.5
(b) Decisions are made by principal & teachers alone	180	75	29	72.5	30	12.5	8	20	30	12.5	3	7.5
(c) Decisions are made by principal & teachers after consulting school prefect	0	0	1	2.5	9	3.8	10	25	231	96.2	29	72.5
(d) Decisions are made by principal & teachers after consulting student council	0	0	0	0	0	0	0	0	240	100	40	100
(e) Decisions are made by students alone	0	0	0	0	0	0	0	0	240	100	40	100

Table 2.7 deals with "making decisions affecting student welfare, discipline and co-curricular activities". In the first statement, "decisions are made by principal alone",

Thirty two point one per cent (77) of the student respondents indicated that this was a "most frequently used" method in decision making. Those of them who showed that it was a "frequently used" method were 13.3% (32). While 54.6% (131) of them said that it was "not used at all". The differences of 22.5% and 41.3% are statistically significant to confirm that the principal alone" did not make decisions in these areas.

In the second statement, "decisions are made by the principal and the teachers alone", 75% (180) of the student respondents said that this was a "most frequently used" method. Those who said it was "not used at all" were 12.5% (30). The differences are 62.5% and 62.5%. In the staff responses, 72.5% (29) of them indicated that it was a "most frequently used" method and 7.5% (3) showed that it was "not used at all." While 20% (8) showed that it was a "frequently used" method. The difference in the teachers responses are 52.5% and 65%. The differences in the students responses of 62.5% and 62.5% and the staff differences of 52.5% and 65% are statistically significant to confirm that decisions were made by the principal and teachers alone.

In the third statement, "decisions are made by principal and teachers after consulting school prefects," no student respondent showed that it was a "most frequently used method." Three point eight per cent (9) of them indicated that it was "frequently used". While 96.2% (231) of them said that it was "not used at all." The difference is 92.4%. In the staff responses, 2.5% (1) of the staff respondents said that it was "most frequently used".

Twenty five per cent (10) said it was "frequently used." Those who said it was "not used at all" were 72.5% (29). The differences in the staff responses are 70% and 47.5%. Therefore the differences of 92.4% in the student responses and 70% and 47.5% in the staff responses are statistically significant enough to confirm that principal and teachers did not consult the school prefect before taking decisions on matters that affect student welfare, discipline and co-curricular activities.

In the fourth statement, "decisions are made by principal and teachers after consulting students council", no student and staff respondents indicated that it was a "most frequently used" method. Nor did they show that it was even a "frequently used" method. Rather 100% respondents of both students and staff showed that it was "not used at all". Therefore 100% agreement by both staff and students on this statement is statistically significant to confirm that the student council was not consulted before decisions affecting student welfare, discipline and co-curricular activities were made.

Although the differences of 22.5% and 41.3% are statistically significant to confirm that the principal alone did not make decisions affecting student welfare, discipline and co-curricular activities, the differences of 62.5% and 62.5% in students responses, 52.5% and 65% in the staff responses are statistically significant to confirm that these decisions were made by the principal and teachers alone. On the other hand, the differences of 92.4% in the student responses and 70% and 47.5% in the staff responses are equally statistically significant to confirm that the school prefect

was not consulted before these decisions were taken. Equally important is 100% agreement by both staff and student respondents that the student council was not consulted before these decisions were taken. Another 100% agreement by both staff and student respondents is statistically significant to confirm that the student did not take these decisions alone. The preceding statements therefore support the hypothesis that lack of student participation in decision-making contributes to student unrest.

Table 2.8

24. In which of the following things are student allowed to suggest ways of improvement?

Responses	Allowed				Not Allowed				Difference	
	Students		Staff		Student		Staff		Student	Staff
	No.	%	No.	%	No.	%	No.	%	%	%
(a) Food	0	0	0	0	240	100	40	100	100	100
(b) Games	168	70.	30	75	72	30.	10	25	40	50
(c) Clubs	240	100	40	100	0	0	0	0	100	100
(d) Improvement in school subjects	0	0	0	0	240	100	40	100	100	100
(e) School uniform	0	0	0	0	240	100	40	100	100	100
(f) Disciplinary	0	0	0	0	240	100	40	100	100	100
(g) School rules	80	33.3	15	37.5	160	66.3	25	62.5	33.4	25

In table 2.8, the students and staff were asked to indicate specific areas the students were allowed to suggest ways of improvement by marking two ranks ("allowed" and "not allowed") to seven response categories.

In the area of 'food' no student and staff respondents showed that the students were "allowed" to suggest ways of improvement. One hundred per cent (240) of the students respondents and 100% (40) of the staff indicated that students were "not allowed" to suggest ways of improving food.

One hundred per cent responses by both staff and students are significant statistically to confirm that students were not allowed to suggest ways of improving food.

In the second response category, 70% (168) of students respondents showed that they were "allowed" to suggest ways of improving games. While 30% (72) of them showed that they were "not allowed" to suggest ways of improving games. The difference between "allowed" and "not allowed" responses is 40%. In staff responses, 75% (30) of them indicated that students were "allowed" to suggest ways of improving games. While 25% (10) of them said they were "not allowed" to do so. The difference between "allowed" and "not allowed" responses is 50%. The difference of 40% in the students responses and 50% in the staff responses are statistically significant to confirm that the students were "allowed" to suggest ways of improving games.

There is 100% agreement by the student and staff respondents that students were asked to suggest ways of improving clubs. One hundred per cent agreement is statistically significant to confirm that students were allowed to suggest ways of improving clubs.

In the improvement of school subjects, none of both student and staff respondents showed that students were "allowed" to suggest ways of improvement. Rather 100% of both students and staff respondents indicated that students were "not allowed" to suggest ways of improvement. One hundred per cent is significant statistically to

confirm that students were "not allowed" to suggest ways of improving school subjects.

None of both staff and students respondents indicated that students were "allowed" to suggest ways of improving students uniform. But 100% of both staff and students showed that students were "not allowed" to suggest ways of improving school uniform. One hundred per cent responses are significant statistically to confirm that students were "not allowed" to suggest ways of improving school uniform.

In the improvement of disciplinary problems, none of the staff and student respondents showed that they were "allowed" to suggest ways of improving disciplinary problems. Rather 100% of both staff and student respondents indicated that students were "not allowed" to suggest ways of improving disciplinary problems. One hundred agreement by both students and staff respondents is significant statistically to confirm that students were "not allowed" to suggest ways of improving disciplinary problems.

Those of the student respondents who showed that students were "allowed" to suggest ways of improving school rules were 33.6%. (80) While 66.7% (160) of them showed that the students were "not allowed" to suggest ways of improving school rules. The difference is 33.4%. Those of the staff respondents who showed that students were "allowed" to suggest ways of improving school rules were 37.5% (15). While 62.5% (25) of them showed that they were "not allowed" to do so.

The difference is 25%. The differences of 33.4% in the student respondents and 25% in the staff respondents confirmed that students were "not allowed" to suggest ways of improving school rules.

In the main, Table 2.8 shows that students were "allowed" to suggest ways of improving games and clubs. But they were "not allowed" to suggest ways of improving food, school subjects, school uniform, disciplinary problems and school rules which are integral part of any school and deal with areas of particular interest to the students. Because the students were not allowed to suggest ways of improving the bulk of the specific areas that affect them directly, the findings in Table 2.8 support the hypothesis that "lack of students participation in decision-making and problem-solving, contributes to student unrest in some of the post-primary institutions in Benue Plateau State".

Tables 2.1 to 2.8 deal mainly with methods used by the school authorities to decide matters and solve problems in the areas that directly affect the students in the school. In order to draw meaningful conclusions on the causes of student unrest in some of the post-primary institutions in Benue Plateau State, it is important to determine what the students would prefer in deciding matters and solving problems that affect them directly. Therefore in Tables 2.9 to 2.12, the students were asked to indicate their preferences in three ranks ("most preferred","preferred" and "not preferred at all") to ten statements.

Table 2.9

12. In selecting your leaders (class leaders, house prefects, school prefect, games captains), how do you rate your preference?

Responses	Most preferred		Preferred		Not preferred at all		Difference
	No.	per cent	No.	%	No.	per cent	%
(a) Leaders should be nominated and elected by the students without any help from principal and teachers	223	92.9	14	5.8	3	1.3	87.1 91.6
(b) Principal and teachers should select capable leaders and students should elect from the list given by principal and teachers	9	3.7	14	5.8	217	90.5	86.8 84.7
(c) Principal and teachers should select all the leaders without the help of students	0	0	4	1.7	236	98.3	96.6

Table 2.9 deals with what they preferred in selecting their leaders. Those of them who "most preferred" that their leaders should be nominated and elected by the students without any help from principal and teachers were 92.9% (223). While 5.8% (14) of them "preferred" it. Those of them who did "not prefer it at all" were 1.3% (3).

The difference between those who "most preferred" and those who "preferred" is 87.1%. The difference between those who "most preferred" and those who did "not prefer at all" is 91.6%. These differences are statistically significant to confirm that students "most preferred" to nominate and elect their leaders without any help from principal and teachers.

In the second statement, 2.7% (9) of the respon dents would "most prefer" that "principal and teachers should select capable leaders and students should elect from the list given by the principal and teachers". Those who would "prefer " it were 5.8% (14). While 90.5% (217) would "not prefer it at all". The difference between those who "most preferred" and those who "preferred" is 86.8%. While the differences between those who "most preferred" and those who did "not prefer at all" is 84.7%. The differences of 86.8% and 84.7% are statistically significant to confirm that students would " not prefer at all" that their leaders should be selected by the principal and teachers.

In the third statement, no respondent would "most prefer" the principal and teachers to select all the leaders without the help of students. 1.7% (4) of them would "prefer" it. While 98.3% (236) of them would "not prefer it at all". The difference of 96.6% between those who "preferred" and those who did "not prefer at all" is statistically significant to confirm that students would not at all prefer the principal and teachers should select all their leaders without the help of students.

Table 2.10

13. In discussing problems affecting student welfare, discipline and co-curricular activities, how do you rate your preference?

Response	Most preferred		Preferred		Not preferred at all		Difference
	No.	%	No.	%	No.	%	%
(a) House prefects should discusss house problems with house masters	221	79.2	19	20.8	0	0	58.4
(b) Problems should be discussed during dining period and decisions reached sent to principal vice principal through the school prefect	18	7.5	27	11.3	195	81.2	73.7 69.9
(c) Student problems should be discussed in the student council and council decisions and suggestions sent to the principal through council representatives	228	95	12	5	0	0	90

Table 2.10 deals with students preference in "discussing problems affecting student welfare, discipline and co-curricular activities". In the first statement, 79.2% (221) of the students respondents indicated that they "most preferred" that "house prefects should discuss house problems with house masters". Those of them who "preferred" it were 20.8% (19). While no respondents did "not prefer it at all" The difference of 58.4% between those who "most preferred" and those who "preferred" is statistically significant to confirm that students "most preferred" it.

In the second statement, 7.5% (18) of them "most preferred" that problems should be discussed during dining period and decisions reached sent to the principal/vice principal through the school prefect". Those who "preferred" it were 11.3% (27). While 81.2% (195) of them did "not prefer it at all". The difference of 73.7% between those who showed that they "most preferred" it and those who did "not prefer it at all", and that between those who "preferred" and those who did "not preferred at all" is 69.9%. These differences are statistically significant to confirm that the students did "not prefer at all" that problems should be discussed during dining period and decisions reached sent to principal/vice principal through the school prefect.

The third statement shows that 95% (228) of them would "most prefer" that student problems should be discussed in the student council and council decisions and suggestions sent to the principal through council

representatives. Five per cent (12) of them "preferred" it. While none showed that they did "not prefer it at all". The difference between those who "most preferred" and those who "preferred" is 90%. The difference is significant statistically to confirm that students would "most prefer" their problems to be discussed in the student council.

Table 2.11

14. In making decisions affecting student welfare, discipline and co-curricular activities, how do you rate your preference?

Responses	Most preferred		Preferred		Not preferred at all		Difference
	No.	%	No.	%	No.	%	%
(a) Decisions should be made by the principal alone	0	0	1	.4	239	99.6	99.2
(b) Decisions should be made by principal and teachers after alone	0	0	29	12.1	211	87.9	75.8
(c) Decisions should be made by principal and teachers after consulting the student council	228	95	12	5	0	0	90
(d) Decisions should be made by the students alone	0	0	0	0	240	100	100

Table 2.11 deals with"making decisions affecting student welfare, discipline and co-curricular activities". The first statement reveals that no student respondent would "most prefer" that decisions in the above areas should be made by the principal alone. Those of them who indicated that they"preferred" it were .4% (1).

While 99.6% (239) of them did "not prefer it at all". The difference of 99.2% between those who "preferred" and those who did "not prefer at all" is statistically significant to confirm that students would "not at all prefer" the principal alone to make decisions in the above areas.

In the second statement, no student respondent showed that they "most preferred" that "decisions should be made by principal and teachers alone". Those who "preferred" were 12.1% (29). While 87.9% (211) of them would not prefer it at all. The difference of 75.8% between those who did "not prefer at all" and those who "preferred" is significant statistically to confirm that students would not at all prefer decisions in the above areas to be made by the principal and teacher alone.

In the third statement, 95% (228) of the student respondents showed that they would "most prefer" that decisions affecting their welfare, discipline and co-curricular activities should be made by the principal and teachers after consulting the student council. Five per cent (12) of them would "prefer" it. While none showed that they did "not prefer it at all." The difference between those who "most preferred" and those who "preferred" it is 90%. This difference is statistically significant to confirm that students "most preferred" that decisions affecting their welfare, discipline and co-curricular activities should be made by the principal and staff after consulting the student council.

Tables 2.9 to 2.11 reveal quite a number of important facts. In the first place they clearly reveal that the students would "most prefer" the following things:

(1) To nominate and elect their leaders without the help of the principal and teachers. This fact is confirmed statistically by the difference of 87.1% and 91.6% (Table 2.9)

(2) That House Prefects should discuss house problems with House Masters. This is statistically confirmed by the difference of 58.4% (Table 2.10)

(3) That Students problems should be discussed in the student council and council decisions and suggestions sent to the principal through council representatives. It is also statistically confirmed by the difference of 95% and 90%. (Table 2.10)

(4) That decisions should be made by the principal and teachers after consulting the student council. This is confirmed statistically by the difference of 95%. (Table 2.11)

Secondly these tables reveal that the students would "not prefer at all" the following things:

(1) That the principal and teachers should select capable leaders and students should elect from the list given by the principal and teachers. This is confirmed statistically by the differences of 84.7% and 90.5%. (Table 2.9)

(2) That principal and teachers should select all the leaders without the help of students. This is confirmed statistically by the difference of 96.6%. (Table 2.9)

(3) That problems should be discussed during dining period and decisions reached sent to principal/vice principal through the school prefect. It is confirmed statistically by the differences of 73.7% and 69.9%. (Table 2.10).

(4) That decisions should be made by the principal alone. It is confirmed statistically by the difference of 99.6%. (Table 2.10).

(5) That decisions should be made by the principal and teachers alone. Statistically it is confirmed by the difference of 75.8%. (Table 2.11)

(6) That decisions should be made by the students alone. Statistically it is confirmed by the difference of 100%. (Table 2.11).

With the areas of "most" preferences and no preferences delimited in Tables 2.9 to 2.11, it is clear that the hindrance of students from taking part in nominating and electing their leaders, discussing house problems with their House Masters, discussing problems in their council and the council being consulted before decisions are made by the school authorities, impinges upon their right of individual choice. Therefore, it can be concluded that the responses in Tables 2.9 to 2.11 support the deduced consequence "that if students do not participate in deciding the problems that affect them

directly and in solving them, they do not co-operate with the school authorities in maintaining discipline in the school. Therefore unrest is caused.

Table 2.12

15. In making decisions about ways of improvement, how do you rate your preference in the following areas?

Responses	Most preferred.		Preferred		Not preferred at all.		Difference
	No.	%	No.	%	No.	%	%
(a) Food	240	100	0	0	0	0	100
(b) Games	240	100	0	0	0	0	100
(c) Clubs	240	100	0	0	0	0	100
(d) Improvement in school subjects	166	69.2	74	30.8	0	0	38.4
(e) School uniform	150	62.5	30	12.5	60	25	50 37.5
(f) Disciplinary problems	183	76.3	27	11.3	30	12.4	65 63.9
(g) School rules	240	100	0	0	0	0	100

Table 2.12 deals with students preferences in specific areas. In the food area, 100% (240) students would "most prefer" to take part in suggesting ways of improving food. 100% responses are statistically significant to confirm that the students respondents "most prefer" to participate in deciding improvement on food.

In games, 100% (240) of the student respondents "most prefer" to participate in deciding ways of improving games. One hundred per cent responses are significant statistically to confirm that the respondents of all the schools would prefer to take part in deciding the way of improving games.

One hundred per cent (240) student respondents "most prefer" to take part in deciding ways of improving clubs This unanimous preference shows students support for continued participation in deciding ways of improving clubs as indicated in Table 2.8.

In the improvement of school subjects, 69.2% (166) of the student respondents "most prefer" to take part in deciding the improvement on school subjects. Those of them who "preferred" it were 30.8% (74). The difference of 38.4% between "most preferred" and "preferred" is statistically significant to confirm that student respondents "most preferred" to participate in deciding improvements on school subjects.

The student respondents who "most preferred" to take part in deciding ways of improving school uniform were 62.5%. While 12.5% (30) of them preferred it. Those of them who did "not prefer" it were 25% (60).

The difference between "most preferred" and "preferred" responses is 50%, and the difference between "most preferred" and "not preferred" is 37.5%.These differences are statistically significant to confirm that student respondents "most preferred" to participate in deciding improvement on school uniforms.

In disciplinary problems, 76.3% of the students respondents "most preferred" to participate in deciding ways of improving disciplinary problems. Those who "preferred" it were 11.3% (27). While 12.4% (30) did "not prefer" it. The difference between "most preferred" and "not preferred" responses is 63.9%. These differences are significant statistically to confirm that students "most preferred" to participate in deciding ways of improving disciplinary problems.

In improving school rules, 100% (240) of the students "most preferred" to participate in deciding ways of improving school rules. 100% responses are significant statistically to confirm that students "most preferred" to take part in deciding ways of improving school rules.

Table 2.12 reveals that in the important areas of food, games, clubs, improvement in school subjects, school uniforms, disciplinary problems, school rules, that affect the students directly, the students preferences run counter to what normally obtained in the schools. Since these preferences of the students are not considered by the school authorities, the findings in this table support the deduced consequence that "if students do not participate in deciding the problems that affect them directly and in solving them,

they do not co-operate with the school authorities in maintaining discipline in the school. Therefore unrest is caused."

Having established the areas of "most" preferences and no preferences of the students in decision-making and problem-solving, it is necessary to determine the school authorities reasons for not allowing the students to participate in the above areas. To do this the school authorities were asked to indicate their agreement in three ranks ("strongly agreed", "not quite agreed" and "not agreed at all") to seven statements in Table 2.13 and five statements in Table 2.14.

Table 2.13

16. In areas where students are not allowed to suggest ways of inprovements, how to you rate your agreement?

Responses	Strongly agreed		Not quite agreed		Not agreed at all		Differences
	No.	%	No.	%	No.	%	%
(a) Students are not competent to suggest ways of improving school subjects	26	65	6	15	8	25	50
(b) Students are not nature to know the cost of food	0	0	12	30	28	70	40
(c) Students do not possess the knowledge about healthy ganes	0	0	5	12.5	35	87.5	75
(d) The mature professional staff know what is good for the students under its custody	30	75	3	7.5	7	17.5	67.5 57.5
(e) Students may suggest clubs which are against the religious beliefs of the school or against proper moral development	0	0	0	0	40	100	100
(f) Students are competent to suggest adequate solution to disciplinary problems	29	72.5	4	10	7	17.5	62.6 55.0
(g) Students may not suggest rules that will make for proper control and development of character	0	9	5	12.5	35	87.5	75.0

In the first statement in Table 2.13, 65% (26) of the staff respondents indicated that they "strongly agreed" that students were not allowed to suggest ways of improving school subjects because they were "not competent to suggest ways of improving school subjects". Fifteen per cent (6) of them showed that they were "not quite agreed" with this statement. While 25% (8) of them said that they did "not agree at all" with the statement. The difference between those who "strongly agreed" and those who did "not quite agree" is 50%. While the difference between those who "strongly agreed" and those who did "not agree at all" is 40%. The differences of 50% and 40% are statistically significant to confirm that staff respondents "strongly agreed" that students are not competent to suggest ways of inproving school subjects.

In the second statement, 30% (12) of the staff respondents were "not quite agreed" that students were not mature to know the cost of food. Seventy per cent of them did "not agree at all" with this statement and none of them "strongly agreed" with the statement. The difference between those who did "not agree at all" and those who did "not quite agree" is 40%. The difference of 40% is significant statistically to confirm that staff respondents did "not agree at all" that students were not mature to know the cost of food.

The staff respondents showed that they did "not quite agree" that "student do not possess the knowledge about healthy genes" were 12.5% (5). While 87.5% (35) of them did "not agree at all" to this statement.

The difference between those who did "not quite agree" with the statement and those who did "not at all agree" is 75%. This difference is statistically significant to confirm that staff respondents did "not at all agree" with the statement.

In the next statement, 75% (30) of the staff respondents indicated that "the mature professional staff know what is good for the students under its custody" to make students' suggestions necessary. 17.5% (3) of them did "not quite agree" with this statement. While 17.5% (7) of them did "not agree at all" with the statement. The difference between those who "strongly agree"and those who did "not quite agree" is 67.5%. While the difference between those who strongly agreed" and those who did "not agree at all" is 57.5%. These difference are statistically significant to confirm that staff respondents "strongly agree" to this statement. Although the above statement is statistically confirmed, it must be pointed out here that the majority of 17.5% (7) staff respondents who did "not agree at all" with the above statement represent the staff respondents from Jesus College, Oturkpo. The staff respondents in the College felt that students were mature to suggest ways of improvement.

One hundred per cent staff respondents did "not agree at all" that "students may suggest clubs which are against the religious beliefs of the school or against proper moral development of the students." This figure is statistically significant to confirm that staff respondents did "not agree at all" to the above statement.

Seventy two point five per cent (29) of the staff respondents "strongly agreed" that "students are not competent to suggest adequate solution to disciplinary problems". While 10% (4) of them did "not quite agree" with this statement. 17.5% (7) did "not agree at all" to the above statement. The differences of 62.5% and 55% are statistically significant to confirm the statement.

In the last statement, 12.5% (5) of the staff respondents indicated that they did "not quite agree" that "students may not suggest rules that will make for proper control and development of character". 87.5% (35) of them did "not agree at all" with this statement. None strongly agreed with the statement. The difference of 75% is significant statistically to confirm the above statement.

Table 2.14

17. If student council does not exist, how do you rate your agreement?

Responses	Strongly agreed		Not quite agreed		Not agreed at all		Differences
	No.	%	No.	%	No.	%	%
(a) Students are not mature to govern themselves	28	70	5	12.5	7	17.5	57.5 52.5
(b) Students do not possess the knowledge of proper self-government	30	75	3	7.5	7	17.5	67.5 57.5
(c) Teachers do not have the time to meet with students in their council	0	0	0	0	40	100	100
(d) The school authorities as mature knowledgeable adults know what is good for the students to make any students council necessary	32	80	2	5	6	15	75 65
(e) The students who participate in such a council will use the power against other students and even against teachers	0	0	5	12.5	35	87.5	75

In the first statement in Table 2.14, 70% (28) of the staff respondents showed that students council did not exist in their schools because "the students are not mature to govern themselves", 12.5% (5) of them did "not quite agree" with this statement. While 17.5% (7) of them did "not agree at all" with the statement. The difference between those who "strongly agreed" and those who did "not quite agree" is 57.5%. The difference between those who "strongly agreed" and those who did "not agree at all" is 52.5%. The differences of 57.5% and 52.5% are statistically significant to confirm that staff respondents "strongly agree" to the statement.

Seventy five per cent (30) of the respondents "strongly agreed" that student council did not exist in their schools because the "students do not possess the knowledge of proper self-government. 7.5% (3) of them did not quite agree" with the statement. While 17.5% (7) of them did "not agree at all" with the statement. The differences between those who "strongly agree" and those who did "not quite agree" is 67.5%. The difference between those who "strongly agreed" and those who did "not agree at all" is 57.5%. The differences are significant statistically to confirm that the staff respondents "strongly agreed" with the statement.

In the next statement, 100% (40) of the respondents did "not agree at all" that student council did not exist in their schools because "teachers do not have the time to meet with the students in their council".

The 100% agreement is statistically significant to confirm that the respondents did "not agree at all" with the statement.

Eighty per cent (32) of the respondents "strongly agreed" that student council did not exist in their schools because "the school authorities as mature, knowledgeable adults know what is good for the students to make any student council necessary". Five per cent (2) did "not quite agree" with the statement. While 15% (6) of them did "not agree at all" with the statement. The difference between those who "strongly agreed" and those who did "not quite agree" is 75%. While the difference between those who "strongly agreed" and those who did "not agree at all" is 65%. The differences of 75% and 65% are significant statistically to confirm the above that staff respondents "strongly agreed" with the above statement.

Finally 12.5% (5) of the respondents did"not quite agree" that student council did not exist because the students who participated in such a council will use their power against other students and even against teachers". 87.5% did "not agree at all" with the statement. None "strongly agreed" with the statement. The difference between those who did "not quite agree" and those who did "not agree at all" is 75%. This difference is significant statistically to confirm that the respondents did "not agree at all" with the above statement.

Tables 2.13 and 2.14 have revealed certain important facts.

In the first instance, it can be concluded that the school authorities "strongly agree" on the following four things:

(1) That students are not competent to suggest ways of improving school subjects and therefore would not be allowed to suggest ways of improving them (Table 2.13).

(2) That the mature, professional, knowledgeable staff know what is good for the students under their custody. Therefore students suggestions on ways of improvements are unnecessary. (Table 2 13).

(3) That students are not competent to suggest adequate solutions to disciplinary problems (Table 2.13).
Except Jesus College, Oturkpo, the majority of the staff respondents of the schools "strongly agreed" with the above statement.

(4) That the students are not mature to govern themselves and also do not possess the knowledge of proper self-government. Table 2.14).

In the second instance, these tables show that the school authorities did "not agree at all" with six things:

(1) That students are not mature to know the cost of food. (Table 2.13).

(2) That students do not possess the knowledge of healthy games. (Table 2.13).

(3) That students may suggest clubs which are against the religious beliefs of the school or proper moral development of the students. (Table 2.13).

(4) That students may not suggest rules that will make for proper control and development of character. (Table 2.13).

(5) That students council did not exist in their schools because teachers did not have the time to meet with students in their council. (Table 2.14).

(6) That student council did not exist because the students who participated in such a council would use their power against other students and even against teachers. (Table 2.14).

In the first four reasons maintained by the school authorities for not allowing students to participate in decision-making and problem-solving in suggesting ways of improvements and organising student self-government, can be seen some of the inherent causes of friction between them and the students. These reasons are authoritarian in attitude and agree with Hurlock's (1967:445) observation that authoritarian control is based on the belief that the adults know best and that the adolescents must submit to their commands or face punishment.

The desire of the students to take part in decision-making and problem-solving as revealed in Tables 2.8 to 2.12 on the one hand, and the unwillingness of the school authorities to allow them

to participate as revealed in Tables 2.13 and 2.14, on the other hand, show that the school authorities and students are moving on diametrically opposite directions which generate friction and unrest. Therefore, the findings in Tables 2.13 and 2.14 support the hypothesis that "....lack of students participation in decision-making and problem-solving,....contributes to student unrest in some of the post-primary institutions in Benue Plateau State".

For students to participate effectively and with greater involvement in deciding and solving problems that affect them directly, they must be well informed on those matters. The school authorities must explain more publicly how decisions are made. The students too must communicate their feelings and decisions on matters that affect them to the school authorities. This can be achieved through improved communication which establishes closeness between the students and school authorities and enables the school authorities to listen to the students and understand what they are saying. It is possible that such improved communication may be lacking as student participation in decision-making and problem-solving is lacking. What the effect of lack of communication will be on the school will be known by testing the next sub-hypothesis.

SUB-HYPOTHESIS (3)

".... lack of easy flow of information between the school authorities and students .... contributes to student unrest in some of the post-primary institutions in Benue Plateau State."

DEDUCED CONSEQUENCE

"That when students do not obtain information easily from or give information freely to school authorities on matters affecting them, rumours increase and unrest may be caused."

To test part of the above hypothesis and deduced consequence, attention was paid to the following specific areas:

(1) The different channels through which students obtained information from the school authorities, Table 3.1.

(2) The methods used by the students to communicate their suggestions to the school authorities. Table 3.2.

(3) How easily the students obtained information from the school authorities. Table 3.3.

In order to determine the methods used in communication in the schools, both staff and student respondents were asked in Tables 3.1 and 3.2 to indicate the frequency of the use of the different communication methods by marking "frequently used", "least frequently used" and "not used at all" to ten response categories. In Table 3.3., student respondents were asked to indicate how easily they obtain information from the school authorities in the areas

that affect them directly by marking three response categories "easily", "fairly easily" and "with difficulty".

Table 3.1.

22. In giving information to the students by the school authorities, how do you rate the different methods used in your school?

Responses	Frequently used				Least frequently used				Not used at all			
	Students		Staff		Students		Staff		Students		Staff	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Principal's announcement	240	100	40	100	0	0	0	0	0	0	0	0
(b) School prefect's announcement	79	34.9	7	17.5	151	60.9	29	72.5	10	4.2	4	10
(c) Principal's written information on bulletin board	59	24.6	8	20	181	75.4	32	80	0	0	0	0
(d) Reports from members of students council	0	0	0	0	26	10.8	4	10	214	89.2	36	90
(e) Announcement by class teachers	0	0	0	0	210	87.5	30	75	30	12.5	10	25

In Table 3.1, one of the channels of giving information by the school authorities to the students was the principal's announcement during assembly hall.

There is 100% agreement by both staff and students that "principal's announcement" was "frequently used". One hundred per cent is significant statistically to confirm that principal's announcement was "frequently used".

In the second response category, 34.9% (79) of student and 17.5% (7)of staff respondents indicated that "school prefect's announcement in the dining hall was "frequently used". Sixty point nine per cent (151) of the student and 72.5% (29) of staff respondents showed that it was "least frequently used". While 4.2% (10) of student and 10% (4) of staff respondents showed that it was "not used at all". The differences between the responses on "frequently used" and"least frequently used" are 26% in student and 55% in staff responses. The differences between the responses on "least frequently used" and "not used at all" are 56.7% in student and 62.5% in staff responses. These differencea are significant statistically to confirm that "school prefect's announcement in the dining hall" was "least frequently used".

In the third response category, 24.6% (59) of the student and 20% (8) of staff respondents showed that the principal's written information on the bulletin board was "frequently used". Seventy-five point four per cent (181) of the student and 80% (32) of the staff respondents indicated that it was "least frequently used". While none showed that it was "not used at all". The differences between the response on "frequently used" and "least frequently used" are 50.8% in the student and 60% in the staff responses. These differences are statistically significant to confirm that "principal's written

information on the bulletin board was "least frequently used". But the 24.6% (59) shown in the "frequently used" column represents the responses from Government Secondary school, Kuru and Holy Rosary Teachers College, Adoka, where the student respondents indicated that principal's written information on the bulletin board was "frequently used".

In the use of reports from the members of students council as a method of giving information to students, no staff or students respondents showed that it was "frequently used". Rather 10.8% (26) of the student and 10% (4) of the staff respondents indicated that it was "least frequently used". Eighty-nine point two per cent (214) of the student and 90% (36) of the staff respondents indicated that it was "not used at all". The differences of 78.4% in student and 80% in the staff responses are statistically significant to confirm that "reports from members of student council" was "not used at all". This response confirms the findings in Table 2.3 where 82.5%/student and 85% of staff /of respondents showed that student council did not exist. The 10.8% (26) student and 10% (4) staff responses represent the responses from Jesus College, Oturkpo, where student council was established. The indication that reports from the members of student council was "least frequently used" in Table 3.1, agrees with the explanatory note attached to almost every student response that the council met "only once a year". While 89.2% (214) student responses in the "not used at all" column in Table 3.1, agrees with the information on Table 2.3 which shows that students council did not exist in the other seven schools.

No respondents both staff and students, in the last response category, showed that announcement by class teachers was "frequently used". Rather 87.5% (210) of the student and 75% (30) of the staff respondents showed that it was "least frequently used". While 12.5% (30) of the student and 25% (10) of the staff respondents showed that it was "not used at all".

The differences of 72% in the student response and 50% in the staff responses are significant statistically to confirm that class teachers announcement was "least frequently used".

Table 3.1 therefore reveals the following important facts:

(1) Principal's announcement during assembly period was the only "frequently used" channel of giving information to the students by the school authorities.

While

(2) School prefect's announcement in the dining hall,

(3) Announcement by the class teachers,

(4) Except in Government Secondary School, Kuru and Holy Rosary Teachers College, Adoka, principal's written information on the bulletin board, were "least frequently used" channels.

(5) Reports from members of student council was "not used at all".

The use of principal's announcement as the only "frequently used" method in giving information to students on matters that affected them directly, is not good enough.

The fact that three of the above channels are "least frequently used" and one is "not used at all" is equally not good and does not allow easy flow of information from the school authorities to the students. Therefore, the findings revealed in Table 3.1 support the sub-hypothesis that "...lack of easy flow of information between the school authorities and the students, ... contributes to student unrest in some of the post-primary institutions in Benue Plateau State". Consequently, "when students do not obtain information easily from.... school authorities on matters affecting them, rumours increase and unrest results".

Table 3.2

23. In suggesting ways of improving facilities, teaching staff, disciplinary matters, staff-student relationship, how do you rate the methods used by students in your school?

Responses	Frequently Used				Least Frequently Used				Not used at all			
	Students		Staff		Students		Staff		Students		Staff	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Students send representatives of students council to school authorities	0	0	0	0	25	10.8	4	10	195	81.2	36	90
(b) Students write unsigned comments on blackboard or send unsigned letters to school authorities	148	61.7	30	75	2	.8	2	5	90	37.5	8	20
(c) Students go to school authorities in group	0	0	0	0	62	25.8	6	15	178	74.2	34	85
(d) Students send school prefect to school authorities	240	100	40	100	0	0	0	0	0	0	0	0
(e) Students used class or house leaders to school authorities	91	38.4	10 .82	45.13	141	58.8	20 3.37	45 1.7	8	3.3	10 .82	$X^2=5.01$

df = 2

In the first response category in Table 3.2, no staff or student respondents indicated that sending representatives of student council to school authorities was "frequently used". 10.4% (25) of the student respondents and 10% (4) of the staff respondents showed that it was "least frequently used". 89.6% (215) of the students and 90% (36) of the staff respondents indicated that it was "not used at all". The differences of 79.2% in the student responses and 80% in the staff responses are statistically significant to confirm that it was "not used at all".

In the second response category, 61.7% (148) of the student and 75% (30) of the staff respondents showed that writing an unsigned comments on the blackboard or sending unsigned letters to school authorities was "freuqnely used". Point eight per cent (2) of the students and 5% (2) of the staff respondents showed that it was "least frequently used". While 37.5% (90) student and 20% (8) of staff respondents indicated that it was "not used at all". The differences between "frequently used" and "least frequently used" are 60.9% in the students responses and 70% in the staff responses. The differences between "frequently used" and "not used at all" are 24.1% in the student responses and 55% in the staff responses. The differences are statistically significant to confirm that students frequently write unsigned comments on the blackboard or send unsigned letters to the school authorities.

No staff or student respondents showed that going to school authorities as a group by students was

"frequently used". But 25.8% (62) student and 15% (6) staff respondents showed that it was "least frequently used". While 74.2% (178) student and 85% (34) staff respondents showed that it was "not used at all". The differences of 48.4% in student responses and 70% in staff responses are statistically significant to confirm that students going to school authorities as a group was "not used at all".

In the fourth response category, 100% (240) of the student and 100% (40) of staff respondents indicated that sending school prefect to the school authorities to put across their suggestions was "frequently used". None of them showed that it was "least frequently used" or "not used at all". 100% is statistically significant to confirm it was "frequently used".

The last response category showed that 37.9% (91) of the student respondents showed that students sending class or House leaders to school authorities was "frequently used". Those of them who indicated that it was "least frequently used" were 58.8% (141). While 3.3% (8) of them showed that it was "not used at all". The difference between "frequently used" and "least frequently used" is 20.4% and the difference between "least frequently used" and "not used at all" is 55.5%. In the staff responses 10 of them said that it was "frequently used" and 20 of them said it was "least frequently used." While 10 of their respondents showed that it was "not used at all". The differences in the staff responses calculated in x^2 to 5.01 is statistically significant at 0.05

levels to confirm that it was "least frequently used".

Table 3.2 reveals certain important facts:

(1) The two "frequently used" channels by the students are:

(a) Sending the school prefect to school authorities and

(b) Writing unsigned comments on blackboard and unsigned letters to school authorities.

(2) Sending class and house leaders to school authorities is "least frequently used".

While

(3) The channels "not used at all" are:

(a) Sending student council representatives to school authorities. This fact here confirms the finding in Table 1.3. that students council did not exist in most of the schools.

(b) Students going to school authrotie as a group.

It can be clearly seen that one of the "frequently used channel - sending the school prefect to school authorities - may be considered as a positive means of communication. It is positive in the sense that it is a direct way of communication in which the school prefect engaged in a direct face to face discussion of the problems with the school authorities. Thus it enabled the school prefect and the school authorities to understand each other. But as the only "frequently used" positive channel of communication, it is not good enough to make for free and easy flow of information from the students to the school authorities.

The method of sending school prefect to the school authorities is another way of looking at the channel of communication treated in Table 3.1. The emphasis here is on the rigid one-way of communication which does not allow easy flow of information from the students to the school authorities.

The other "frequently used" channel - writing unsigned comments and letters to school authorities - may be considered as a negative means of communication. Negative in the sense that it is not direct face to face means of communication and so did not enable the student and school authorities to understand each other. It was a channel which developed as a result of lack of easy and free flow of information between the students and the school authorities. Therefore it can be concluded that the findings in Table 3.2 supports the sub-hypothesis that "...lack of easy flow of information between the school authorities and the students,...contributes to student unrest in some of the post-primary institutions in Benue Plateau State." Consequently, "when students do not obtain information easily from or give information freely to school authorities on matters affecting them, rumours increase and unrest results".

Table 3.3

17. Students get information from school authorities on improvements or other matters affecting them:

RESPONSES	NUMBER OF STUDENT RESPONDENTS	PER CENT	DIFFERENCE
a) Easily	5	2.1	
b) Fairly easily	40	16.7	79.1
c) With difficulty	195	81.2	64.5
TOTAL	240	100	

In the first response category, 2.1% (5) of the student respondents showed that information was got "easily" from the school authorities. 16.7% (40) of them showed that it was got "fairly easily". And 81.2% (195) of them indicated that it was got "with difficulty". The differences between the responses "easily" and "with difficulty" is 79.1%. The difference between the responses "fairly easily" and "with difficulty" is 64.5%. These differences are significant statistically to confirm that student got information "with difficulty" from the school authorities. These differences agree with the findings in Table 2.1 where 100% of both staff and student respondents showed that the Principal's announcement during assembly hall was the only "frequently used" channel of giving information to students by the school authorities. Therefore the findings in Table 3.3 supports the sub-hypothesis that "... lack of easy flow of information between the school authorities and students,

... contributes to student unrest in some of the post-primary institutions in Benue Plateau State." Consequently, "when students do not obtain information easily (as shown in Table 3.1 and 3.3) from or give information freely to the school authorities (as revealed in Table 3.2) on matters affecting them, remours increase and unrest may be caused."

Because of lack of easy flow of information between the school authorities and the students, the staff may not understand the problems of the students and the students may not have the opportunity of revealing their feelings and difficulties to the staff. This state of affair gives rise to unfavourable relationship between the staff and students. Such unfavourable relationship may have adverse effects on the running of the school.

SUB-HYPOTHESIS (4)

".... unfavourable relationship between the staff and students .... contributes to student unrest in some of the post-primary institutions in Benue Plateau State."

DEDUCED CONSEQUENCE:

"That when unfavourable relationship exists between the staff and students, the staff may not understand students problems and thus conflict may occur."

To test this part of the hypothesis, attention was paid to four specific areas:

(1) Students visit to House Masters/Matrons homes (Table 4.1 - 4.2)

(2) Teachers participation in games and clubs. (Table 4.3).

(3) Teachers treatment of students in the classroom. (Table 4.4).

(4) Teachers supervision and participation in students dining activities. (Table 4.5).

Table 4.1

7. Does your House Master/Matrons invite members of his/her house to his/her home after school hours to discuss students problems?

Responses	Number of Respondents		Per cent		Difference	
	Students	Staff	Students	Staff	Students	Staff
Yes	43	8	17.9	20		
No	197	32	82.1	80	64.2	60
TOTAL	240	40	100	100		

In Table 4.1, the first response category shows that 17.9% (43) of the students respondents and 20% (8) of the staff respondents indicated that House Masters/Matrons invited members of their Houses to their homes after school hours to discuss students problems. 82.1% (197) of the students respondents, and 80% (32) of the staff respondents showed that students were not invited by House Masters/Matrons. The difference of 64.2% in student responses and 60% in staff responses are significant statistically to confirm that House Masters/Matrons did not invite members of their houses to their homes. In no school did the majority of the respondents indicate that students

were invited by the House Masters/Matrons. Therefore the 17.9% (43) responses registered in the 'Yes' column may represent a few of the House Masters/Matrons who had done so.

Table 4.2

8. If your House Master/Matron does not invite members of his/her house to his/her home, would you like to visit him/her to discuss some of your problems?

Responses	Number of students respondents	Per cent	Difference
(a) Yes	240	100	
(b) No	0	0	100
TOTAL	240	100	

Table 4.2 shows that 100% (240) of the student respondents indicated that they would like to visit their House Master/Matrons to discuss some of their problems. No student respondents showed that they would not like to do so. 100% is statistically significant to confirm that students would like to visit their House Masters/Matrons to discuss some of their problems.

The facts revealed in Tables 4.1 and 4.2 have two implications:

(1) The fact that House Masters/Matrons do not invite students to their homes to discuss some of their problems, as revealed in Table 4.1, means that they do not understand some of the students problems.

(2) The desire of the students to visit their House Masters/Matrons to discuss some of their problems, as revealed by Table 4.2, shows that the students want warmer treatment from their teachers than they received from them.

Because students did not get warmer treatment from their House Masters/Matrons, they developed negative attitude towards them and did not identify with them. In fact some of their rebellion in school was the result of thwarted love. Therefore the findings in Tables 4.1 and 4.2 support the sub-hypothesis that "unfavourable relationship between the staff and students may contributes to student unrest in some of the post-primary institutions in Benue Plateau State". Consequently, "when unfavourable relationship exists between the staff and students, the staff does not understand students problems and thus conflict may occur."

Table 4.3

18. Teachers participation in games and clubs is:

Responses	Number of Respondents		PER CENT		DIFFERENCE	
	Students	Staff	Students	Staff	Students	Staff
(a) Good	29	10	12.1	95		
(b) Fairly Good	181	30	75.4	75	63.3	50
(c) Poor	30	0	12.5	0	62.9	
TOTAL	240	40	100	100		

In Table 4.3, 12.1% (29) of the student respondents, 25% (10) of staff respondents showed that teachers participation in games was "good". Seventy five point four per cent (181) of the students respondents, 75% (30) of the staff respondents showed that it was "fairly good". While 12.5% (30) of the students and no staff respondents showed that it was "poor". The difference of 63.3% in student responses, 50% in staff responses between "good" and "fairly good", 62.9% in students responses between "fairly good" and "poor" are statistically significant to confirm that teachers participation in games and clubs was "fairly good". Twelve point one per cent in the student responses and 25% in the teachers response which show that teachers participation was "good" represent the majority response from Teachers College, Gindiri where it was indicated that teachers participation in games and clubs was "good".

During periods of games and clubs teachers can establish favourable relationship with the students and understand some of their problems better. But since teachers participation in these two important areas is only "fairly good" in seven of the schools studied, their understanding of the students problems will not be thorough enough to win their confidence and at the same time detect some of the signs that may lead to unrest. Therefore the findings revealed in Table 4.3 support the sub-hypothesis that "...unfavourable relationship between the staff and students...contributes to student unrest in some post-primary institutions in Benue Plateau State".

Table 4.4

19. Teachers treatment of students in the classroom is:

RESPONSES	NUMBER OF RESPONDENTS	PER CENT	DIFFERENCE
	STUDENTS	STUDENTS	STUDENTS
a) Impartial	64	26.7	
b) Fairly Impartial	137	57	20.3
c) Partial	39	16.3	40.7
T O T A L	240	100	

The first response category in Table 4.4 shows that 26.7% (64) of the s tudent respondents indicated that teachers treatment of students in the classroom was impartial. Fifty-seven per cent (137) of them showed that it was "fairly impartial". While 16.3% (39) of them showed that it was "partial", The difference between "fairly partial" and "impartial responses is 20.3%. The difference between "fairly impartial" and "partial" responses is 40.7%. These differences 20.3% and 40.7% are significant statistically to confirm that teachers treatment of students in the classroom is "fairly impartial". Twenty-six point seven per cent (64) of the student responses represent the majority where 93.3% (28) of the respondents indicate that teachers treatment of students in the classroom was "impartial". The rest of students responses represent the few impartial teachers spread throughout the rest of the other seven schools.

While 16.3% (39) of the student responses which showed that teachers treatment of students in the classroom was "poor" may represent the other teachers who might have been partial in their treatment of students throughout the eight schools.

The ideal thing in staff-student relationship in the classroom is that teachers treatment of students should be completely impartial for the teachers to win the confidence of the students and minimise conflict in the classroom. Because the ideal did not obtain in most of the schools being studied, the data revealed by Table 4.4 support the hypothesis that "....unfavourable relationship between the staff and students.... contributes to student unrest in some of the post-primary institutions in Benue Plateau State". Consequently "when unfavourable relationship exists between the staff and students, the staff does not understand student problems and thus conflict may occur".

Table 4.5

25. Teachers suppervise students food and eat with them in students dining hall.

6

Responses	Number of Respondents		Per cent		Difference	
	Students	Staff	Students	Staff	Students	Staff
(a) Often	0	0	0	0	0	
(b) Occasionally	0	0	0	0	0	
(c) Not at all	240	40	100	100	100	100
TOTAL	240	40	100			

In Table 4.5, 100% of the staff and student respondents showed that teachers did not supervise students food and eat with them in the students dining hall. One hundred per cent is statistically significant to confirm that teachers did not supervise students food and eat with them in their dining hall. The dining hall is the students daily meeting point and lack of teachers contact with the cross section of the students in the dining hall rubbed them the good opportunity of knowing the students better and knowing some of the problems the students were faced with in the dining hall. Therefore when revolts brew, the staff did not know it till it finally exploded.

The data revealed in Table 4.5, therefore, supports the sub-hypothesis that ".... unfavourable relationship between staff and students .... contributes to student unrest in some of the post-primary institutions in Benue Plateau State". Consequently "when unfavourable relationship exists between the staff and students, the staff does not understand student problems and thus conflict may occur".

Sub-Hypothesis 5:

"... inadequate teaching staff and material facilities, ... may contribute to student unrest in some of the post-primary institutions in Benue Plateau State".

Deduced Consequence:

"That when teaching staff and material facilities are inadequate, unrest may result".

To test the above sub-hypothesis and deduced consequence, the staff and student respondents were asked to indicate the adequacy or inadequacy of teaching staff and material facilities by making two categories of responses ("adequate" and "inadequate") to the following areas shown in Table 5.1.

(a) Dormitory accommodation.

(b) Games equipment.

(c) Teaching staff.

(d) Classroom accommodation.

(e) Feeding facilities.

(f) Medical facilities.

Table 5.1

16. In comparing your school with nearby schools or other schools you know, how does your school compare with other schools in the supply of facilities?

Responses	Adequate				Inadequate				Difference	
	Students		Staff		Students		Staff		Students	Staff
	No.	%	No.	%	No.	%	No.	%	Per cent	
(a) Dormitor accommodation	89	37.1	12	30	151	62.9	28	70	25.8	40
(b) Games equipment	80	33.3	10	25	160	66.7	30	75	33.4	50
(c) Teaching staff	0	0	0	0	240	100	40	100	100	100
(d) Classroom accommoda-tion	234	97.5	39	97.5	6	2.5	1	2.5	95	95
(e) Feeding facilities	0	0	8	20	240	100	32	80	100	60
(f) Medical facilities	30	12.5	6	15	210	87.5	34	85	75	70

In the first response category, "dormitory accommodation", 37.1% (89) of the student respondents indicated that dormitory accommodation was "adequate"

Those of them who showed that it was "inadequate" were 62.9% (151). The difference is 25.8%. Some of the staff respondents, 30% (12), showed that dormitory accommo-dation was "adequate". While 70% (28) of them indicated that it was "inadequate". The difference is 40%. The difference of 25.8% in the student and 40% in the staff respondents are statistically significant to confirm that dormitory accommodation was "inadequate". It must be pointed out here that the greater part of 37.1% (89) student and 30% (12) staff responses in "adequate" column represent the responses from Govern-ment Secondary School, Kuru and Holy Rosary Teachers College, Adoka where the respondents indicated that dormitory accommodation was adequate.

In the second reponse category, 33.3% (80) student respondents showed that games equipment was "adequate" in their schools. While 66.7% (160) of the respondents showed that it was "inadequate". The difference is 33.4%. Those of the staff respondents who showed that games equipment was "adequate" were 25% (10). While 75% (30) of them showed that it was "inadequate". The difference is 50%. The differences of 33.4% in student and 50% in staff responses are

statistically significant to confirm that games equipment were "inadequate" in the schools.

One hundred per cent (240) of the student respondents and 100% (40) of staff respondents indicated that teaching staff was "inadequate". While none of the respondents both staff and students showed that teaching staff was "adequate". Therefore 100% is statistically significant to confirm that teaching staff was "inadequate" in all the schools.

In the classroom accommodation, 97.5% (234) of the student respondents and 97.5% (39) of the staff respondents showed that classroom accommodation was "adequate". While 2.5% (6) of the student respondents and 2.5% (1) of the staff respondents indicated that it was "inadequate". The difference of 95% in both staff and student responses is statistically significant to confirm that classroom accommodation was adequate in all the schools.

In the food area, 100% (240) of the student respondents showed that feeding facilities were "inadequate". While 20% (8) of the staff respondents showed that they were "adequate". Those of them who showed that they were "inadequate" were 80% (32). The difference of 60% in the staff responses and 100% in

the student responses are statistically significant to confirm that feeding facilities were "inadequate" in all the schools.

In the last response category, 12.5% (30) of the student respondents indicated that medical facilities were "adequate". While 87.5% (210) of them showed that they were "inadequate". The difference is 75%. Fifteen per cent (6) of the staff respondents showed that they were adequate. While 85% (34) of them indicated that they were "inadequate". The difference is 70%. Therefore the differences of 75% in the student responses and 70% in the staff responses showed that medical facilities were "inadequate."

The findings shown in Table 5.1 page 128 clearly indicate that the supply of dormitory accommodation, games equipment, teaching staff, feeding and medical facilities were inadequate and therefore support the sub-hypothesis that "... inadequate teaching staff and material facilities, ... contribute to student unrest in some of the post-primary institutions in Benue Plateau State".

Table 6.1

The findings in Tables 1.1 to Table 5.1 have confirmed that certain administrative factors contributed to student unrest in post-primary schools in Benue Plateau State. In Table 6.1 the respondents were asked to indicate the order in which they considered these different factors contributed to student unrest by marking three ranks "most important contributing factor", "an important contributing factor" and "not a contributing factor" to five response categories.

21. How would you rate the causes of demonstration in your school?

Responses	Most important contributing factor				An important contributing factor				Not a contributing factor			
	Students		Staff		Students		Staff		Students		Staff	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(a) Failure by the school authorities to give students information on matters affecting them	191	79.5	11	27.5	40	16.7	5	12.5	9	3.8	24	60
(b) Failure by the school authorities to consult students before taking decisions on matters affecting them	143	59.6	0	0	95	39.6	6	15	2	.8	34	85
(c) Failure by the school authorities to allow students take part in making suggestions and discussing ways of improving their welfare, discipline and co-curricular activities	160	66.7	0	0	80	25	0	0	20	8.3	40	100
(d) Failure by the school authorities to supply necessary facilities and teaching staff	222	92.5	39	97.5	18	7.5	1	2.5	0	0	0	0

Responses	Most important Contributing factor				An important contri -buting factor				Not a contributing factor			
	Students		Staff		Students		Staff		Students		Staff	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
(e) Poor relation ship between staff and students	40	16.7	0	0	126	52.5	0	0	74	30.8	40	100

When rating the causes of demonstration in schools 79.5% (191) of the students respondents showed that "failure by the school authorities to give students information on matters affecting them" was a "most important contributing factor". Those of them who said that it was just "an important contributing factor" were 16.7% (40). While 3.8% (9) of them indicated that it was "not a contributing factor". The difference between "most important contributing factor" and "an important contributing factor" responses is 62.8%. The difference between "most important contributing factor" and "not a contributing factor" responses is 75.7%. These differences agree with the previous student responses in Table 2.2 page 62 where 100% respondents showed that the "frequently used" channel of obtaining information from the school authorities was "principal's announcement during assembly hall". They also agree

with the students responses in Table 2.3 page 63 where 81.2% of them showed that "students get information from school authorities on improvements or other matters affecting them "with difficulty".

For students responses in Table 6.1, therefore, the differences of 62.8% and 75.7% are statistically significant to support the sub-hypothesis that "lack of easy flow of information between the school authorities and students contributes to student unrest".

But in the staff responses, 27.5%(11) of the staff respondents showed that "failure by school authorities to give students information easily on matters affecting them" was a "most important contributing factor". Those of them who showed that it was just "an important contributing factor" were 12.5% (5). While 60% (24) of them showed that it was "not a contributing factor". The difference between "not a contributing factor" and "most important contributing factor" is 32.5%. The difference between "not a contributing factor" and "an important contributing factor" is 47.5%. These differences are statistically significant to confirm that "failure by the school authorities to give students information on matters affecting them" is "not a contributing factor". The staff response to this

statement does not support the sub-hypothesis that "lack of easy flow of information between the school authorities and students contributes to student unrest ..."

But the staff response to the above statement is not congruent with their response in Table 2.1 page 61 where 100% of their respondents showed that the only "frequently used" channel of giving information to the students by the school authorities was "principal's announcement during assembly hall". They indicated in the same table that the other channels, the use of bulletin board, announcement by class teachers and school prefect were "least frequently used". While reports from members of student council was "not used at all".

The implication of the staff response to this statement in Table 6.1 is that the school authorities did not know some of the causes of student unrest in their schools. As long as this knowledge of the importance of improving the methods of communication is lacking, the school authorities will not make efforts to improve the methods of communication in the school and student unrest will continue.

In the second response category, 59.6% (143) of

the student respondents indicated that "failure by the school authorities to consult students before taking decisions on matters affecting them is a "most important contributing factor". Those of them who said it was "an important contributing factor" were 39.6% (95). The difference between the "most important contributing factor" and "an important contributing factor" responses is 20%. Those of the student respondents who said that "failure by the school authorities to consult students before taking decision on matters affecting them" is "not a contributing factor" were .8% (2). The difference between responses on "most important contributing factor" and "not a contributing factor" is 58.8%. The differences of 20% and 58.8% are significant statistically to support the above statement. These responses are consistent with the previous responses in Table 2.5 page 66 where 96.2% of the student respondents showed that the school prefect was not consulted by the school authorities before decisions affecting students were made. In the same table 100% of the student respondents also showed that the student council was not consulted. Therefore the students responses to this statement in Table 6.1 are statistically significant to support the sub-hypo

-thesis that "lack of students participation in decision-making contributes to student unrest".

In the staff response, none of them indicated that "failure by the school authorities to consult students before making decisions on matters affecting them" was a "most important contributing factor". Fifteen per cent (6) of them indicated that it was "an important contributing factor". While 85% (34) of them indicated that it was "not a contributing factor". The difference between the response on "an important contributing factor" and "not a contributing factor" is 70%. This difference is significant statistically to disconfirm the sub-hypothesis that "lack of students participa-tion in decision-making contributes to student unrest".

But the staff response in this table is not consistent with their response in Table 2.5 page 66 where 72.5% (29) of the staff respondents showed that "decisions were made by principal and teachers alone". Therefore the staff response to this statement in Table 6.1 shows that the school authorities did not know some of the real contributing factors to student unrest in their schools. If this lack of knowledge persists, the school authorities will not make efforts to allow students to take greater part in deciding matters that

affected them directly, therefore unrest will continue in post-primary schools in Benue Plateau State.

In the third response category, 66.7% (160) of the student respondents showed that "failure by the school authorities to allow students to take part in discussing and suggesting ways of improving their welfare, disciplinary matters and co-curricular activities" was a "most important contributing factor" to student unrest. Twenty-five per cent (60) of them said it was "an important contributing factor". While 8.3% (20) of them said it was "not a contributing factor". The difference between the response on "most important contributing factor" and "an important contributing factor" is 41.7%. The difference between "most important contributing factor" and "not a contributing factor" is 58.4%. These differences are significant statistically to confirm the hypothesis that "lack of students participation in decision-making and problem-solving contributes to student unrest".

To this third response category, no staff respondents showed that it was neither a "most important contributing factor" nor "an important contributing factor". Rather 100% (40) of them showed that it was "not a contributing factor". This response does not support the above sub-

hypothesis.

The implication of the staff response to the above response category is that the school authorities did not know the importance of allowing students to take part in discussing and suggesting ways of improving their welfare and co-curricular activities. The staff response to this response category agrees with the staff response in Table 2.15 page 97 where 75% (30) of the staff respondents showed that students were not allowed to suggest ways of improvement because "the nature, professional staff know what is good for the students under its custody". Unless the school authorities realise that the students have something to contribute to discussions on matters that affect them directly, and have a right and ability to take part in argument and debate with those responsible for decision making, unrest will continue in post-primary schools in Benue Plateau State.

In the fourth response category, 92.5% (222) of the student respondents and 97.5 (39) of the staff respondents agree that "failure by the school authorities to supply necessary facilities and teaching staff was a "most important contributing factor" to student unrest. Seven point five per cent (18) of the student respondents

and 2.5% (1) of the staff respondents showed that it was "an important contributing factor". None of both staff and student respondents showed that it was "not a contributing factor". The differences of 85% in the student responses and 95% in the staff responses are significant statistically to confirm the sub-hypothesis that "inadequate teaching staff and material facilities contribute to student unrest".

These responses agree with the staff and student responses in Table 5.1 page/28 where both staff and student respondents showed that there were inadequate supply of dormitory accommodation, games equipment, teaching staff, feeding and medical facilities. But the staff response here, when weighed against other response categories in this table, indicates that lack of teaching staff and material facilities alone caused student unrest in their schools.

In the last response category, 30.8% (74) of the student respondents showed that poor relationship between staff and students contributes to student unrest. Those of them who showed that it was "an important contributing factor " were 52.5% (126). While 16.7% (40) of them showed that it was "not a contributing factor". The difference between the response on "an important

contributing factor" and "not a contributing factor" is 35.8%. Those differences are significant to confirm the sub-hypothesis that unfavourable relationship between the staff and students contributes to student unrest. The students response in this table is related to their response in Table 4.1 page 120 where 82.1% (197) of their respondents indicated that they were not invited to the homes of their House Masters/Matrons to discuss some of their problems. In Table 4.3 page 122, 75.4% of them showed that teachers' participation in games and clubs was "fairly good". Table 4.4 page 124 shows that 57% of them indicated that teachers treatment of students in the classroom was "fairly impartial".

In the staff response, 100% (40) of them indicated that "poor relationship between staff and students" was "not a contributing factor". One hundred per cent is statistically significant to disconfirm the sub-hypotheis that "unfavourable relationship between staff and students contributes to student unrest". Their response in this table is not related to their response in Table 4.1 page 120 where 80% (32) of them showed that students were not invited by House Masters/ Matrons to their home to discuss some of the students'

problems. Table 4.3 page 122 shows that 75% (30) of them indicated that teachers participation in games and clubs was "fairly good". Table 4.5 page 125 where 100% (40) of them showed that teachers did not supervise students' food and eat with them in their dining hall. The lack of closer relationship existing between the staff and students as revealed in Tables 4.1, 4.3 and 4.5 inevitably created unfavourable relationship between them. It did not allow the staff to understand the students problems enough to help them. As long as this distance between the staff and students is not recognised by the school authorities, the relationship between staff and students cannot inprove and unrest will continue.

From the students stand point in Table 6.1, it is now clear that the following things are the "most important contributing factors" to student : unrest:

(1). Failure by the school authorities to give students information easily on natters affecting them.

(2). Failure by the school authorities to consult the students before making decisions.

(3). Failure by the school authorities to allow students to discuss and suggest ways of

improving their welfare, disciplinary matters and co-curricular activities.

(4) Failure by school authorities to supply the students with necessary teaching staff and material facilities.

While

(5) Poor relationship between staff and students was not a "most important contributing factor", it was "an important contributing factor".

Therefore students responses in Table 6.1 support the hypothesis "... lack of students participation in decision-making and problem-solving, lack of easy flow of information between the school authorities and students, unfavourable relationship between the staff and students, and inadequate teaching material facilities may contribute to student unrest in some of the post-primary institutions in Benue Plateau".

But from the staff stand point, the only "most important contributing factor" was

"Failure by the school authorities to supply necessary facilities and teaching staff".

All the others are not contributing factors at all.

Their responses in Table 6.1 do not support the above hypothesis in its entirety. The reason for their responses may be attributed to their unawareness of the entire or many of the contributing factors to student unrest in their schools. As long as this unawareness continues, the school authorities will not make efforts towards improving such contributing factors as students participation in decision-making and problem-solving, communication, and staff-student relationship.

The data tabulated and analysized from Tables 1.3 to Tables 6.1 have revealed many important facts.

1. Tables 1.1 to 1.3 revealed that students in Teachers Colleges were oriented with the school philosophy and objectives and they clearly understood them. While the students in the Secondary Grammar and Secondary Commercial Schools were not.

2. Table 2.1 to 2.8 revealed these facts:
   (a) Students in all the schools studied did not participate in formulating school philosophy and objectives.
   (b) Apart from Jesus College, Oturkpo, which had non-functional student council, none of the other seven schools had any student

council in which problems affecting them were discussed.

(c) Apart from clubs and games in which students were allowed to discuss and suggest ways of improvement in all the schools studied, students were not allowed to discuss, decide and suggest ways of improving their welfare, discipline and other co-curricular activities.

(d) Apart from Jesus College, Oturkpo and Holy Rosary Teachers College, Adoka where students were allowed to nominate and elect their leaders without the help of the school authorities, students in the other six schools were not allowed to nominate and elect their leaders.

3. Tables 2.9 to 2.12 revealed that students would "most prefer" the following:

(a) To nominate and elect their leaders without the help of the school authorities.

(b) To discuss their problems in the student council and send their decisions and suggestions through council representatives to the school authorities.

(c) That school authorities should make decisions on matters affecting the students after consulting the student council.

4. Tables 2.13 and 2.14 revealed that the school authorites would not allow students to take part in decision-making and problem-solving for the following reasons:
   (a) The students were not mature and competent to take part in deciding matters and solving problems that affected them directly.
   (b) "The mature, professional, knowledgeable staff know what is good for the students under their custody" to make student participation in decision-making and problem-solving necessary.
5. Table 3.1 to 3.3 revealed that:
   (a) The principal's announcement was the "most frequently used" channel through which the school authorities informed the students on matters affecting them.
   (b) While delegating the school prefect by the students was the only "most frequently used " positive channel by the students to suggest improvements to school authorities.
   (c) Students got information from the school authorities on matters affecting them "with difficulty".
6. Table 4.1 to 4.5 revealed that staff-student relation-ship was such that encouraged unrest because:

(a) The House Masters/Matrons did not invite students to their homes to discuss some of the students' problems.

(b) Teachers participation in clubs and games was "fairly good".

(c) Except in Holy Rosary Teachers College where teachers treatment of students in classroom was impartial, teachers treatment of students in the classroom in the other seven schools was "fairly impartial".

(d) Teachers did "not at all" supervise and eat with students in the students' dining hall.

7. Table 5.1 revealed that:

(a) Except classrooms which were adequate in all the schools, and dormitory accommodation which was adequate in Government Secondary School, Kuru and Holy Rosary Teachers College, Adoka, dormitory accommodation was inadequate in the other six schools.

(b) Games equipment, teaching staff, feeding and medical facilities were inadequate in all the schools studied.

8. Table 6.1 revealed that from the students stand point, the "most important contributing factors" to student unrest were:

(a) Failure by the school authorities to inform students easily on natters affecting them.

(b) Failure of the school authorities to consult the students before making decisions affecting them.

(c) Failure of the school authorities to allow students to discuss, decide and suggest ways of improving their welfare, discipline and co-curricular activities.

(d) Failure of the school authorities to supply the students with necessary teaching staff and material facilities.

(e) While poor relationship between the staff and students was "an important contributing factor" to student student unrest.

(f) From the school authorities stand point, the only "most important contributing factor" to student unrest was inadequate supply of teaching staff and material facilities.

The implication of the varying responses by the students and school authorities in Table 6.1, is that the students know many of the administrative causes of their revolts. While the school authorities are unaware of many of the causes of student unrest in their schools.

If the school authorities unawareness of the administrative causes of student unrest continues, attempts will not be made to improve those areas that cause unrest. Therefore student unrest will continue. The above findings therefore, support the proposed hypothesis that "certain administrative factors such as lack of understanding of school philosophy and objectives by students, lack of student participation in decision-making and problem-solving, lack of easy flow of information between the school authorities and students, unfavourable relationship between the staff and students, and inadequate teaching staff and material facilities, contribute to student unrest in some of the post-primary institutions in Benue Plateau State".

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY:

Post-primary student unrest in Benue Plateau State has been on the increase since 1970. A total of thirteen schools had experienced violent unrest. Ten of these violent revolts occurred between 1970 and 1974, while three of them occurred between February and March 1975. One of them, Christ the King College, Adikpo student unrest which took place in March, 1975, was described by the State Commissioner for Education in the 'New Nigerian' of 12 March, 1975, as "the worst in the history of students' unrest in high institutions of learning in the state".

Inspite of such deterrent measures as the expulsion of ring leaders from the school, payment for damaged school property, harsh punishments meted to some of the participants on the school campus, student

unrest has increased with greater fury and destruction in the state.

Parents, education authorities and the state government are becoming more concerned about and alarmed at the frequent and increasing destructive occurrences of student activism in post-primary schools in the state. Because student unrest has continued to impinge on law and order and impair the future educational opportunities of many, one cannot afford to overlook any form of it whether violent, or peaceful, apparently justified or useless, open or more or less hidden.

The important question to ask at this time is: What are the real causes of student unrest in post-primary schools in Benue Plateau State? For when the causes of student unrest are understood the school authorities will be better able to produce social and academic conditions that reduce student unrest.

There may be many causes of student unrest in post-primary institutions in the state, but this study was undertaken to examine the administrative structure of some of the post-primary institutions in Benue Plateau State involved in student unrest and discover those administrative factors which contributed to the student

unrest. Specifically this study was meant to answer the following questions:

1. Are the school philosophy and objectives made clear to the students?
2. Do the students take part in the decision-making and problem-solving processes in the areas that affect them directly?
3. How are the student leaders appointed?
4. Through what channel do students make their demands known to the school authorities?
5. Are students well informed about matters and decisions affecting them?
6. Is staff-student relationship such that encourage or discourage student unrest?
7. Are teaching staff and material facilities adequate to meet student needs?

As a guide to this study, the hypothesis below was proposed: Certain administrative factors such as lack of understanding of school philosophy and objectives by students, lack of student participation in decision-making and problem-solving, lack of easy flow of information between the school authorities and students, unfavourable relationship between the staff and students, and inadequate teaching staff and material facilities,

contribute to student unrest in some of the post-primary institutions in Benue Plateau State.

To make this study more meaningful and the preceding hypothesis more specific the following consequences were deduced from the above hypothesis:

1. That if students do not participate in deciding the problems that affect them directly and in solving them, they may not co-operate with the school authorities in maintaining discipline in the school. Therefore, unrest may be caused.

2. That when students do not obtain information easily or give information freely to school authorities on matters affecting them, rumours increase and unrest may result.

3. That if school philosophy and objectives are not clearly understood by the students, they direct their energies towards activities that may lead to unrest.

4. That when unfavourable relationship exists between the staff and students, the staff may not understand students problems and thus conflict may occur.

5. That when teaching staff and material facilities

are inadequate, unrest may result.

The idea here was to see the frequency with which the independent variables, understanding of school philosophy and objectives, participation in decision-making and problem-solving, flow of information, staff-student relationship, and the supply of facilities contributed either individually or in group to cause the dependent variable - the student unrest.

It is hoped that the findings of this study will enable the principals of post-primary schools to gain an insight into some of the real administrative causes of student unrest in the schools and consider the usefulness of the recommendations resulting from the study. The result of the study will enable the Ministry of Education of Benue Plateau State to know some of the administrative causes of student unrest in the state and help it not only to reconsider its role in intervening in the revolts in a way that will be to the best interest of both the students and the school authorities, but adjust its educational policy to meet the changing needs of the students. The result of this study will provide knowledge in the field of post-primary school administration beneficial to the students of Education Administration.

Eight post-primary schools which had experienced unrest from 1970 to 1974 are included in this study. These include four Secondary Grammar Schools, one Secondary Commercial School and three Teachers Colleges. In each of the eight schools, questionnaires were administered to thirty students selected from Forms 111 to V by hat random sampling. The students from these classes were selected because they fall within 15 to 21 years age range which is the stage of development the adolescents usually nake moral judgement, philosophise and have developed critical attitude and complain to their teachers and administrators. Therefore they are capable of leading revolts during the period under consideration and can give first hand information of the causes of the unrest in their schools. Another set of questionnaires were administered to the principal and four teachers in each school.

Tables, percentages and Chi-square were used in the analysis and interpretation of the data collected. For the purpose of coming to conclusion about any part of the hypothesis, the researcher requires that a relationship be significant statistically at .5 level if Chi-square is used and 20% if percentages are used.

After testing the proposed hypothesis, the students showed that the "most important contributing factors" to their revolts in the schools as shown in Table 6.1 page 132 were:

1. Failure by the school authorities to give students information easily on matters affecting them.
2. Failure by the school authorities to consult students before making decisions in areas directly affecting them.
3. Failure by the school authorities to allow students to discuss and suggest ways of improving their welfare, disciplinary matters and co-curricular activities.
4. Failure by the school authorities to supply the students with necessary teaching staff and material facilities.

Others which were not "most important contributing factors" in all the schools but important enough in some schools to cause frustration and generate unrest unrest were:

1. Lack of students understanding of school philosophy and objectives. This contributed to student unrest in the Secondary Grammar and Secondary Commercial Schools than in the Teachers Colleges where the students were

oriented with the philosophy and objectives of the schools.

2. Poor relationship between staff and students.

These finding support the above proposed hypothesis and undermine the major argument given by the staff respondents in Table 6.1 page 132 that "lack of teaching staff and material facilities" alone caused student unrest in the schools.

Having indicated the "most important contributing factors" to student unrest, the students showed, in Tables 2.9 to 2.11 pages 84 to 89, what they would "most prefer" and what they would "not prefer at all" in the administration of their schools. They "most prefer" the following things:

1. To be consulted before decisions affecting their welfare, discipline and co-curricular activities were made.
2. To have student council established in their schools and students' problems discussed in the the council and their decisions and suggestions made known to the school authorities through their council representatives.
3. To take part in formulating their school philosophy and objectives.
4. To have closer relationship with their teachers.

On the other hand, the students would "not prefer at all" the following things:

1. That either the principal alone or the principal and teachers alone should decide matters affecting the selection of student leaders, their welfare, disciplinary matters and co-curricular activities.
2. That decisions should not be made by the students alone.

These findings do not only support the hypothesis and its accompanying deduced consequences, they reveal that the students' protests were directed against shortcomings in their school administration. They also showed that the students were not trying to take the reins of authority away from their teachers but simply to find a common ground for discussions, using simpler and more human forms of communication. This is conscious and responsible participation: it is spreading students government beyond classroom into the lunch rooms, dormitories and general disciplinary areas of secondary schools.

The findings also revealed that the school authorities would not allow the students to partici-pate in decision-making and problem-solving, as shown

in Table 2.13 page 97 and Table 2.14 page 101 for the following reasons:

1. That the students were not competent to suggest ways of improving school subjects.
2. That the students were not mature to govern themselves and did not possess the know-ledge of proper self-government.
3. That the students were not competent to suggest adequate solutions to disciplinary problems.
4. That the mature, professional and knowledge-able staff know what is good for the students under their custody to make student self-government and suggestion of ways of improve-ment necessary.

In these four reasons maintained by the school authorities for not allowing students to participate in decision-making and problem-solving, coupled with the one-way line of communication between the school authorities and students, as revealed in Tables 3.1 to 3.3 pages 108 to 118, can be seen that the schools are administered on authoritarian lines which is based on the belief that the school authorities know best and that the students must submit to their commands or

face punishment. They therefore reveal some of the inherent causes of friction between the school authori-ties and students.

The desire of the students to take part in decision-making and problem-solving processe of the school as revealed in Table 2.8 page 80 and Table 2.12 page 93 on the one hand, and the unwillingness of the school authorities to allow them to participate in those areas as revealed in Table 2.13 page 97 and Table 2.14 page 101 on the other hand, showed that the school authorities and the students were moving on diametrically opposite directions which generated unrest.

CONCLUSIONS:

This study was meant to isolate distinct administrative factors which contributed to student unrest in post-primary institutions in Benue Plateau State. Seven specific questions which were asked in the statement of the problem and meant to be answered at the end of the study, gave rise to the formulation of a hypothesis whose different parts reflected the different questions posed. The different parts of the hypothesis were tested and confirmed in this order:

1. The first question: Are the school philosophy

and objectives made clear to the students?

This question is reflected by sub-hypothesis 1: "...lack of understanding of the school philosophy and objectives by students, ... contributes to student unrest ..."

The data were tabulated in Tables 1.1 to 1.3 pages 56 and 58. There were sufficient statistically significant data to support the above sub-hypothesis and ultimately they answered the question above showing that school objectives were not made clear to the students in the Secondary Grammar and Secondary Commer-cial Schools. While they were made clear to the students in the Teachers Colleges.

2. The second and third questions:

Do students take part in the decision-making and problem-solving processes of the school?

How are student leaders appointed?

Both of them are reflected in sub-hypothesis 2: "... lack of student participation in decision-making and problem-solving ... contributes to student unrest ..."

There were sufficient statistically significant data

to confirm that students did not participate in the following things:

(a) Formulating school philosophy and objctives (Table 2.1 and 2.2 pages 61 and 62).

(b) The government of the school through student council made up of freely elected leaders and staff representative which discussed students' problems. (Tables 2.3 and 2.4 pages 63 and 64).

(c) Selecting student leaders without the help of the school authorities. (Tables 2.5 page 66).

(d) Discussing problems affecting the students' welfare, discipline and co-curricular activities. (Table 2.7 page 76).

(f) Suggesting ways of improvements. (Table 2.8 page 80).

There were statistically significant evidences to confirm that students would prefer the following things:

(a) To nominate and elect their leaders without any help from the school authorities. (Table 2.9 page 84.)

(b) To discuss the problems affecting their

welfare, discipline and co-curricular activities in the student council. (Table 2.10 page 86)

(c) To be consulted by the school authorities before decision affecting their welfare, discipling and co-curricular activities were made. (Table 2.11 page 89)

There were at the same time statistically significant evidences to confirm that the school authorities would not allow the students to suggest ways of improve-ments (Table 2.13 page 97) and take part in school government through student council (Table 2.14 page 101) because the students were not mature and lacked competence in these areas. And because the mature, professional, knowledgeable staff knew what was good for the students under them. These findings support the above hypothesis and answered the above questions by indicating that the students were not allowed to take part in the decision-making and problem-solving processes of the schools. The student leaders were appointed by the school authorities.

3. The fourth and fifth questions:

Through what channel do students make their demands known to the school authorities?

Are students well informed about matters and and decisions affecting them?

Both of these questions are reflected in sub-hypothesis 3: "... lack of easy flow of informa-tion between the school authorities and student ... contributes to student unrest ..."

The data which deal with this sub-hypothesis were treated in Tables 3.1 to 3.3 pages 108-118. Table 3.1 revealed that principal's announcement was the only "frequently used" channel of giving information to the students on matters that affected them directly. Table 3.2 showed that sending the school prefect to the school authorities was the only positive "frequently used" channel by the students in putting across their suggestions on matters affecting them to the school authorities. While the differences of 79.1% and 65.5% in Table 3.3 confirmed that students obtained inform-ation from school authorities on improvements and other matters affecting them "with difficulty".

Therefore there were sufficient statistically significant data in these Tables to support sub-hypothesis 3 and answer the corresponding question by showing that the principal's announcements and the delegation of the school prefect by the students

were the "frequently used" channels through which students made known their demands to the school authorities and received information from them. Because these channels were inadequate, students were not well informed about matters and decisions affecting them.

4. The sixth question:

Is staff-student relationship such that encourage or discourage student unrest?

This question is reflected in sub-hypothesis 4: "... unfavourable relationship between the staff and students ...contributes to student unrest ..."

The data which deal with this sub-hypothesis were treated in Tables 4.1 to 4.5 pages 120-125. In Table 4.1 there were sufficient statistically significant data to confirm that House Masters/Matrons did not invite students to their homes to discuss some of the students' personal problems. Table 4.2 showed that students would like to visit their House Masters /Matrons to discuss some of their personal problems. In Table 4.3, there were statistically significant data to confirm that teachers participation in games and clubs was "fairly good". There were also statisti

-cally significant data in Table 4.4 to confirm that teachers treatment of students in the classroom was "fairly impartial". In Table 4.5 there were adequate statistically significant data to confirm that teach -ers did "not at all" supervise and eat with students in their dining hall. Therefore the data revealed in Tables 4.1 to 4.5 support sub-hypothesis 4 and answer the above question by showing that staff-student relationship was such that encouraged student unrest in the schools studied.

5. The last question:

   Are teaching staff and material facilities adequate to meet students' needs?

   This question is reflected in sub-hypothesis 5: "... inadequate teaching staff and material facilities, ... contributes to student unrest ..."

The findings shown in Table 5.1, indicated that the supply of dormitory accommodation, games equipment, teaching staff, feeding and medical facilities were inadequate and therefore support the above sub-hypothesis and answered the question above by showing that teaching staff and material facilities were

inadequate to meet the needs of the students.

From the preceding statement of the findings, it can be seen that the following answers were obtained for the seven questions posed in the statement of the problem:

1. School philosophy and objectives were not made clear to the students in the Secondary Grammar and Secondary Commercial Schools. While they were made clear to the students in the Teachers' Colleges.

2. Except in clubs and games where students in all the schools were allowed to discuss, decide and suggest ways of improvement, students did not participate in the decision-making and problem-solving processes in the areas that affected them directly.

3. Student leaders were appointed by the school authorities in six of the eight schools studied.

4. The only channel through which the students made their demands known to the school authorities was the delegation of the school prefect. This was very limited to allow information to flow freely from the students

to the school authorities.

5. Because the students received information on matters and decisions affecting them through principal's announcements alone they were not well informed in these areas.

6. Because staff participation in clubs and games was "fairly good", their treatment of students in the classroom was "fairly impartial," they did not invite students to their homes to discuss students' personal problems, and never supervised and ate with the students in students' dining hall, staff-student relationship was such that might have encouraged student unrest.

7. The very important facilities - dormitory accommodation, teacher staff, feeding and medical facilities were inadequate. Therefore teaching staff and material facilities were inadequate to meet the needs of the students.

The answers obtained for these questions after testing the proposed hypothesis ultimately confirmed the hypothesis that "lack of understanding of school philosophy and objectives by the students, lack of student participation in decision-making and problem-solving, lack of easy flow of information between the

school authorities and students, unfavourable relationship between the staff and students, and inadequate teaching staff and material facilities might have contributed to student unrest in some of the post-primary institutions in Benue Plateau State".

From the above findings it is clear that the refusal of the school authorities to allow student to participate in decision-making and problem-solving because the mature, professional and knowledgeable staff knew what was good for the students, the distance of the teachers from the students in staff-student relationship, the one-way line of communication between the school authorities and students indicate that the schools were administered on authoritarian lines. These findings equally reveal that the student activities were not screaming delinquents. The arguments of their revolts may often be questionable, their experience may be short and their methods may be distasteful, but what were doing, in effect, was uttering a cry of distress and anger at some aspects of school administration. They were protesting against injustice, hypocrisy, authoritarian attitudes of some teachers and administrators.

RECOMMENDATIONS:

A. In the light of the preceding findings, the following recommendations have been made:

1. The school authorities' responses in Table 6.1 page 132 revealed that they were unaware of many of the administrative factors that contributed to student unrest in their schools because they had been administering the schools on authoritarian lines as revealed by their responses in Table 2.13 and 2.14 pages 97 and 101. It is therefore recommended that the State Ministry of Education should conduct in-service courses at the state level for all the principals of post-primary schools in the state to expose them to democratic approach in school administration based on the idea of the school authorities sharing their leadership responsibilities with the students. Such in-service courses should deal with the role of the principal, teachers and students and their relationship with one another in a democratic oriented administra-tive set up. It should also deal with the philosophy and objectives of the schools.

2. The state Ministry of Education should also organise seminars for the teachers and vice principals of the post-primary institutions on divisional level

to acquaint them with school philosophy and objectives, the roles of the principal, teachers and students and their relationships with one another in a democratic oriented school administrative set up.

3. With the students desire to participate in decision-making and problem-solving through students council, as revealed in Tables 2.2 page 62, 2.4 page 64 and Tables 2.8 to 2.12 pages 84 to 101 the state Ministry of Education should organise courses for student leaders selected from each of the post-primary schools during the long holidays. During such courses, the students should be acquainted with the philosophy and objectives of post-primary education and how to organise student council, the rights and responsibilities of such a council. Experts from the Faculties of Educa-tion and Institutes of Education should be asked to deliver lectures in the courses and seminars.

4. After conducting the above recommended courses it is recommended that the principals, teachers and student leaders who had benefited from such courses and seminars should give orientation to the entire students on the school philosophy and objectives at the beginning of each academic year. The philosophy and objectives of the school should be made into a simple song to be sung during assembly hall to streng

-then the students' knowledge of the philosophy and objectives of their school and help them to develop school spirit.

5. In each school, it is recommended that the students should take part in the decision-making and problem-solving in the way illustrated in the Conflict Resolving Model (fig. 2 page 48). The school authorities should establish student council or assembly. Such a council should be delegated with such specific functions as discussing, deciding and suggesting ways of improving their welfare, discipline and co-curricular activities and certain subjects they would like to be included in their curriculum. It should be involved in the formu - lation of school philosophy and objectives. The council should meet at least once a month. The members of the student council should be nominated and elected by the students without the help of the school authorities.

6. Other councils such as the teachers council and the council of high hierarchy of the school administration should be set up. The teachers who work in the personnel services and academic matters should belong to this council. On the personnel service side the members should be House Masters/Matrons, Games Masters, Supervisors of clubs and the teacher in charge of food. On the academic side, the members should be

teachers in-charge of classes and library. These teachers should meet to discuss student problems in their different areas, reach decisions and be ready to suggest remedies. The high hierarchy of school admini-strators council should be made up of the principal, vice principal, heads of departments and the supervisor of the student council. This council should also meet to review certain students' problems referred to it, reach decisions and be ready to make suggestions. The three councils, the student council, the teachers' council, and the high administrators' council, should send representatives to the school committee at least once a month to discuss identified student problems and jointly reach decisions. They should report the outcome of their meeting back to their respective councils.

The following may be some of the advantages of the school committee:

a. It may help to improve communication between the school authorities and the students.

b. It may enable the students to participate in decision-making and problem-solving processes in the areas that affect them directly.

c. It may create favourable relationship between the school authorities and the students and enable the school authorities to understand some of the students problems.

7. The communication network should be improved. The one-way line of communication either through the principal's announcement or by delegating the school prefect by the students to take their problems to the school authorities, need not be followed rigidly. Apart from using the school committee as a means of improving communication, the Line of Authority: Personnel Service, Academic Matters and Students' Activities Model (Fig. 3 page 50) is also recommended. In the above model, students should receive information on personnel service from their House Masters/Matrons, House prefects and the student council. They should obtain information on students activities from the council supervisor and student council. They should obtain information on academic matters from their class teachers and from the student council. The students should also put across their wishes, aspira-tions and problems to the school authorities through these channels.

8. The staff should get closer to the students by actively taking part in students clubs, games and dining hall activities. They should invite the students to their homes and discuss some of the students individual problems with them. Such closer relation -ship, as pointed out in Fig. 1 page 47, should not be meant to find the faults of the students to be reported to the principal or shown in the students report cards. It should be open, frank and full of trust and aimed at helping the students to solve their problems.

9. (a) Efforts should be made to increase the teaching staff. Where the right number of teachers are not available, the existing staff should be encouraged to teach their degree subjects and subjects related to their areas of specialisation. For no reason should they be asked to teach subjects they are not qualified to teach. Where the teachers are not available the periods should be cancelled. In the lower forms the classes should be closed earlier than usual. In the higher forms such periods could be library periods during which the students study on their own and make references to the books in the library.

(b). The dining facilities, food, dishes, tables and the dining hall itself should be improved. The improvements can be achieved in three ways:

(i). Students should be allowed to suggest ways of improving their dining facilities and their suggestions should be given serious consideration.

(ii). The master in-charge of food should be sent on refresher course in the Depart-ment of Home Economics to study how to organise students' feeding facilities.

(iii). The teachers, especially the unmarried teachers should be encouraged to eat with students and pay moderate charges for the food. Arrangements should be made whereby the married members of staff should also eat with the students occasionally and also pay for the feeding. Through such arrangements, teachers are brought closer to the students and they are enabled to find out students feeding problems and suggest ways of improving them. Where some dining facilities like dishes, tables are in short supply,

students can use the cancelled periods to feed in shifts.

(c). Medical services should be improved. Schools are becoming large enough to employ qualified nurses and run school dispensaries, especially in remote areas like Igede and Adoka. Where schools are near hospitals, apart from using the hospitals, good first aid kit should be kept and the Health Education teacher should take charge of the equipments and ensure that exhausted drugs are replaced in good time and treatment administered to unwell students promptly.

(d). To avoid congestion in the dormitories, students whose homes are close to the school should be encouraged to attend school as day students.

Recommendations:

B. Some members of the public and even highly placed leaders in the Ministry of Education have blamed the causes of student unrest on certain non-administrative factors. In the recent wave of student unrest in Benue Plateau State, the Commissioner for Education had appealed to parents "... to train their children right from the tender ages on how to become good citizens ..." (New Nigerian, Tuesday, 11 March, 1975) such appeal implies that certain home influences may contribute to student unrest in the state.

It is therefore recommended that another study be made on how: Non-administrative factors such as the influences of home, films, magazines and drug addiction contribute to student unrest in some of the post-primary institutions in Benue Plateau State.

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APPENDIX A

QUESTIONNAIRES TO BE COMPLETED BY STUDENTS IN POST -PRIMARY INSTITUTIONS IN BENUE PLATEAU STATE.

1. Are students oriented with the objectives of the school? (Please mark / in the bracket below)
Yes ( ) No ( )

2. Do students understand clearly the school philosophy and objectives? (Please mark / in the bracket below)
Yes ( ) No ( )

3. Do students take part in formulating school philosophy and objectives? (Please mark / in the brackets below)
Yes ( ) No ( )

4. Do you have students governing body, such as, student council or the meeting of freely student elected leaders and and staff representative which discusses student problems? (Please mark / in the bracket below)
Yes ( ) No ( )

5. If there is no student council or the meeting of elected student leaders which discusses students problems, would you like to have such a body? (Please mark / in the bracket below)
Yes ( ) No ( )

6. Does you House Master/Matron invite members of his/her house to his/her home to discuss student problem after school hours? (Please mark / in the bracket below)
Yes ( ) No ( )

7. If you House Master/Matron does not invite members of his/her house to his/her home, would you like to visit him/her in his/her home to discuss some of your problems? (Please mark / in the braket below)
Yes ( ) No ( )

Instructions for numbers 8 - 10: The numbers below indicate the following things:

1 .... most frequently used
2 .... frequently used
3 .... not used at all

8. In selecting student leaders, how do you rate the methods used in your school? (Please put circle round the number below).

(a) chosen by the principal alone 1 2 3
(b) chosen by the principal and teachers 1 2 3
(c) chosen by students from a list of possible leaders selected by the principal and teachers 1 2 3
(d) nominated and elected by the students without the help of the principal and teachers 1 2 3

9. In discussing problems affecting students welfare, discipline and co-curricular activities, how do you rate the methods used in your school? (Please put circle round the numbers below).

(a) school prefect alone discusses problems with principal 1 2 3
(b) school prefect, house prefect, class leaders discuss problems with principal /vice principal 1 2 3
(c) students write unsigned letter to principal/vice principal 1 2 3
(d) students problems are discussed in the student council and council representatives are sent to principal /vice principal 1 2 3

10. In making decisions affecting students welfare, discipline and co-curricular activities, how do you rate the methods used in your school? (Please put circle round the number below).

(a) decisions are made by the principal alone 1 2 3
(b) decisions are made by the principal and teachers alone 1 2 3
(c) decisions are made by the principal and teachers after consulting the school prefect alone 1 2 3
(d) decisions are made by the principal and teachers after consulting the student council 1 2 3
(e) decisions are made by the students alone 1 2 3

Instruction for numbers 11 - 14: The numbers below indicate the following things:

1 ..... most preferred
2 ..... preferred
3 ..... not preferred at all

11. In selecting your school leaders (class leaders, house prefects, school prefect and games captains), how do you rate your preference? (Please put circle round the number below).

(a) leaders should be nominated and elected by the students without any help from principal and teachers 1 2 3

(b) principal and teachers should select capable leaders and the student should elect from the list given by the principal and teachers. 1 2 3

(c) Principal and teacher should select all the leaders without the help of students 1 2 3

12. In discussing problems affecting students, how do you rate your preference? (Pleasse put circle round the number below).

(a) House prefects should discuss house problems with house master/matrons 1 2 3

(b) problems should be discussed in the dining hall and decisions reached sent to the principal through the school prefect 1 2 3

(c) student problems should be discussed in the student council and council decisions and suggestions sent to the principal through council representatives 1 2 3

13. In making decisions affecting students welfare, desdipline and co-curricular activities, how do you rate your preference? (Please put circle round the numbers below).

(a) decisions should be made by the principal alone 1 2 3

(b) decisions should be made by the principal and teachers 1 2 3

(c) decisions should be made after consulting the student council 1 2 3

14. In making decisions or suggesting ways of improvements, how do you rate your preference in the following areas? (Please put circle round the numbers below).

(a) food	1	2	3
(b) games	1	2	3
(c) clubs	1	2	3
(d) improvement in school subjects	1	2	3
(e) school uniforms	1	2	3
(f) disciplinary problems	1	2	3
(g) school rules	1	2	3

15. In comparing your school with nearby schools or other schools you know, how does your school compare with other schools in the supply of facilities? (Please mark / in the bracket below).

(a) dormitory accommodation	adequate	( )	inadequate	( )
(b) games equipments.	adequate	( )	inadequate	( )
(c) teaching staff.	adequate	( )	inadequate	( )
(d) classroom accommodation	adequate	( )	inadequate	( )
feeding facilities	adequate	( )	inadequate	( )
(f) medical facilities	adequate	( )	inadequate	( )

16. Students get information from school authorities about improvements or other matters affecting them: (Please mark / in the bracket below).

(a) easily ( )
(b) fairly easily ( )
(c) with difficulty ( )

17. Teachers participation in games and clubs is: (Please mark / in the brack below).

(a) good ( )
(b) fairly good ( )
(c) poor ( )

18. Teachers treatment of students in the classroom is: (Please mark / in the bracket below).

(a) impartial ( )
(b) fairly impartial ( )
(c) partial ( )

19. Has there been any student demonstration in any of the following areas? (Please mark / in the bracket below)

(a) class demonstration ( )
(b) dormitory demonstration ( )
(c) whole students demonstration ( )

20. Instruction: The number below indicate the following things:

1 ... most important contributing factor
2 ... an important contributing factor
3 ... not a contributing factor

How would you rate the causes of demonstrations in your school? Please put circle round numbers below).

(a) failure by the school authorities to give students information easily on natters affecting them 1 2 3
(b) failure by the school authorities to consult consult students before taking decision on natters affecting them 1 2 3
(c) failure by the school authorities to allow student take part in making suggestion of ways of improving their welfare, deciding natters about discipline and co-curricular activities 1 2 3
(d) failure by the school authorities to supply necessary facilities and teaching staff 1 2 3
(e) poor relationship between staff and students 1 2 3

Instruction for numbers 21 and 22: The numbers below indicate the following things:

1 .. most frequently used
2 ... frequently used
3 ... not used at all

21. In giving information to students by the school authorities, how do you rate the different methods used in your school? (Please put circle round the numbers below).

(a) principal's announcement during assembly 1 2 3
(b) school prefect's announcement during dining hall 1 2 3
(c) principal's written information on bulletin board 1 2 3
(d) reports from members of student council 1 2 3
(e) announcement by the class teachers 1 2 3

22. In suggesting ways of improving facilities, teaching staff, disciplinary natters, staff-student relationship how do you rate the methods used by the students?

(Please put circle round the numberssbelow).

(a)	students send representatives of student council to school authorities	1	2	3
(b)	students write unsigned comments on the black board or send unsigned letters to the school authorities	1	2	3
(c)	students go to school authorities as a group	1	2	3
(d)	students send the school prefect to the school authorities	1	2	3
(e)	students send class or house leaders to school school authorities	1	2	3

22. Which of the following things are students allowed to suggest ways of improvement? (Please mark / in the bracket below).

(a)	food	allowed	( )	not allowed	( )
(b)	games	allowed	( )	not allowed	( )
(c)	clubs	allowed	( )	not allowed	( )
(d)	improvement in school subject	allowed	( )	not allowed	( )
(e)	school uniform	allowed	( )	not allowed	( )
(f)	disciplinary problems	allowed	( )	not allowed	( )
(g)	school rules	allowed	( )	not allowed	( )

24. Teachers supervise and eat with students in student dining hall: (Please mark / in the brackets below).

(a) often ( )
(b) occassionally ( )
(c) not at all ( )

APPENDIX B

QUESTIONNAIRES TO BE COMPLETED BY THE PRINCIPALS AND TEACHERS IN POST-PRIMARY SCHOOLS

4 Are students oriented with the objectives of the school? (Please mark / in the brackets below).
Yes ( ) No ( )

2. Do teachers make known to the students how their subject areas are linked with the overall objectives of the school? (Please mark / in the brackets below)
Yes ( ) No ( )

3. Do student take part in formulating school philosophy and objectives? (Please mark / in the bracket below)
Yes ( ) No ( )

4. Do you have any students governing body such as student council of the meeting of freely student elected leaders and staff representative which discusses student problems? (Please mark / in the bracket below)
Yes ( ) No ( )

5. Do House Masters/matrons invite members of their house to their home to discuss student problems after school hours? (Please mark / in the brackets below)
Yes ( ) No ( )

6. Teachers participation in games and clubs is: (Please mark / in the brackets below).
(a) good ( )
(b) fairly good ( )
(c) poor ( )

7. In which of the following things are students allowed to suggest ways of improvement? (Please mark / in the bracket below).

(a)	food	allowed	( )	not allowed	( )
(b)	games	allowed	( )	not allowed	( )
(c)	clubs	allowed	( )	not allowed	( )
(d)	improvement in school subject	allowed	( )	not allowed	( )
(e)	school uniform	allowed	( )	not allowed	( )
(f)	disciplinary problem	allowed	( )	not allowed	( )
(g)	school rule	allowed	( )	Not allowed	( )

Instruction for numbers 8 and 9: The numbers below indicate the following things:

1.... strongly agreed
2.... not quite agreed
3.... not agreed at all

8. In areas where students are not allowed to suggest ways of improvement, how do you rate your agreement? (Please put circle round the numbers below).

(a) the students are not competent to suggest ways of improving curriculum 1 2 3
(b) they are not mature enough to know the cost involved in buying food 1 2 3
(c) they do not possess the knowledge about healthy games 1 2 3
(d) the mature professional staff know what is good for the students under its custody 1 2 3
(e) they may suggest clubs which are against the religious beliefs of the school or proper moral development of the students 1 2 3
(f) they are not competent to suggest adequate solution to disciplinary problems 1 2 3
(g) they may not suggest rules that will make for proper control and development of their character 1 2 3

9. If student council does not exist in your school, how do you rate your agreement? (Please put circle round the numbers below).

(a) the students are not mature to govern themselves 1 2 3
(b) the students do not possess the knowledge of proper self-government 1 2 3
(c) the teachers do not have the time to meet with the students in their council 1 2 3
(d) the school authorities as mature knowledgeable adults know what is good for students to make any student council necessary 1 2 3
(e) the students who participate in such a council will use their power against other students and even against teachers 1 2 3

10. Teachers supervise and eat with students in students' dining hall: (Please mark/ in the bracket below).
(a) often ( )
(b) occasionally ( )
(c) not at all ( )

11. Has there been any student demonstration in any of following areas? (Please mark / in the bracket below)
(a) class demonstration ( )
(b) dormitory demonstration ( )
(c) whole students deonstration ( )

12. Instructions: The numbers below indicate the following things:
1 .... Most important contributing factor
2.....an important contributing facor
3 ..... not a contributing factor

How do you rate the causes of demonstrations in your school? (Please put circle round numbers below)
(a) failure by the school authorities to give students informationeasily on natters affecting then 1 2 3
(b) failure by the school authorities to consult students before taking decisions on natters affecting then 1 2 3
(c) failure by the school authorities to allow students take part in naking suggestions of ways of improving their welfare, deciding matters about discipline and co-curricular activities 1 2 3
(d) failure by the school authorities to supply necessary facilities and teaching staff 1 2 3
(e) poor relationship between staff and students 1 2 3

Instruction for numbers 13 - 17. The numbers below indicate the following things:
1 .... most frequently used
2 .... least frequently used
3 .... not used at all

13. In selecting students leaders how do you rate the methods used in your school? (Please put circle round the number below).

(a) chosen by the principal alone 1 2 3
(b) chosen by the teachers and principal 1 2 3
(c) chosen by the students from a list of possible leaders selected by the principal and teachers 1 2 3
(d) nominated and elected by the stud students without the help of the principal and teachers 1 2 3

14 In discussing problems affecting students welfare, discipline and co-curricular activities activities, how do you rate the methods used in your school? (Please put circle round the number below)
(a) school prefect alone discuss problem with principal 1 2 3
(b) school prefect, house prefects, class leaders discuss problems with principal or vice-principal 1 2 3
(c) each student leader discusses the problem in his area of authority with the teacher in-charge of the area 1 2 3
(d) students problems are discussed in the student council and council representatives are sent to the principal or vice principal 1 2 3
(e) students write unsigned letters to the principal of vice principal 1 2 3

15. In making decisions affecting students welfare, discipline and co-curricular activities, how do you rate the methods used in your school? (Please put circle round the number below).
(a) decisions are made by the principal alone 1 2 3
(b) decisions are made by the principal and teachers alone 1 2 3
(c) decisions are made by the principal and teachers after consulting the school prefects 1 2 3
(d) decision are made by the principal and teachers after consulting student council 1 2 3
(e) decisions are made by the students alone 1 2 3

16. In giving information to students by the school authorities, how do you rate the methods used in your school? (Please put circle round the numbers below).

(a)	principal's announcement during assembly	1	2 3
(b)	school prefect's announcementduring dining hall	1	2 3
(c)	principal's written information on bulletin board	1	2 3
(d)	reports from members of student council representing student groups	1	2 3
(e)	announcement by the class teachers	1	2 3

17. In making suggestions of ways of improving facilities teaching staff, disciplinary natters, staff-student relationship how do you rate the methods used by the students in your school? (Please put circles round the numbers below).

(a)	students send representatives of students council to school authorities	1	2 3
(b)	students write unsigned comments on the black board or send unsigned letters to the school authorities	1	2 3
(c)	students go to school authorities as a group	1	2 3
(d)	students send the school prefect to the school authorities	1	2 3
(e)	students send class or house leaders to school authorities	1	2 3

18. In comparing your school with nearby school or other schools you know, how does your school compare with other schools in the supply of facilities? (Please mark / in the bracket below).

(a)	dormitory accommodation	adequate ( )	inadequate ( )
(b)	games equipment	adequate ( )	inadequate ( )
(c)	teaching staff	adequate ( )	inadequate ( )
(d)	classroom accommodation	adequate ( )	inadequate ( )
(e)	feeding facilities	adequate ( )	inadequate ( )
(f)	medical failities	adequate ( )	inadequate ( )