Students' Crises and their Academic Performance in Lagos State Tertiary Institutions, Lagos State, Nigeria

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Abstract

This study investigated the relationship between students' crises and their academic performance in Lagos State tertiary institutions. The study focused on all the tertiary institutions owned by LagosState. The purpose of this study was to examine the impact of students' crises on the academic performance of students in Lagos State tertiary institutions. The study randomly selected two higher institutions from four higher institutions owned by Lagos State; hence 300 students were selected using stratified random sampling technique. The instrument used for the collection of data was questionnaire titled ''Students' Crises and Student Academic Performance Questionnaire (SCSAPQ)''.Three hypotheses were formulated and tested using Pearson Product-Moment Correlation Coefficient at 0.05 level of significant. The findings of the study indicated that there is a significant relationship between students' crises and their academic performance in Lagos State tertiary institutions, based on this, some recommendations were made which include adequate representation of students in decision making of the school, use of dialogue by the school authorities with students in order to avert crises, inclusion of peace education as a course of study in the curriculum of our tertiary institutions, and organization of regular seminars and workshops for both students and the management of our tertiary institutions on crises management for peaceful co-existence.

Key Words

Crisis, Students' crises, Academic Performance, Lagos State Tertiary Institutions.

Introduction

Education provides the platform for the acquisition of knowledge, skills, habits and values for productive living in the society. As a result of this, education equips individuals with the personal capabilities for survival in and contribution to the societal development. Globally, socio-economic and political developments are increasingly been driven by the advancement and application of knowledge (education). This explains why education in general and higher education in particular is germane to the growth and development of knowledge and economy (World bank, 1999). To this end, higher institutions of learning are established to give students sound and qualitative education so that they can become more productive, self-fulfilling and attain self-actualization. This is why the Federal Government of Nigeria (2004) in the National Policy on Education highlights the aims of higher education as:

a. the acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society;

b. the development of the intellectual capacities of individuals to understand and appreciate their environments;

c. the acquisition of both physical and intellectual skills which will enable individuals to develop into careful members of the community; and

d. the acquisition of an objective view of the local and external environment.

Higher institutions in Nigeria are expected to achieve the above aims through teaching, research, and dissemination of existing and new information and the pursuit of service to the community and by being a store house of knowledge. However, study by (Aluede and Aluede, 2000) have shown that many higher institutions in Nigeria are finding it increasingly difficult to achieve the highlighted aims because of many crises that have rocked the institutions. Such crises, in recent times, have come to be recognized as one of the most visible perennial problems of significance when compared with other social vices like cultism, examination malpractices, drug abuse and so on leading to indefinite closure of schools

and other attendant problems (Aluede, Jimoh, Agwinede and Omoregie, 2005).

Magagula (2007) argued that the basic functions of higher institutions are to teach students and impart knowledge; to develop critical and analytical skills; to inculcate appropriate values, norms and attitudes; to create and extend the existing knowledge with a view to establish "facts" and "truths" through critical reflection and objective thinking; and improve the quality of life of community members through community service initiatives.

The importance of higher education to national development cannot be overemphasized. However, no meaningful development can take place in a crisis-ridden system torn apart by crisis as witnessed in the educational institutions in the country today. Studies have shown that crisis/conflict in any organization is inevitable and is as old as the higher institutions in Nigeria itself. Today, students' militancy in the nation's higher institutions have come to be an issue for serious concern. This is more so in an organization as a higher institution with a structure that allows two or more units or groups to share functional boundaries in achieving its set objectives.

In higher institutions of learning, people with differing nature, students, lecturers and administrative staff have to work harmoniously together. Hence, the organizational structure is such that staff and staff, students and students, staff and students share functional boundaries of exchange of knowledge. However, revolts, protests, unrest and violence, as well as incessant closure of schools for months in the wake of unrest have become a regular characteristic of Nigeria's higher institutions.

To many Nigerians, however, students' unrest has become a national problem, which seems to be defying solutions. As is expected in the higher institution settings, members and groups are bound to engage in crises and the crises resolution and adequate consultation and communication among all parties cannot be underestimated for smooth, effective and peaceful result in the institution.

It is against this background that the researchers intend to examine

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the relationship between students' crises in Lagos State tertiary institutions on their academic performance which include the Lagos State University, the Lagos State Polytechnic, Michael Otedola College of Primary Education and the AdeniranOgunsanya College of Education.

Statement of the Problem

This study assumes that students' militancy, crises and revolts leading to breakdown of law and order, closure of schools, expulsion of students from schools and destruction of lives and property among others. These have been major issue of serious concern to school authorities, parents, government, staff and even students themselves, their parents and the nation at large. Incessant closures of schools due to student unrest have limited the ability of higher institutions in Nigeria and Lagos State in particular to give students a very sound and qualitative education which is a major reason for the establishment of higher institutions. Therefore, this study is basically focused on impact of students' crises in Lagos State tertiary institution on their academic performance.

Purpose of the Study

The purpose of this study is as follows:

i.   to examine the relationship between students' crises and their academic performance of male students in Lagos State tertiary institutions.

ii.   to find out the relationship between students' crises and the academic performance of the male students in Lagos State tertiary institutions.

iii.   To investigate the relationship between students' crises and the academic performance of female students in Lagos State tertiary institutions.

Research Questions

Specifically based on the above, the following research questions guided the study.

1.   Is there any relationship between students' crises and their academic performance in Lagos State tertiary institutions?

2.   Does any relationship exist between students' crises and the academic performance of male students in Lagos State tertiary institutions?

3.   What is the relationship between students' crises and the academic performance of female students in Lagos State tertiary institutions?

Research Hypotheses

Ho_1: There is no significant relationship between students' crises and their academic performance in Lagos State tertiary institutions.

Ho_2: There is no significant relationship between students' crises and male students' academic performance in Lagos State tertiary institutions.

Ho_3: There is no significant relationship between students' crises and the academic performance of female students in Lagos State tertiary institutions.

Significance of the Study

This study is important in this 21st century of the nation's education development where many have become concerned with the quality and standard of tertiary education due to incessant students' crisis which always lead to the closure of schools and disruption of school's academic calendar.

This study will also assist the government and all the educational stakeholders to identify and proffer solutions to the menace of incessant students' crises in the nation's tertiary institutions.

Concept of Crisis

Crisis according to Fajana(1990) as reported by Akeusola, Viatonu and Asikhia (2012) is the art of violence resulting from dissatisfaction or situation of disagreement between two parties. Adeyemi, Ekindayo and Alonge (2010) also describe crisis as a situation of tension or people intending to revolt against social ills or irregularities in an organization.

Students' crises can therefore be seen as the revolts and rampages by students to show their grievances or press their demands to their school authorities. Also other studies Falua, (2004), Ojedele and Ilusanya, (2006), and Akinyemi(2002) show that students' crises have been an unstable situation of misbehavior boycott of classes, disturbance, wanton destruction and the extreme danger that could be perpetrated by students over the years.

Rayeshi and Bryant (1994) post that it occurs when there is tension or when people intend to revolt against social ills or irregularities in an organization.

The origin of students' crisis in Nigeria dated back to 1944 when students protested against the British authorities' intention to build a military base in Lagos to help in the Second World War. Since then, students' crises have grown to become a regular occurrence in the country. By the mid-1960s and early 1970s, the form of protest changed from its peaceful, non-violent form to violent and open confrontation with the school authorities and security agencies leading to destruction of lives and property. In 1978, for instance, the introduction of tuition fees in all tertiary institutions in Nigeria led to the students' crisis tagged "ALLI MUST GO". Since then, students have used several means to express their grievances. In recent times, it seems that students' unrest in higher institutions in Lagos State may be precipitated by several factors: increase in tuition fees, cultist activities, failure of institution authorities to listen to students' complaints and poor campus transportation system. Others may include non-participation of students in decision-making, academic stress, changing value systems of students, contemporary national issues and welfare problems (Falua, 2004; Adeyemi, 2009, Adeyemi, Ekundayo and Alonge, 2010). All these have led to the breakdown of law and order, loss of lives and property.

Higher institutions of learning today, hardly witness any session whereby students or staff do not demonstrate or protest over certain issues such as lack of proper communication between the school authorities and the staff or students, professionalization of the teaching profession, poor salary on the part of staff (both academic and non academic), unrealistic expectation on the part of students, undue publicity of sensational news by the mass media, corruption on the part of the society (Jeboda, 2007). Also, students' crises in higher institutions of learning sometimes emanate from various cult activities and at the end of the day this result to disturbance in the school system and whenever this happens, other students use the avenue to exhibit their unlawful violence.

The standard obtained in higher education is a function of the society's attention, priority and input into the sub-system. Higher education will remain dysfunctional until government can see all other negatives issues in higher education as culminating into this hydra-headed monster called unrest/crisis is done with one and for all. Part of the required standard in higher education is the mandate to produce graduates of high quality every year to

service and develop various sectors and meet the aspiration of the nation. Failure of higher institutions to fulfill this obligation in any year due to incessant students' crisis implies that required standards and expectations both in quality and number are not met. When the academic environment is fraught with student crisis which quite often leads to carnage and insecurity of lives and properties, the issue of required standards becomes a pipe dreamOyeneye (2006).

Theoretical Framework

The theories upon which this study is anchored are Human Needs Theory of Conflict.The position of human needs theory is similar to that of Frustration-Aggression and Relative Deprivation Theory. Its main assumption is that all humans have basic human needs which they seek to fulfil, and that the denial and frustration of these needs by other groups or individuals could affect them immediately or later, thereby leading to conflict (Rosati, Roger, Coate and Jerel (1988). 'Basic human needs" in this sense comprise physical, psychological, social and spiritual needs. In essence, to provide access to one (e.g. food) and deny or hinder access to another (e.g. freedom of worship) will amount to denial and could make people to resort to violence in an effort to protect these needs.

Though needs scholars identify a wide range of human needs, some of which they consider to be basic human needs, they agreed on the fact that the frustration of these needs hampers the actualization of the potentials of groups and individuals, subsequently leading to conflict.

Relative Deprivation Theory is a gap between what people get (value capability, such as, social status, welfare etc) and what they perceive they should get (value expectations). The essence of this theory according to Davies cited in Onwuejeogwu(1992) is that once people's standard of living has started to improve, their level of expectation rises. If improvement in actual condition deepens, the urge to revolt emerges because of expectations that are not met and frustration sets in. This theory assumes that once deprivation is removed; a state of normalcy will emerge.

To social psychologists, relative deprivation can be so intensively felt and widespread that it can degenerate with little catalyst into mass demonstration, violence and political instability. Relative deprivation according to Ikelegbe(1992) is particularly so when the rising expectations coincide with the falling socio-economic capabilities to satisfy them. This problem is further compounded when a period of economic and social development accompanied by subsidies and high standard of living, is also followed by economic hardship that destroys previous gains. Such a situation provides a fertile ground for social unrest, riot and even revolution.

As posited by the theorists of relative deprivation, it is not changes and deteriorations in socio-economic conditions that bring about riots, but the widespread individual's or group perception of deteriorating economic conditions. When the perception begins to give rise to frustration, mass discontent, disillusionment, etc, then the possibility of public uprising or protest is heightened Ikelegbe, (1992). It is along this line thatAluede and Aluede (2000) and Onyejiaku (1991) provided a picture of what triggers students' unrest in Nigerian universities. According to them the self is highly vulnerable to the frustrations of life obstacles and threats in the environment and this may cause an individual's frustration. Whether these obstacles are in the form of persons or objects, the individual reacts to some external figures directly in order to ward them off and reduce anxiety of feeling of guilt. In other situations, the individual may not be capable enough or it may not be convenient for him/her to express his/her aggressive behavior satisfactorily against the source of this frustration.

A cursory look at the antecedent factors in students' unrest in Nigerian universities reveals that most entering freshmen have extremely high hopes regarding the freedom of speech and actions which they will be able to exercise during their university life. These hopes according to Ehiametalor (1999) can be explicated as follows;

I. Students expect that they participate in the governance of their institution; and

II. Students expect that they may be provided with good learning/ teaching facilities, improved living conditions and other welfare amenities (provided by school authorities). These beliefs remain in the student throughout campus life. Since activists are particularly responsive to these issues; they are apt to tolerate dissolution less highly and to take to unconventional means to concretize their dashed hopes (Keniston, 1997).

Methodology

This study adopted a descriptive design. This is mainly because the study makes description of the relationship between students' crises and their academic performance in Lagos State tertiary institutions.

The targeted population of the study comprised all the four (4) state owned tertiary institutions. This include: Lagos State University, Ojo, Lagos State Polytechnic, AdeniranOgunsanya College of Education and MichealOtedola College of Primary Education.

The sample for this study consists of 50% of the total population for the study. This means, two (2) higher institutions were randomly selected using purposive sampling technique from the four (4) higher institutions owned by Lagos State. Three faculties/schools were selected using stratified random sampling technique. From each selected faculty/school, 50 students were selected using simple random sampling technique. Thus, a total number of 300 participants formed the sample of the study.

The instrument used in this study was self-constructed questionnaire titled ''Student Crises and Students Academic Performance Questionnaire and tagged (SCSAPQ)''. The instrument was divided into two sections: A and B. Section A consist of students demographic information while section B consists of 15 items of questions which was constructed by the researcher to measure the relationship between crises in Lagos State tertiary institutions and the students' academic performance. The items of the questionnaire varied from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The scores were given as follow: 4, 3, 2, and 1 respectively.

The questionnaire was administered by the researchers in each of the selected faculties/schools on the respondents. Meanwhile, out of the 300 copies of the questionnaire 280 were properly filled and returned. Thus, this indicates high percentage of return.

In analyzing the data collected, the researchers adopted Pearson Product-Moment Correlation Coefficient to test the hypotheses formulated at 0.05 level of significance. This was considered adequate to test the strength of relationship between students' crises and their academic performance.

Results and Discussion of Findings

Hypothesis One

There is no significant relationship between students' crises and

their academic performance in Lagos State tertiary institutions.

Table 1: *Pearson's Correlation on students' crises and their academic performance in Lagos State tertiary institutions*

Correlation	Students' crises	Students' Academic Performance
Students' Crisis Pearson Correlation Sig. (2-tailed) N	1 280	.873** .000 280
Students' Academic Performance Pearson Correlation Sig (2-tailed) N	.873** .000 280	1 280

** Correlation is significant at the 0.01 level (2-tailed)

It reveals from Table 1 that significant relationship exists between students' crises and students' academic performance in Lagos State tertiary institutions with (r = .873; N=280; p< .05)

Therefore, the hypothesis which states there is no significant relationship between students' crises and students' academic performance in Lagos State tertiary institutions is thereby rejected. Hence, there is significant relationship between students' crises and their academic performance in Lagos State tertiary institutions.

Hypothesis Two

There is no significant relationship between students' crises and male students' academic performance in Lagos State tertiary institutions

Table 2: *Pearson's Correlation on students' crises and male students' academic performance in Lagos State tertiary institutions*

Correlation	Students' Crises	Male Students' Academic Performance
Students' Crises Pearson Correlation Sig. (2-tailed) N	1 280	.630** .000 280
Male SAP Pearson Correlation Sig (2-tailed) N	.630** .000 280	1 280

** Correlation is significant at the 0.01 level (2-tailed)

It reveals from Table 2 that significant relationship exists between students' crises and male students' academic performance in Lagos State tertiary institutionswith (r = .930; N=280; p<0.05)

Therefore hypothesis which states there is no significant relationship between students' crises and male students' academic performance in Lagos State tertiary institutions is thereby rejected. Hence, there is a significant relationship between students' crises and male students' academic performance in Lagos State tertiary institutions.

Hypothesis Three

There is no significant relationship between students' crises and female students' academic performance in Lagos State tertiary institutions.

Table 3: *Pearson's Correlation on students' crises and Female students' academic performance in Lagos State tertiary institutions*

Correlation	Students' Crises	Female Students' Academic Performance
Students' Crisis Pearson Correlation Sig. (2-tailed) N	1 280	.882** .000 280
Female SAP Pearson Correlation Sig (2-tailed) N	.882** .000 280	1 280

** Correlation is significant at the 0.01 level (2-tailed)

An instant interpretation of the correlation coefficient of 0.882 in Table 3 is thatrelationship exists between students' crises and Female students' academic performance in Lagos State tertiary institutions with (r = .882; N=280; p<0.05).

Therefore, the hypothesis which states there is no significant relationship between students' crises and Female students' academic performance in Lagos State tertiary institutions is thereby rejected. Thus, there is a significant relationship between students' crises and female students' academic performance in Lagos State tertiary institutions.

Discussion of Findings

From the hypothesis one, the notion that students' crises could lead to the closure of universities thereby disrupting academic programmes tend to have adverse consequences on students' learning. This could be witnessed in the notion that student who could have spent four years for a degree programme would now be spending additional years as a result of crises. This finding was consistent with Asunmo (1999) who posited that students' crises have adverse consequences on the effective teaching and learning in the universities.

From the hypothesis two, the result obtained indicated that there is significant relationship between students' crisis and male students' academic performance. This implies that students crisis always affect male students academic performance. The finding corroborates with Nwagwu (2004) who observed that male students' academic performance is always affected by the incessant students' crisis in our tertiary institutions. Lack of peace in our tertiary institutions causes instability and breeds general dissatisfaction, unimpressive attitude towards academic work by male students.

The result of finding from hypothesis three indicates that there is significant relationship between students' crisis and academic performance of female students. The finding of this work is in line with the findings of Ibukun (1997) and Oyeneye (2006) who lamented the growing rate of undergraduate pregnancy in the Nigerian tertiary institutions due to students' crisis which always culminated into closure of schools for months. Meanwhile Ayodele and Adewunmi (2007) argued that there was an increase in the number of female undergraduate students who opted out of academic pursuance because of pregnancy due to prolong closure of school because of students' unrest.

Conclusion

From the analysis of the data and the subsequent findings, it

is indeed important and necessary that authorities in tertiary institutions should make use of dialogue with the students in order to avert crises thus bridging the gap between students and school authorities.

Recommendations

This study has brought to the fore the menace of the students' crises, that it is not an issue that can be handled with levity as the students, the institutions, the parents and even the society at large. This therefore calls for more seriousness in handling issues concerning students particularly those that have to do with their welfare. Based on the findings of the study, the following recommendations are made.

1. That authorities in tertiary institutions should make use of dialogue with the students in order to avert crises, thus bridging the gap between students and schools authorities.
2. That infrastructure base of the tertiary institutions needs to be improved upon. The present situation calls for an urgent need for the government to make available enough funds for the rehabilitation of existing facilities.
3. That the students be involved in decision-making particularly on issues that border on their welfare and academic development. Authorities of institutions should avoid being high handled with students but always be accessible.
4. That peace curriculum should be developed to involve disciplines that emphasize accomplishment of peace objectives.
5. That regular seminars and workshops on peace education should be organized for tertiary institutions staff aimed at reducing students' crisis and developing strategies for effective peace maintenance.
6. That the signing of agreement by students and their parents with authorities on the moderation of students' unionism activities should be put in place.
7. Active student's union bodies should be encouraged in the campuses in order to enhance student participation in some aspects of decision making as well as create effective communication network between students and management of tertiary institution.

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