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THE PSYCHOLOGICAL DIMENSIONS AND INFLUENCE OF STUDENTS' REVOLT IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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Abstract
Students' revolt appears to hinge heavily on psychological factors impinging on students' non-resolution of identity issues, stress, pressures, conflicts and frustrations. Where the individuals' in the institution do not possess conflict resolution skills, great stress can erupt leading to revolt. The study is centered on the psychological dimensions and influence of revolt in tertiary institutions in Anambra state. Adopting the descriptive survey research design, the study made use of a sample of 2,000 respondents. Five research questions and three hypotheses guided the study. The instrument for data collection was researcher structured questionnaire titled "Psychological Dimensions of Students Revolt". The validity of the instrument was determined by three experts. The reliability of the instrument was determined using Cronbach Alpha and alpha coefficient of 0.78 was obtained. Mean and standard deviation were used to answer the research questions while t-test was used for testing the hypotheses at 0.05level of significance. Results obtained revealed that the strategies adopted by the government and university authorities in handling students' revolt had rarely addressed the psychological factors implicated in such revolts. Recommendations were made among which is adequate conflict resolution skills (

dialogue and discussion) should be encouraged among the university authorities and students at any point in time in place of violent confrontations at all times.

Keywords: students' revolt, tertiary institutions.

Introduction

Students' revolt in tertiary institutions in Anambra state have roots on unsaistiedbneeds of students which are essentially psychological. When an individuals' need - (psychological, physiological, social, emotional and intellectual) are not met, anxiety and frustrations set in resulting in unacceptable behaviours which are often witnessed in our tertiary institutions mostly in form of students' revolts. Supporting the above statement, Davis, Ekwere and Uyanga (2016) assert that students' in higher institutions of learning are found to be exhibiting some deviant behaviours, which include revolts (peaceful and violent), which are attempts to cope with stress.

Students' revolt is a recurrent phenomenon in tertiary institutions in Nigeria, especially in the universities. Many authors and researchers including Olu, Olumuyiwa and Asikhia (2012), Olumuyiwa, Onyekwere, Dare and Godwin (2014), Fayankinnu (2015) andOdu (2013) have attributed students' revolts to various causes or factors including administrative indifference, environmental factors, poor communication, academic issues and welfare problems. Ambrose (2016) alsonoted that academic frustration is another psychological factor leading to students' revolts in higher institutions of learning. Generally, students' revolt take the form of boycott of lectures, protest matches, peaceful or violent demonstrations which may lead to wanton destruction of lives and property. Okeke and Joe-Akunne (2020) assert that most of the university students are in their late adolescence period- a period when they are filled with life and energy. At that period, many are yet to develop proper self identity and many draw their identity from peer group perceived "tough-guys" criterion, as they seem to be doing presently and more often exert their physical energy in revolts by instigating other students at a little or minor problem with the school authority. Sacks and Murphy (2018) observed that when adolescents are exposed to chronic stressful events, their development can be disrupted. Overtime, adolescents may adopt negative coping strategies such as revolts/aggressive behaviours.

Researchers including Iselin, Gintare, Andreas, Andrey and Stale (2019) and Benjamin, Amy, Brian and Russell (2018) opined that locus of control is important in explaining students' behaviours. According to them, locus of control was the most important predictor of a students' behavior towards their academic pursuit. The researchers observations as lecturers in the university is that most students in our tertiary institutions appear to have external locus of control and more often believe that factors such as luck, lecturers' whims, or any other external factors including other people's action cause success or failure. The implication of this is that such individuals are unlikely to work hard. This appears to be the situation in most of our institutions of higher learning where most students lack proper vision of their academic pursuit and believe in using money to "sort out" lecturers and buy grades, then in a situation where they fail to "sort out" because of poor academic self concept, revolt is often triggered because of encountered aggression and frustration.

Observation of students' behaviours suggest that another psychological factor that can lead to students' revolt is "learned helplessness". This refers to the perception that by a student that no matter what he/she does, he/she is doomed to failure. This belief develops as the individual repeatedly and consistently experience failure despite expended efforts and desire to succeed. After repeated failures, effort is drastically curtailed, self esteem becomes very negative and self concept drops. When this happens, students become frustrated and revolts may be triggered.

Okeke et al (2020) observed that conflicts are inevitable in any human institution because of human imperfection. Where the individual in the institutions do not possess conflict resolution skills, great distress can erupt leading to revolt. Students have a lot of pressure (personal, social and academic) impinging on them. Without adequate conflict resolution skills, they are bound to experience persistent stress and frustration, which constitute the bed-rock for revolts.Kiplagat and Oruko (2015) as well as Adeyemi(2009) opined that students' revolts often exert some psychological effects on the institutions concerned and also create vaccum leading to anxiety which is crucial in students' revolt.

Moreover measures often taken by the university authority at the eruption of students' violent revolts such as closure

of the institution for a period of time often encourages further deviant behaviours. This has become a matter of concern to all those connected with the educational system, particularly the university authorities, the press, parents and guardians as succinctly expressed by Makinde (2014), Akpan (2014) and Ekundayo (2010). Failure of the university authorities to address the pressures, conflicts and frustrations students face effectively, no doubt has contributed to several revolts recorded in the universities. In some university today, students have lost two academic sessions and programmes, which should last for four academic years, now lasted for six years. To this, Odu (2014) suggested good communication network within the institutional organizations as one of the pre-requisites for effective management of students' revolt.

It is against this background that the researchers intends to investigate the psychological dimensions (students' pressures, conflicts, anxieties and frustrations), which underlie students' revolt with a view to pinpointing how the university can effectively address them.

Statement of the problem

This wave of students' revolts in higher institutions of learning in Nigeria has assumed such an alarming proportion that nothing short of total attention to the problem is desired. Students' revolts are of various dimensions ranging from violent and destructive protests to peaceful demonstrations. These various characteristics are obtainable in the institutions of higher learning (universities, polytechnics and colleges of education) in Nigeria.

Students' revolts are often attributed to poor living and learning conditions, communication gaps between students and school authorities and high handedness of some school authorities. In a few cases, students' revolts are associated with the presence of rival political and religious groups in campuses. In recent times, students' revolts have been commonly linked with the prevalence of clandestine organizations and poor funding of institutions.

Consequently, the causes of students' revolt could be viewed from the social, economic, religious and psychological perspectives. Cases of students' revolts are often accompanied by the setting up of panels to investigate their causes and proffer solutions to them. In many cases, the social, economic, political and religious causes of students' revolt are identified. Very rarely do the panels of enquiry pay

sufficient attention to the psychological factors behind these revolts, instead energy is concentrated on tracking down culprits and recommending disciplinary measures such as expulsion and rustication, which usually trigger further revolts. This study therefore sought to identify the psychological causes of students' revolts in Anambra state institutions of higher learning with a view to determining measures capable of taking care of these psychological factors in order to prevent future occurrences of such revolts in our tertiary institutions.

The study is guided by five research questions and three hypotheses. The research questions were:

1. What are the major psychological factors implicated in students' revolts in Anambra state tertiary institutions as perceived by students and staff?
2. What are the influences of students' revolts on the educational system?
3. What are the psychological measures that are considered effective in handling students' revolts?
4. What measures are generally taken by the university administration and government in dealing with students revolts?
5. To what extent do those actions or strategies by the university administrations and government in handling students' revolt provide for meeting students need, frustration, anxieties and conflicts?

Hypotheses of the study include:

1. There is no significant difference between the opinions of staff and students on the psychological factor responsible for students revolts in tertiary institutions in Anambra state.
2. There is no significant difference between staff and student's perception on the influence of students revolts on the educational system.
3. The opinions of the staff and students on the psychological measures that are effective in handling or quelling students' revolts do not differ significantly.

Method

The research design adopted for this study was descriptive survey. Data were collected and analyzed from only a few people or items considered to be representative of the entire group. The population of the study comprised all the staff (academic and senior administrative) and students in all the nine tertiary institutions in Anambra state. The students and staff were

considered appropriate because it is from the students that the revolts in question comes from and the staff (academic and senior administrative) constitute the dramatic pre-sonae responsible for routine administrative duties in the institutions. They have had long years of experience and many of them have witnessed students' revolt in the institution and may have participated in decisions to effectively manage or handle the situation. Therefore, if this information is anything to go by, then it is not surprising that these staff is in the best position to furnish the researchers with the necessary and vital information that will aid to do justice to the topic under study. The sample of the study stood at 500 staff (350 academic and 150 senior administrative) and 1,500 students given a total of 2,000 subjects. Stratified random sampling procedure was used to ensure a fairly equal representation of the variables for the study. The stratification was based on federal government, state government and private owned institutions in Anambra state. Then within each section, selection of students was by simple random sampling. Proportionate stratified random sampling technique was employed to select 500 staff (350 academic and 150 senior administrative) from all the academic and administrative units of the nine institutions. The proportionate stratification was based on the fact that there were more academic than senior administrative staff in the institution.

Instruments for data collection include: interview schedule involving the principal officers (registrars and deans of students' affairs) in these institutions. Although the interview questions were unstructured, it served as a guide to the construction of the questionnaire. Also, a questionnaire titled "The Psychological Dimensions of Students' Revolts" (TPDSR), structured on a 4-point likert scale comprising of five sections was used for the study. The instrument was face and content validated by three experts in Educational Psychology and Measurement and Evaluation. Using Cronbach alpha to determine the reliability of the instrument, 0.78 was obtained as the reliability coefficient. The distribution and collection of the questionnaire was done with the aid of 3 trained research assistants. Statistical weighted mean and standard deviation were used in answering the research questions. Aceptance point for the items was 2.50 and any mean below 2.50 is rejected. Also, t-test was employed in testing the null hypotheses at 0.05 level of significance.

Results

From data collected, the following results were obtained.

Table 1: Mean and standard deviation scores of students and staff responses on the major psychological factors implicated in students' revolts.

S/N	ITEMS	STUDENTS		STAFF	
		X	SD	X	SD
1.	Persistent stress due to inadequate facilities for effective learning, unmet needs, anxiety, tension, frustrations and conflicts.	3.16	1.78	3.14	1.77
2.	Lack of personal and group counseling by qualified and proven personnel to help students develop proper self-identity and focus.	3.20	1.97	3.35	1.83
3.	Frustration due to lack of ability for course pursued.	3.67	1.91	3.35	1.83
4.	Environmental stress such as, poor hostel accommodation, population explosion of students in halls of residence, poor transport facilities, inadequate feeding facilities, insufficient library/reading rooms and inadequate toilet facilities.	3.35	1.83	3.83	1.96
5.	Aggression due to negative feelings and perceptions by students of the administrations'/lecturers' neglect , rejection, non-recognition of the growing cognitive structures.	3.13	1.77	2.99	1.73
6.	Peer pressure from delinquent youths.	3.35	1.83	2.87	1.69
7.	Reactions due to perceived non-recognition of students in all aspects of college life.	2.43	1.56	2.35	1.53
8.	Non-possession of adequate conflict resolution skills by youths/administration.	3.50	1.87	3.09	1.76
9.	Lack of adequate personal and group counseling service for proper direction.	3.37	1.84	3.50	1.87
10.	Need for status not met by administration and lecturers in their decision making patterns and teaching styles adopted respectively.	3.24	1.80	2.58	1.87

11. Students perception of the administration lack of "openness".	2.50	1.58	2.17	1.47
12. Lack of proper self identity; lack of objectives, lack of vision and focus, confusion.	2.80	1.97	2.62	1.62
13. Students' tussle or struggle with authority.	3.28	1.81	2.70	1.64
14. Students exhibiting external locus of control.	2.17	1.47	2.28	1.51
15. Poor motivation to learning.	3.06	1.75	2.50	1.58
16. Inadequacy of university environmental provisions for students' enjoyment of their studies and other aspects of university life.	3.40	1.84	2.35	1.53
17. Administrative indifference; high handedness of the school authority and lack of transparency on the part of the university administrators.	2.63	1.62	2.66	1.63

Table 2: Mean and standard deviation scores of students and staff responses on the Influences of students' revolts on the educational system.

S/N	ITEMS	STUDENTS		STAFF	
		X	SD	X	SD
18	Negate the aims and objectives of higher education in Nigeria, which include the development of high-level manpower through teaching, research and community service.	3.05	1.75	3.14	1.77
19.	Closure of the institutions and thus affect their academic programmes.	3.17	1.78	3.55	1.80
20.	Courses of study or programmes mapped out are not covered within specified period.	3.54	1.88	2.92	1.71
21.	Students end up not getting all the information they need in their respective course area.	3.21	1.79	3.38	1.84
22.	Total disruption of academic programme in schools.	2.70	1.64	2.88	1.97

23. Rush-effect to cover the syllabus which never gets covered.	2.84	1.69	3.50	1.87
24. Increased incidence of examination malpractice.	3.33	1.83	3.09	1.76
25. Increased incidence of crime trend in the country.	3.00	1.73	2.93	1.71
26. Destruction of school and public properties.	3.20	1.79	3.65	1.91
27. Loss of lives.	3.50	1.87	3.10	1.76
28. Multi-dimensional hardships on campus.	2.77	1.66	2.59	1.61

Table 3: Mean and standard deviation scores of students and staff responses on the Psychological measures that could be very significant in dealing with students' revolt.

S/N	ITEMS	STUDENTS		STAFF	
		X	SD	X	SD
29	Services of qualified and proven guidance personnel should be employed consistently in our tertiary institutions to help students; develop proper self identity, have proper direction and focus, give adequate information to students to help them meet urgent financial needs.	3.20	1.79	3.10	1.76
30	Youths/administration should embrace adequate conflict resolution skills (dialogue, discussion) in event of any conflict. Therefore, practical G.S courses to equip students with communication skills, goal setting, conflict resolution and decision making skills to enable students manage frustrations and anger better should be introduced in our tertiary institutions.	3.67	1.91	3.65	1.91
31	The university authority should provide the students with their essential needs to reduce stress and frustration	3.47	1.86	3.23	1.80

	which are implicated in students' revolts example: provision of small temporary jobs in libraries, hostels, etc to help indigent students solve financial needs, having flexible curriculum to allow students offer themselves for final examinations when they are ready.				
32	University authorities/lecturers should focus on learning goals instead of performance goals to help reduce learned helplessnessie they should focus on students gaining competence in skills being taught or rather, primary emphasis should be placed on knowledge acquisition and self improvement instead of gaining recognition from others and earning good grades thereby seeking positive judgments of their competence and avoiding relative judgments.	1.93	1.39	2.98	1.73
33	Adequate and proper motivation to learning should be given to students by the authorities/lecturers example: students should have at least two weeks interval between end of lectures and examinations, lecturers should space teaching throughout the session not leaving lectures to the last two weeks and engaging students from morning till evening everyday.	3.50	1.87	3.02	1.74
34	There should be participatory decision making involving Administration, staff and students in all areas affecting Students lives example dialogue and discussion before Increase in school fees.	2.87	1.69	2.59	1.61
35	Taking decisions about the welfare and discipline of the students.	3.23	1.79	3.02	1.74
36	Effective communication (maintaining an open channel and involving students in the dissemination of information about university policies)	3.26	1.80	2.73	1.63
37	Setting up of effective welfare committee to sort students' specific problems.	3.50	1.87	3.25	1.80
38	Invitation of students' union leaders to discuss	3.08	1.75	2.80	1.67

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and find solution to their problems on regular basis.

Table 4: Mean and standard deviation scores of students and staff on the administrative

Measures generally taken by the university administration and government in Dealing with students' revolt.

S/N	ITEMS	STUDENTS		STAFF	
		X	SD	X	SD
39.	Invitation of police to restore law and order on campus.	3.43	1.85	3.50	1.87
40.	Temporary closure of institution.	3.67	1.91	3.90	1.97
41.	Convening of emergency senate and academic boards to take decisions on the situation.	3.35	1.83	3.20	1.79
42.	Setting up of panel of investigation to discover the ring leaders.	3.27	1.81	3.80	1.95
43.	Rustication of ringleaders in the crisis.	3.50	1.87	3.03	1.74
44.	Expulsion of the ringleaders.	3.33	1.83	3.15	1.77

Table 5: Summary of the t-test analysis on the students and staff perceptions on the psychological factors responsible for students' revolt.

Source of variation	N	X	SdDf	Cal.t	Crit.t	p.<0.05
Students	1,500	3.07	1.75			
				1,998	1.544	1.960 NS
Staff	500	2.83	1.67			

N= 2,000; p<0.05

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Table 6: Summary of the t-test analysis on the students and staff perceptions on the influences of students revolts on the educational system.

Source of variation	N	X	SdDf	Cal.t	Crit.t	p.<0.05
Students	1,500	3.12	1.76			
				1,998	1.086	1.960 NS
Staff	500	3.22	1.79			

N= 2,000; p<0.05

Table 7: Summary of the t-test analysis on the students and staff perceptions on the psychological measures that could be effective in handling or quelling students' revolt.

Source of variation	N	X	SdDf	Cal.t	Crit.t	p.<0.05
Students	1,500	3.17	1.77			
	1,998	1.441	1.960	NS		
Staff	500	3.04	1.74			

Discussion

Findings of the study showed that at least 14 psychological factors are implicated in students' revolts in tertiary institutions in Anambra state as identified by both students and staff.This conclusion was drawn from the fact that the 14 items had mean scores above 2.5 which is the criterion mean.The psychological factors include:stress,lack of personal and group counseling,aggression, lack of proper self identity,poor motivation to learning, administrative indifference, locus of control among others. Davies et al (2016) agrees with the above by asserting that stress is the subjective experiences of the students when events associated with his/her students' status interact with the students' personal characteristics to change his/her psychological and/or physiological conditions, such that the student is forced to deviate from normal functioning.According to them, students in higher institutions of learning are found to be exhibiting some deviant behaviours, which include revolts (peaceful and violent), which are attempts to cope with stress. Iselin et al (2019) also noted that perceived control over outcomes in life (ie internal locus

of control) has normally been related to good health and well-being, while relying on chance and/or powerful others (ie external locus of control) have been related to stress and poor health. The findings of the study corroborates with that of Benjamin et al (2018) who emphasized that locus of control was a key predictor of various work-related outcomes, ranging from job attitudes and affect to motivation and behaviour.

Ambrose (2016) further noted that academic frustration is another psychological factor leading to students' revolts in higher institutions of learning. According to her, academic frustration could be triggered in students as a result of lack of learning and recreational facilities. At this point, the researchers wish to state that absence of learning facilities causes a hitch in the learning process and accordingly tumult rioting, unrest and revolt among students.The inadequacy of recreational facilities to enable students expel mental fatigue and divert their extra energy into a worthy usetriggersrevolt.Students can no longer be taken for granted. It does not matter whether a great majority of students remain largely content, conservative, or apathetic, it is a common knowledge that students embark on demonstrations when new arrangements offend their senses. Therefore, the psychological factors responsible for such revolts should be adequately addressed by the Government and school authorities to forestall future occurances.

Furthermore, findings of the study revealed up to 11 influences of students' revolt on the educational system.These include: negate the aims and objectives of higher education,disruption of academic programmes,loss of lives,closure of institutions for long duration which encourages deviant behaviours such as prostitution and robbery, multi- dimensional hardships on campus among others.The above findings were in line with what some past researchers discovered earlier showing that not much has been done to improve the situation.Kiplagat et al (2015) observed that students' revolts often exert some psychological effects on the institutions concerned. Lack of conflict resolution skills prevent peaceful resolution of conflicts and stress management skills often make the students' and staff to experience stress in office, hostels, classrooms resulting in frustrations, poor academic achievement and ineffective leadership. Adeyemi (2009) also observed that inadequate provision of guidance and counseling services to meet the personal, academic and occupational needs of students by the university administration tends to

create vacuum leading to anxiety which is crucial in students' revolt.

Ekundayo et al (2010) are of the opinion that harsh measures often taken by the university authorities at the eruption of students' revolt encourages deviant behaviours among students. Revolts influence education in a negative direction and as such should be avoided so that education can be enhanced.

Nine prevention-oriented and remedial-oriented psychological measures were identified to be among the ones that could be effective in handling or quelling students' revolts in tertiary institutions. Among these are: services of qualified and proven guidance personnel should be employed in our tertiary institutions to help students develop proper self identity and have proper direction, dialogue and discussion in event of any conflict, the university authority should provide the students with essential needs to reduce stress and frustration, adequate and proper motivation to learning should be given to students by the authorities and lecturers etc.The above observations were in line with the findings of Odu(2014) who suggested effective communication and participatory decision-making process involving staff and students in our tertiary institutions. In other words, one of the pre-requisites for effective management of students' revolt is good communication network within the institutional organization. this implies that authorities in the university should constantly provide students with information about university policies and programmes as well as on the day-to-day running of the institution. Such a measure would obviously facilitate smooth interaction among the various department or units of the institution.

The researchers, from the measures mentioned above wishes to state emphatically that the school administration and government had not in any form addressed the psychological factor impinging on students' revolts. Put in another Language they have not made any provision for meeting students'' needs, frustrations, anxieties and conflicts which are critical factors implicated in students' revolts rather, these measures adopted by them in handling students revolt usually end up triggering further revolts.

The University administration and government should as much as possible initiate psychological measures rather than administrative measures in handling students' revolt. By this, the researchers suggest that the university authority and government should provide facilities that will enhance reading and learning, make

provisions that will give the students sense of belonging in the institution. The researchers feel that when students' needs are met to some extent, it will reduce anxieties, frustrations and conflicts, which are crucial factors, implicated in students' revolts.

Conclusion

The present study demands attention by all. The university authorities, students, parents, government and the wider society should team up to launch serious war against students' revolts which is a threat to the adolescents schooling and development as the future leaders of the nation. Unless this is done, our dreams of making education dynamic and functional will be a mirage. However, the researchers, believes that if the recommendations of the findings are implemented, they will help to reduce the incidence of revolts among students in our tertiary institutions.

Recommendations

The researchers recommend as follows:

1. If genuine effort to resolve the current social evil is ineffective and counter-productive, the services of professional counselors have to be fully recognized and enlisted in effecting behavior modification for the students. To this end, guidance and counseling services should therefore be provided in our tertiary institutions which here they do not exist to enable students develop proper self-identity, proper direction, understand themselves as well as minimize maladaptive behaviours. This means that all sections of the National Policy on Education (2013) concerned with counseling should be implemented without further delay.
2. Lack of communication link and exclusion of students is sensitive decision-takings have been identified as causes of revolts in our institutions today. On this note, the researcher recommends that there should be periodic contact between the institution's authorities and students' union executives.
3. Adequate conflict resolution skills (dialogue and discussion) should be encouraged among the university authorities and students at any point in time in place of violent confrontation at all times.
4. The Government should be required to adequately fund the tertiary institutions in order to help the university authorities provides basic welfare facilities needed or necessary for effective learning such as good halls of residence, adequate supply

of water and electricity, god library/reading rooms among others.

5. Parents should avoid using their influential position to thwart disciplinary measures taken by school authorities. Some parents are blind to their children's faults and always prepared to take sides with their wards and such students break school rules with impunity trusting on the protection of their influential parents. Some parents over pamper their children, buy them too many expensive gifts and such students from affluent homes look down with scorn on their poor struggling lecturers and school authorities.

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