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**HIS LINEAGE PUBLISHING HOUSE**

**GSM:** 08033596818

**E-mail:** awemakin@gmail.com

**EDITORIAL TEAM****Prof M.O.B. Mohammed FNAEAP***Editor in Chief,*

Director, Centre for General Nigerian Studies,

Lagos State University

Mubashiru.mohammed@lasu.edu.ng

+234 803 334 4750

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Assistant Director, Centre for General Nigerian Studies,

Lagos State University

rahmon.saka@lasu.edu.ng +234 805 613 4743

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Lagos State University

omoteso.oluw@lasu.edu.ng +234 802 315 0058

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Administrative Secretary

Centre for General Nigerian Studies, Lagos State University

martin.adekoya@lasu.edu.ng +234 907 061 4118

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jonas.redwood-sawyerr@usl.edu.sl

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ronniefrazerwilliams@gmail.com

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cpotokri@uj.ac.za

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Faculty of Education,  
biodunmide@gmail.com

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goduro@ucc.edu.gh

## FROM THE DESK OF LEAD EDITOR

The Centre for General Nigerian Studies had the second summit held from 4th – 7th December, 2024. The theme of the summit was aptly coined, Fostering Integrity and Peace: Tackling Corruption and Promoting Ethical Leadership in African Education. The summit attracted participants drawn from universities within and outside Nigeria. The summit was declared open by the management team of Lagos State University, ably led by the Vice Chancellor, Prof Ibiyemi Ibilola Olatunji Bello mni NPOM GCGNS inside the main bowl of the Makanjuola Lecture Theatre, Lagos State University, Ojo, Lagos State, Nigeria. It was a 4 day of academic and cutting-edge activities. Scholarly papers were presented, and thereafter, the papers were subjected to peer review. In all, more than 52 presentations were made, but only 20 articles scaled through the hurdles. Ladies and gentlemen, the volume 4 of the journal of Contemporary Issues in Nigerian Economy (JCINE) is highly recommended to scholars, researchers, policy makers, and other stakeholders in the field of education.

**Prof. M.O.B Mohammed** FNAEAP  
*Lead Editor*

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## IMPACT OF MILITANCY AND SOCIAL RESTIVENESS ON ACADEMIC PERFORMANCE OF UNDERGRADUATES IN LAGOS STATE UNIVERSITY

**Adewale Philip ADEDOKUN Ph.D<sup>1</sup>, Alimat Aderoju OLAWOYIN<sup>2</sup> & Prof. Oluwatobi PEMEDE<sup>3</sup>**

<sup>1,3</sup>Department of Educational Foundations and Counselling Psychology,  
Faculty of Education, Lagos State University, Nigeria

<sup>2</sup>Department of Special Education and Guidance and Counselling,  
Emmanuel Alayande University of Education, Oyo, Oyo State, Nigeria  
waleconnections28@gmail.com  
ORCID: 0009-0008-7227-0794

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### Abstract

*This study examined the impact of militancy and social restiveness on academic performance of undergraduates in Lagos State University. A descriptive survey design was employed to conduct the research. A self-structured questionnaire titled “Militancy, Social Restiveness and Academic Performance Questionnaire (MSRAPQ)” was utilized for data collection. The study population consists of selected students from Faculty of Education and Faculty of Management Science in Lagos State University. A sample of two hundred (200) respondents was selected for the study. Descriptive and inferential statistics were employed to analyse the data collected. Respondents' bio-data and research questions were answered using descriptive statistics, such as simple percentages, while the two hypotheses formulated were tested using Regression analysis. Findings from this study revealed that there is negative significant impact of militancy on academic performance of undergraduates in Lagos State University. The study also revealed that there is negative significant impact of social restiveness on academic performance of undergraduates in Lagos State University. Based on these findings, it is essential to foster a secure campus environment through collaborative efforts between university authorities and law enforcement, while also promoting dialogue and conflict resolution mechanisms to ensure students' stability and focus. Moreover, integrating psychosocial support systems will help mitigate the disruptive effects on students' academic performance.*

**Keywords:** Militancy, Social Restiveness, Academic Performance

### Introduction

Militancy and social restiveness have been a significant concern in many parts of the world, particularly in developing countries where economic and political instability are prevalent. These issues have had a profound impact on various aspects of society, including the educational sector. The academic performance of undergraduates, who are the future leaders and drivers of societal development, has been a particular area of interest for researchers and policymakers. The impact



of militancy and social restiveness on academic performance has highlighted several key factors. Militancy and social restiveness can create an environment of uncertainty and fear, which can negatively impact the motivation and engagement of students (Betancourt et al., 2010). The disruption of social networks and support systems can also contribute to a sense of isolation and a lack of access to educational resources, further hindering the academic progress of undergraduates (Justino, 2012).

Eze and Aja-Okorie (2017), discuss the impact of militancy on the quality of education. The displacement of experienced teachers and the overall shortage of qualified educators in conflict zones result in a significant decline in the quality of instruction. Students in these areas often receive an education that is subpar, with limited access to knowledgeable instructors and up-to-date learning materials. This decline in educational quality directly correlates with poorer academic performance among undergraduates. The social impact of militancy on educational institutions is another critical area explored by scholars. Olanrewaju (2018) emphasises that the breakdown of the social fabric within educational settings severely affects students' academic performance. The sense of community, peer support, and collaborative learning opportunities are diminished in conflict zones, leaving students isolated and less engaged in their studies. The lack of social cohesion and support networks negatively impacts students' academic experiences and outcomes.

Restiveness means attitude of being on the verge of resisting control or guide. It includes attitudes of refusing to operate within the rules and regulations of parents, school authority and security agencies. A restive person can perpetrate delinquency such as truancy, drug abuse, disobeying parents and constituted authorities; keeping bad companionship, participating in premature sex or immoral conduct, using profanity and becoming violent. Restiveness includes displaying aggression towards fellow students, school staff and security personnel. It includes tendency to cause crises within the school system and society at large. Researches already confirm that a restive youth is prone to life of delinquency, crime and aggression (George & Haron, 2017). Nsidibe et al (2017) stated that restiveness orchestrated by youth has been on the increase in almost all communities in Nigeria, most especially in recent past. Since the inception of our nascent democracy, there has been a proliferation of unravelled violence, killing of innocent people and most recently the insurgence in North East, militancy in the Niger Delta and marauding attack by Fulani's herdsmen across the country. There is usually a state of anarchy, destruction of lives and properties when youths are not satisfied. At this stage, the actions of the youths are regarded as criminal in nature because their expressions are usually violent and disrupt law and order as well as various activities in the societies. In most cases, it takes the use of force such as involving the police to keep the violence of the youths in check.

Ukoha and Onwuka (2019), have shown that the impact of militancy on education can result in a generational loss of human capital. The prolonged educational disruptions experienced by students in conflict zones have long-lasting effects on their academic trajectories and future socio-economic opportunities. These scholars argue that the cumulative effect of years of disrupted education is a significant reduction in the overall educational attainment and economic potential of entire communities. The multifaceted impact of militancy on the academic performance of undergraduates brings about disruption of educational activities, psychological trauma, economic hardship, decline in educational quality, and breakdown of social support systems collectively contribute to the poor academic performance observed among students in conflict-affected areas.

These findings underscore the urgent need for targeted interventions to address the educational challenges faced by undergraduates in regions plagued by militancy and social unrest.

### **Statement of the Problem**

The rise of militancy and social restiveness poses a significant threat to the educational sector in various parts of the world, including Nigeria. Lagos State University, a leading educational institution in Nigeria, has not been immune to the adverse effects of these issues. Militancy and social restiveness manifest in various forms, including violent protests, armed conflicts, and civil unrest, all of which disrupt the academic environment. The impact of such disruptions on the academic performance of undergraduates at Lagos State University is a matter of grave concern. Despite the critical importance of education in fostering socio-economic development, the persistence of militancy and social restiveness threatens to undermine the academic achievements and future prospects of students. Based on this backdrop, this study sought to investigate the impact of militancy and social restiveness on the academic performance of undergraduates at Lagos State University.

### **Research Questions**

- i. Does militancy affect the academic performance of undergraduates in Lagos State University?
- ii. Does social restiveness affect the academic performance of undergraduates in Lagos State University?

### **Research Hypotheses**

**HO<sub>1</sub>:** There is no significant impact of militancy on the academic performance of undergraduates in Lagos State University.

**HO<sub>2</sub>:** There is no significant impact of social restiveness on the academic performance of undergraduates in Lagos State University.

### **Methodology**

This study adopted descriptive survey design. The target population comprised of undergraduates in Lagos State University. Simple random sampling technique was used to select 200 participants. Purposive sampling technique was also used to select the participants from five faculties in the sampled institution. A self-structured instrument divided into two: Militancy, Social Restiveness and Academic Performance Questionnaire (MSRAPQ) were formulated for data collection. The questionnaire contains items designed and obtained information from the respondents. The questionnaire is divided into two sections (A and B). Section A of the questionnaire contains the personal data of respondents. The section B contains items structured in line with a four point Likert rating scale with their corresponding scores of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). Test-retest reliability method was conducted within an interval of two weeks to establish the reliability of the instrument. The questionnaire was administered to twenty participants for the first time. After a period of two weeks, the same questionnaire was administered to the same participants. The data generated were subjected to Pearson Moment Correlation Coefficient to ascertain the consistency of the instrument. The data collected through the questionnaire was analysed using percentage and frequency count for demographic information of the respondents. The research hypotheses formulated were tested using simple linear regression with the aid Statistical Package for Social Science (SPSS).

### Hypothesis Testing

**HO<sub>1</sub>:** There is no significant impact of militancy on the academic performance of undergraduates in Lagos State University.

**Table 1 ANOVA<sup>a</sup>**

Tests	Sum of Squares	Df	Mean Square	F	Sig.
Regression	519.387	3	173.129	1.278	.000 <sup>b</sup>
Residual	13005.523	196	135.474		
Total	13524.910	199			

**R = .196<sup>a</sup>; R Square = .038; Adjusted R Square = .008**

a. Dependent Variable: Academic Performance

b. Predictor: (Constant), Militancy

Table 1 shows that militancy has negative significant impact on the academic performance of undergraduates in Lagos State University,  $F(3, 96) = 1.278$ ;  $p > .05$ . Since the F-ratio was significant at .05 Alpha level of significance, the null hypothesis which states that there is no significant impact of militancy on the academic performance of undergraduates in Lagos State University, was rejected. Hence, there is significant impact of militancy on the academic performance of undergraduates in Lagos State University.

**HO<sub>2</sub>:** There is no significant impact of social restiveness on the academic performance of undergraduates in Lagos State University.

**Table 2 ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	202.389	3	209.389	8.730	.000 <sup>b</sup>
	Residual	12733.111	196	152.086		
	Total	12935.500	199			

**R = .737<sup>a</sup>; R Square = .744; Adjusted R Square = .741**

a. Dependent Variable: Academic Performance

b. Predictor: (Constant), Social Restiveness

Table 2 shows that social restiveness has negative significant impact on the academic performance of undergraduates in Lagos State University,  $F(7, 35) = 8.730$ ;  $p > .05$ . Since the F-ratio was significant at .05 Alpha level of significance, the null hypothesis which states that social restiveness has significant impact on the academic performance of undergraduates in Lagos State University was rejected. Hence, social restiveness has significant impact on the academic performance of undergraduates in Lagos State University.

### Discussion of Findings

Result obtained from hypothesis one revealed that there is negative significant impact of militancy on the academic performance of undergraduates in Lagos State University,  $F(3, 96) = 1.278$ ;  $p > .05$ . This finding agrees with the finding of Aghedo and Osumah (2012) who examines how militancy within university environments can create a climate of fear and insecurity, making it difficult for students to concentrate on their studies. This psychological pressure caused by the threats of violence or social unrest often leads to a diminished capacity to absorb academic

material, as students are more focused on their safety than on their education. The constant disruption of academic schedules due to protests or strikes can result in extended periods of academic inactivity, further complicating students' ability to retain information and perform well academically. This loss of academic continuity can lower students' overall academic achievement, as they struggle to keep up with missed coursework and lost instructional time. Ige (2013) highlights how militancy within university settings often leads to a breakdown in the institutional framework, resulting in inadequate academic support for students. The disruption caused by violent activities or militant actions leads to damaged infrastructure, strained relationships between students and faculty, and reduced access to essential learning resources. This decline in institutional efficiency forces students to navigate a challenging academic landscape where they are deprived of the necessary tools to succeed. As a result, the overall quality of education deteriorates, and students' academic performance suffers. In such contexts, undergraduates find it increasingly difficult to meet academic expectations, given the lack of academic stability and the persistent psychological stress induced by the militant environment.

Result obtained from hypothesis two revealed that there is negative significant impact of social restiveness on the academic performance of undergraduates in Lagos State University,  $F(3, 96) = 1.278$ ;  $p > .05$ . This finding agrees with the finding of Eze-Michael, (2020) who conducted a study to examine youth restiveness and economic development in Nigeria. The study used relative deprivation and broken window theories as the theoretical framework. The research adopted a qualitative method. The population was the youths in Nigeria, particularly in the Niger Delta. This part of the country was purposively selected because the youth in this area constituted the major restive behaviours witnessed in Nigeria between 2010 and 2018. Data were collected through documentary review (of publications on youth restiveness) as well as journals, and materials from the internet. Findings showed that the nature of most youths that engage in youth restive activities in the Niger Delta do not have access to formal education; these youths are majorly unemployed. Also, the institutional effort of the government in eradicating youth restiveness has proven incapable of alleviating the critical situation and the government's lack of leadership and discipline has hindered the eradication of youth restiveness. The study concluded that youth restiveness is a serious issue that has affected Nigerian states negatively. Omonijo, Nnedum, Fadugba, Uche and Bierrenu-Nnabuguwu (2013) notes that, students brazenly engage in bullying young ones or fighting among themselves. They stressed that there have been cases where students of secondary schools have gone on rampage manhandling fellow students and even teachers. Students have at times gone wild causing arson and maiming mates and younger ones in the name of gangsters.

### **Conclusion**

The impact of militancy and social restiveness on the academic performance of undergraduates at Lagos State University is a pressing issue that cannot be overlooked. The persistent unrest and instability foster an environment characterised by fear, anxiety, and distraction, which significantly impairs students' cognitive functions and emotional well-being. Research indicates that prolonged exposure to such adverse conditions adversely affects critical academic processes, including memory retention, concentration, and motivation, leading to a marked decline in overall academic achievement.

## Recommendations

The following recommendations were made based on the findings of this study:

- i. Universities should enhance their mental health services to provide counselling and psychological support for students affected by militancy and social unrest.
- ii. Creating platforms for open discussions about militancy and social restiveness can foster a sense of community and support among students.
- iii. Universities should invest in improving campus security to ensure a safe learning environment.
- iv. Institutions should adopt flexible academic policies that accommodate the disruptions caused by social unrest. This may involve offering online classes, rescheduling examinations, and providing alternative assessment methods to ensure that students can continue their education despite external challenges.
- v. Integrating conflict resolution and peace building courses into the curriculum can equip students with the skills needed to manage conflicts constructively.

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