OIL, WAR AND EDUCATION IN NIGER DELTA OF NIGERIA

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OIL, WAR AND EDUCATION IN NIGER DELTA OF NIGERIA

By

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Abstract
This research work primarily seeks to highlight and examine education and violent sub-cultural traits in the Niger Delta region and to determine whether the people are naturally violent. However, in most quarters it is believed that violent activities/acts being witnessed in the region are mere reactions to the marginalization and neglect by successive governments. 2 research questions guided the study. The study was able to establish the following:

That government and school authorities should consult students when making policies affecting them.

That falling standards in academics and morals in school are due to violence activities in the region.

That cult fights are not the only forum of violence in schools in Niger Delta. Recommendations were proffered on some of the problems that lead to violence in the institutions of Niger Delta Region. These include guidance and counseling experts and moral instructors should be employed to help redirect the minds of the students. Youths should be encouraged to stop the consumption of hard drugs. Education should be funded adequately to meet UNESCO's recommendations.

Introduction
Violence in Nigeria has been on the increase since the end of the Nigerian Civil War without hope of reducing its rate or ending soon. The successive military governments, under which the nation was governed, contributed greatly to this culture of violence. Secret cults and some hard-line religious groups have sprung up in our institutions of learning proliferating inimical ideas and violence simply for selfish reasons.

Of all the institutions in Nigeria the ones in the Niger Delta seems to be the worst hit by this trend. This singular fact had led to this research which primarily seeks to highlight and examine education and violence, beaming a searchlight on its sub-cultural traits in the Niger Delta region of Nigeria. This the researcher believes will unravel the causes, dimensions and present state of education and violence in the Niger Delta using our history as yardstick to measure the effects of this unwholesome marriage. No meaningful development can take place in any nation with a low educational standard and this implies that studies like this should be embarked on, so as to, proffer potent solutions to issues affecting the standard of education.

The findings of this it is hoped will be used in the formulation and enforcement of policies in the Niger Delta region and Nigeria at large.

Research Questions
The study is guided by the following research questions:

What are the causes of violence in educational institutions in Niger Delta?
Could it be said that effective violence on educational institutions in the Niger Delta gave rise to the falling standard in academics and moral in students?

In recent times, particularly since the early 80s, the umbrella under which our education traded has come under severe attacks from violence...
witnessed the proliferation of small parochial organizations in the institutions of learning. These include: sectarian, religious and political organizations, State Students Unions, secret cults and social organizations which socialize young students. In particular, the proliferation of secret cults has attracted a lot of publicity due to the fact that it has encouraged the culture of violence in these institutions. Education in the Niger Delta seems to be at its lowest ebb due to the rising wave of violence in the various institutions of learning.

Most students of higher institutions of learning in the Niger Delta region in particular and Nigeria in general today were born in the era of military dictatorships. They did not have an ample opportunity of learning and cultivating democratic ethos; hence their internalization of the culture of violence. Arson, rape, extortion, armed robbery, drug addiction and trafficking, killings etc are some of the ailments affecting the Nigerian society today. It is not a coincidence that these are also the realms of operation of the members of the secret cults and other parochial organizations on our campuses. The nefarious activities of these organizations are a manifestation of the general ill health of the larger society.

As notorious as the nefarious activities of campus cults are in Nigeria today, they are not the only form of violence in the institutions of higher learning. As a matter of fact, cult violence is just one creation of the Nigerian state. The Nigerian State is constructed and subsists on the violent appropriation of the resources of its people, including their natural resource in the case of the Niger Delta region. It is this mother-violence that has given birth to this endemic culture of violence in our institutions as stated by Christian U. Akani in Babarinde (1998). He puts this situation in vivid words:

"Right now most of the university lecturers are robots, many of them are under their beds and none can come out and speak his or her mind. They are all terrified, the students too... in a situation where there is no opposition, tyranny reigns" (p89).

The above quote typifies the state of rottenness in which the Nigerian academia has been found over the years. It is a scenario which plagues our civilization and relationship to production, consumption and interaction with the international community.

The present decadence cannot be a result of a pre-ordained destiny or part of the natural movement of events, but a historical precipitate for a conscious colonial programme which imposed on the pre-existing social formations some world views, dogma, fanaticism and strange mode of interacting with nature. This new phenomenon completely overturned the pre-colonial society, just to satisfy the economic need of the colonizers.

On a more theoretical level, it needs to be pointed out also, that the prominence of violence in Nigeria’s political life even with the advent of democracy in 1999 is not a matter that requires serious interrogation. The use of the instruments of violence to serve private ends is becoming so common in Nigeria’s natural life, that it is almost acquiring legitimacy. In tertiary and other institutions, this phenomenon manifests as the formation of private armies or paramilitary employment of police orderlies to accompany the vice-chancellor or sole administrator wherever he goes, whether on offices assignment or not; the sponsoring of police officers who are students, to secure post within the students union government etc. It is within the ambit of the use of force to serve private aims that the activities of certain secret cults and other related groups in Nigeria’s institutions of learning fall.

Education in Nigeria: An overview

African society regarded education as a means to an end and not as an end in itself. Education was generally for an immediate induction into society and preparation for adulthood. In particular, African education emphasized social responsibility, job
Oil, war and education in Niger Delta of Nigeria

orientation, and political participation, spiritual and moral values. Adolescents were engaged in participatory education through ceremonies, rituals, initiations, recitation and demonstration.

Sadly enough from 1842 when western education was introduced to 1960, a conscious attempt was made to destroy and castigate traditional mode of education. Here, educational activities were mainly pioneered by individuals and Christian missionary groups and the colonial state. The support of the colonial state was firmly rooted in a capitalist colonial economy which was designed to respond to external needs, primarily for the production of instable cash crops and de-emphasized production. The neocolonial state immediately inherited the peri- pheralized, dependent relationship of the economy vis-à-vis the global capitalist system, despoiled economic structure, underdeveloped procedure forces, one-sided educational system, chaotic society and coterie of men and women whose view of civilization was to ape western lifestyle.

It has to be noted that from 1937 to 1948 when the Yaba Higher College and the University College Ibadan were established respectively to the late 1980s, Nigerian tertiary institutions hired up to their expectations of teaching, learning and research. Babangida is one leader that started the journey of our educational standard down the drain with his structural adjustment programme (SAP). Julius Ihonvbere (2000:30) in Structural Adjustment and Nigeria's Democratic Transaction declared SAP as crystallized class positions and interests, exposed the weakness of the state and the economy, increased internal contradictions and conflicts and impoverished the populace. The Nigerian educational sector was originally linked to these crises. All those lecturers who opposed the supreme rule of Babangida were sent to the gulag and charged with teaching what they are not supposed to teach. University especially was withdrawn, offices and positions were used to discipline critical lecturers and students as lackeys were appointed to positions of esteem as in Universities of Benin, A.B.U. Abuja and U.N.N. Due to the Nigerian tertiary institutions which was highly rated in West African started wobbling on the floor of conservatism, inertia and intellectual atrophy. In spite of certain declaration and conventions, the Nigerian government has persisted interfering in the management of schools and colleges and frustrating the democratic governance of universities (Asobic).

Apart from the atmosphere of lawlessness and militarism which pervades our institutions of learning today, the paucity of funds to carry out some noble academic programmes has remained a mirage. According to Asobie Assisi, the President of ASUU, 1998, budgetary allocation to education rose from N8.655b in 1994 to N26.7b in 1998 and N28b in 1991 at the advent of Gen Olusegun Obasanjo's democratic government; In the same vein, total allocation to defence within the period under review rose from N12/70/b to N39 respectively representing 11.4% and 15.26% of the total budget and this disparity has remained unabated. It was against this background, that ASUU led their historic 6 months strike action in 2002 to back up their demand for university autonomy and improved working conditions and salaries. The strike which paralyzed university activity exposed the filthy state of our schools and the agenda of brutality which government designed for staff and students just as it is difficult to capture on paper the very shameful and dehumanizing state of university in Africa's most populous country; it is also unbelievable to document the shimmy state of Nigerian lecturers and teachers in a country adjudged the sixth oil producing country in the world. According to Okey Ndibe (199), the Nigerian leaders military and civilian, have not only pauperized our country they have coarsened its moral tone and polluted the social and educational environment. It was against this background of lawlessness, disregarded for the prominence of education in development and a mad race for primitive accumulation of wealth that secret cults and other related groups with inimical ideas became dominant in our campuses and in our schools. It has become a historical truism, that there is acute drain in Nigeria's institutions of learning and a total lack of interest on learning due to some of the highlighted facts. These have to all instance and purposes, resulted in the massive
production of sub-standard graduates whose scholarship cannot make them face the competitive 21st century. Cheating in examination and other academic irregularities with contempt and scorn for hard work has debased the aura of education. Admission of unqualified candidates into schools has gradually become a brisk business for college and university workers. Also, there is a deplorable state of facilities in our institutions which have greatly reduced the standard of education. The auctioning of licenses to private schools seems not to have made any major change since majority of the populace lacks the financial misled to attend these highly priced institutions the former head of state Late General Sani Abacha even noted the dwindling trend of education in his 1998 “Budget of Transition”. According him:

It is a known fact that educational facilities in the country have deteriorated. Also teachers salaries are inadequate and working conditions are generally poor. These conditions have adversely affected the quality of products of our educational system.

**Education and Violence in Nigeria**

Without mixing words, the violence that threatens the very existence of our educational institutions today can be said to be in four forms. The violence of the state and higher/lower institutions, Administrators against the members of the academic community, the retaliator, violent students' demonstrations against this act of violence of the state and administrators, violent intra-institutions clashes resulting from religious extremism, and secret cultism.

Ball-Rokeach (2002) made a point that definition of violence must be neutral with regard to the legitimacy of violent behaviour. She defines legitimacy itself as: A collective judgment that attributes the qualities of “goodness or morality” or righteousness to behaviour, (because) there are probably only a few situations in which an act of violence is clearly legitimate in the eyes of all concerned. Simply circumcised, violence or violent acts involves ill-treat or actual execution of facts which have actual or potential capacity to inflict physical, emotional or psychological injury on a person or a group of persons. Violence or violent acts may also be collective (perpetrated by an individual or a single person). This categorization does not appreciate the importance of the individual, of personality and subjective factors even in collective behaviours and their dynamics (Erikson, 1975). It is left to be said that when social or political space is contested or economic resources are allocated, the potential for conflict is always there. This takes dynamics forms such as competition, actual conflict accommodation or assimilation as stated by Trimshaw in Ball-Rodeach, S.(2002), violence is inevitable when accommodative structures breakdown. The issue of violence and education is multidimensional. In many countries like Nigeria, the experience of people after independent was one of the continued and heightened exploitation, frustration, violence, lack of progress and general crisis.

What, however, reading comes to mind in any discourse of education and violence is the scourge of secret cultism in our institutions. Of course, it is generally known that secret cults are those myriads of students’ clandestine organization on campuses whose members terrorize fellow inhabitants of our institutions especially the tertiary institutions and even those of us outside. Uninformed contributions to any discourse on education and violence are quick to have the present day madness to the pirates confraternity formed some 45 years back at the then university of Ibadan; in the tradition of similar infractions, sororities and societies in British became higher. This has led to the proliferation of secret cults on campuses and even in secondary schools which have contributed greatly to this culture of violence on our campuses.

No doubt the upsurge of violence in our higher institutions and others is a disturbing development in the academic community; a development which unarguably impacts negatively on the lives of our students and cast a doubt on their ability to play any constructive role in our society in future. Up to the middle of the 1970’s, our institutions promoted flow of ideas and cross fertilization of views. Apart from encouraging students
to learn democratic values through independent student’s unionism, progressive lecturers, social critics and human right advocates teaching regularly in symposia public lectures and other Intellectual endeavors on the campuses. So strong was the immunity of our institutions that notwithstanding the fact that incessant coups, and counter coups, civil war, armed robbery and other volutaries had taken over the larger society, the country’s institutions of learning stood out from the maddening ground. In no time however, the vices of the macro-environment began to ravage the soul of our academic community. Although, the academic community is an endear which houses the intellects of the nation who perform the task of moulding the youths in a manner that will equip them to discharge the responsibility of leading the nation in future, the institutions are not and cannot be perpetually insulated from the negative and anti-social activities ravaging the larger society especially acts of violence. It is imperative to state clearly here that the prevalence of violence in our institutions have greatly undermined the standard of education and students spend time either perpetrating violence of destabilized or lived in perpetual fear of cultists rampaging the campuses.

Most students in higher institutions of learning in Nigeria today were born in the era of military dictatorships. They have not had an ample opportunity of learning and cultivating democratic ethos; hence their internalization of the culture of violence and repression which the military overlords have made very attractive. The pernicious rule of General Ibrahim Babangida between 1985 and 1993 could be said to have been responsible for the full scale transformation of our institutions into theaters of violence. Clearly, the eradication of violence from our campuses is the eradication of high levels of violence occasioned by the economic and political complexion of the Nigerian polity. The two main categories of violence in our institutions are those arising from welfare and related national and international problems and violence arising from students turning against students. We have observed that these categories of violence are traceable to inadequate and deteriorating conditions under which students learn and live concretely, the withdrawal of subsidized catering facilities and reduction or total absence of hostel facilities lead to resistance by students and their unions. Nwala and Eleng (2005) in community for defence for human right (CDHR) stressed that: the only way the state and its functionaries deal with resistance is through violence and threats.

Furthermore, politically ambitious students are been known to form secret courts in order to facilitate their popular acceptance and victory in students union elections (Volume 5: University Education, June 1977:135). In a very simple and direct language by Tamuno, Vice-Chancellor of University of Ibadan from 1978 to 1979. His contention is that:

Educational institutions cannot be Safe Island of law and order in an era of disorder and indiscipline. Contemporary Nigeria society is characterized by anarchy, he seems to say Violence and violent secret cults and acts in tertiary and other institutions are part of the general disorder and discipline in the society. It is no doubt that the effect of violence on education is enormous as our various institutions tuned out half-backed and substandard graduates which are enabled to compete in this 21st century. The decay in the educational sector has led to the upsurge of violence among students and administrators in our institutions of learning.

Sub-Cultural Traits in the Niger Delta Region

Today, conflict in the Niger Delta is no longer news. Militancy has taken its toll on the people leaving behind long lists of casualties. Many people here lack access to quality education which is Education 1995 Human Rights Watch Report: 13. The Niger Delta is characterized by agitation, restiveness and insurrection arising from the bitterness, anger and frustration from over the consequences of oil production on local resources and economics and the pattern of the distribution of the wealth accruing from oil. This has manifested in the generalized regime of peaceful and violent protests and confrontations with both the multinational oil companies and the Nigerian State. The region has also been turned against itself with lot of interests trying to outdo each other
communities have been raided, ravaged and destroyed in internal wars and was waged by the state. This general culture of violence in the Niger Delta region is taking its toll in our tertiary and other institutions. All has been virtually tuned into theater of violence and altered the basic reason for the establishment of these institutions. Of serious concern is the fact most people have lost track of what they intend to achieve from the institutions of learning. Most intending students due to the proliferation of cults in the Niger Delta simply want to be given admission so that they could join a cult group and possibly perpetrate the violence. This in its regards has led to a vicious and spiraling cycle of violence in our educational institutions with the destruction of men property, oil facilities and school facilities since the late 1990s.

Furthermore, this emerging scenario has a negative impact on our youths who are made to channel their youthful energy and resources to a wrong direction. The burden of violence on various companies in the Niger Delta can only be appreciated when we consider the enormous loss of life and wanton destruction of property as well as the irreparable damages to the image of Nigeria (schools) as one of the biggest emerging democracies of the world.

The naturalization of the Niger Delta region has also led to the standard of education being experienced today. Militarism is the militarization of the society to the extent where military values become the prevailing norms and military culture becomes the dominant societal culture. Such ideas, norms and ways of life associated with the military are regimentation of social life. The principle of obedience to an order or command unquestionably; the enforcement of discipline through external coercion or other than self-reliant; the decimal of freedom (of speech, assembly, association etc), the minimization of discussion and the emphasis on conformity rather than consent the assumption of irrationality in the majority of citizens rather than rational behaviour. The search for strategies by states in the Niger Delta against violence in its institutions have seen most of them forming anti-cult groups or employing the services of the police and the state security service (the SSS) in curbing this violence and possibly send these youths back to their studies.

In May, 2007, through Development and Leadership Institute (DLI) Annual Basic Leadership and Civil Education (BLCEP), over 500 youths drawn from secondary and tertiary institutions in the Niger Delta were brought together and exported to various challenges in professional development and the benefits of acquiring entrepreneurial skills, leadership skills and of avoidance of violence as a counter reaction.

It is of note to state here that the deeply entrenched culture of violence in the Niger Delta due to its armed struggle for resource control and other issues against the government and multinational oil companies is taking its toll on campuses and schools in the region, since it is a reflection of what happened in the society. There is a wide bloodshed and lawlessness, with malpractices and other corrupt practices prevalent in institutions of learning. This is evident in the low quality of graduates from numerous institutions.

Nature of Educational Institutions
Companies have unique structures and characteristics which predispose them to cultism, religious fanaticism and unbridle violence. These include:

- The concentration of a large population of people in one location
- The narrow age band regarded as youth in which most of the people are;
- Inadequate physical facilities such as crowded hostels and lecture rooms.
- A matrix of numerous philosophical view points.
- The youths are:
  - Energetic, dynamic restless
  - Educated, intelligent, articulate
  - Political, ideological and socially-aware
Oil, war and education in Niger Delta of Nigeria

- Having identify and Greer crisis
- Visionary, realistic, moralistic, advantageous, experimenting, risk taking.

Also due to its nature, the formation of group on campuses is inevitable. A group is described as two or more people bounded by a meaningful association, with one another.

The characteristics of groups are:
- Is an organic entity
- May be ascribed or achieved
- Has specific goals
- Has definite motives
- Has defined operational strategies
- Has an organizational structure
- Is task orientated?

Furthermore, violent reactions are the end-product of a chain of events in the course of interpersonal relationships. According to Smesler (1963) violent eruptions go through a process of six stages which are:
- A large concentration of people.
- Perceived stain in the social system
- A highly sensitized and charged group.
- Trigger event
- Eruption of violence
- Resolution of violence

The two groups selected for discussion precipitates violence in campuses in the following manner:
- Inter group misunderstanding on principles
- Oppression of members of one group by another group.
- Rivalry over tuft.
- Sanitization of the community.
- Slow of power, superiority

Violence and its Legal Implications
Discussion on violence cannot be complete without mentioning the use of Islamic fundamentalist students-groups against students’ unions by the authorities of some institutions in the northern part of Nigeria. Similarly, authorities in the Niger Delta region also employ cult-gangs to subvert the activities of the students union which pose a threat to their mismanagement and maladministration.

The Nigerian Criminal Law does not internalize the name Cult membership. However cult groups are classified under secret societies which are declared illegal by the Constitution of the Federal Republic of Nigeria, 1979. The crimes committed by Cult groups on campuses are manifold-taking unlawful oaths to commit offences punishable with death, managing an unlawful society, going armed to cause fear, threatening violence, murder, written threats to murder, assault occasioning harm, rape, compelling action by assault, stealing and punishment, robbery, burglary, person found armed with intent to commit felony are all punishable under the Decree 107 of the Criminal Code Act of 1993.

Summary of the Review
As a short term measures, there should be full university autonomy for the universities to manage and regulate their affairs. No uninvited interference from those who do not know the historical mission of a university. Students as component parts of the university should be allowed to agree and disagree among themselves. They should not be teleguided by government agents and spies which reinforce the psychology of
conservatism and infantilisms. It must be stated that we do not know the extent of
damage we are doing to our future by roboting students, disallowing campus unionism,
which is a fertile training ground for future leaders. These suggestions may be a mirage
if on the long run the institution in Niger Delta is not totally transformed. The
transformation of the institutions would make it a public apparatus, mediating impartially
over class contradictions and in the interest of those who produce the wealth of the
states.

In line with the above, the disjointed and dependent nature of the economy must be
overhauled to correspond to the new character of the state. This would guarantee the
rights of all regardless of tribe, class and religion. It is only when these are done that we
can conveniently eradicate violence in educational institutions in the Niger Delta. These
suggestions cannot be supported by those who feed fat on the rottenness of the
obnoxious system. Therefore, history must be given a push if we are to actualize our
aims. This may be practically difficult, but I know the day shall come, because “the
echoes are drawing nearer.

Research Design
The survey research method was employed. Questionnaire was administered to
respondents under study to find the sub-cultural traits in the Niger Delta region of Nigeria
of education and violence. The method used in this research deals with the investigation
of a chosen proportion of a particular population of a particular time, and an attempt to
generalize the result obtained, we will take due cognizance of classification in hiring out
my representative sample of study. The information relevant for conduct of this work was
appropriately determined and questions to enable the researcher obtain such, were
carefully designed and arranged in a fitting and persuasively sequenced questionnaire.
In this pursuit, the researcher also attempted to strike an appropriate balance between
encouraging enthusiastic responses and this security, high questionnaire return rate with
requesting full disclosure from respondents.

Population of the Study
The population for this study is one thousand two hundred (1200) and selected from
institutions in Rivers and Bayelsa states in the Niger Delta Region. These include
lecturers, secondary school students, graduates, school leavers and undergraduates.

Sample/Sampling Techniques
The sample size for the study includes educational institutions (secondary
schools/universities) in Rivers and Bayelsa states in the Niger Delta Region. The sample
figure is four hundred (400) persons which include lecturers, graduates, undergraduates,
school leavers, and secondary school students and four hundred (400) questionnaires
forms were distributed to the sample size.

Research Question One: What are the causes of violence in Educational Institution in
the Niger Delta?

Table 1: the causes of Violent in Educational Institution in the Niger Delta

<table>
<thead>
<tr>
<th>S/N.</th>
<th>ITEM</th>
<th>SA N</th>
<th>%</th>
<th>A n</th>
<th>%</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can government policy sometimes be the cause of violence in educational institution in Niger Delta?</td>
<td>360</td>
<td>45</td>
<td>400</td>
<td>50</td>
<td>32</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Could it be said that violence as witnessed in schools in Niger Delta is a carry forward of violence</td>
<td>400</td>
<td>50</td>
<td>320</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>32</td>
<td>4</td>
<td>48</td>
<td>6</td>
</tr>
</tbody>
</table>
In table 1, out of the 400 respondents, 360 persons representing 95% agreed that government policies cause violence in educational institutions in Rivers and Bayelsa states of Niger Delta and 32 persons representing 4% disagree while 8 persons representing 1% were undecided.

In item 2 on the table, 90% of the respondents agreed that students in schools in Niger Delta are naturally violent owing to the fact that most of the students in schools in Niger Delta reside within this region that has gone through much violence in the hands of past Administrations and in turn, students (youths) are now revolting against the system 4% disagree and 6% persons were undecided.

In item 3, a number of 81.5% of the respondents agreed that certain policies of school authorities can be linked to breakdown of law and order in schools in Niger Delta, 15.5% disagrees and 3% remained undecided.

Research Question Two: Could it be said that effective violent in educational institutions in Niger Delta gave rise to falling standards in Academics and morals in students?

Table 2: Falling Standards in Academics and morals in students is caused by violent.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM</th>
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<tr>
<td></td>
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<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>1</td>
<td>Do you agree that violence in educational institutions in Niger Delta could give rise to low standards in academics and moral on the part of students</td>
<td>244</td>
<td>30.5</td>
<td>312</td>
<td>64</td>
<td>40</td>
</tr>
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<td></td>
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<tr>
<td>2</td>
<td>Students in educational institutions in Niger Delta are not interested in academics and most lack moral due to home training.</td>
<td>-</td>
<td>-</td>
<td>72</td>
<td>9</td>
<td>364</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There is no direct link between violence and low standard in academics and morals on the part of students in educational institution in Niger Delta</td>
<td>4</td>
<td>1</td>
<td>324</td>
<td>65.5</td>
<td>160</td>
</tr>
</tbody>
</table>

The analysis of this table shows that 356 responses out of 400 representing 94.5% agreed that falling standards in academics and morals on the parts of students is due to violence in the schools. 5% disagreed, while 0.5% was undecided.
The second item in table 72 responses representing 9% agreed that students are interested to learn and most lack proper home training. 88% disagreed to that statement while 3% were undecided.

In item 3 of the same table 66.5% respondents agreed that there is a direct link between violence and low standards in academics and morals in schools. Maybe from observation they have come to a conclusion that school with high prevalence of violence hardly produce graduates with unquestionable characters. 27.5% disagreed with that assertion, while 6% of the sizes were undecided.

**Summary of Major Findings**

As shown in the analysis from the above tables, in research question one, it is agreed that the policies of government and school authorities causes violence in the Institutes of Niger Delta. From the table in research question two, the analysis shows that it is agreed that falling standards in academics and morals in schools is due to violence. While the analysis in research question 1 shows that cult fight is not the only forum of violent in schools in Niger Delta and research question 2 in the table above shows that it is also agreed that authorities should consult students when making polices affecting them.

**Discussion**

The findings include its existing literature and finding of other researchers within the subject area. The researcher tries to define the relationship between research problems by relating the result of the research objective. However, the result could be linked to previous investigation in the subject area.

From the findings, the researcher discovered that the research problem and objective of the study in chapter one above have significant relationship with the result of findings in chapter four above. From the analysis, the results of findings as summarized reveals that a good number of persons agreed that:

1. Policies of government and school authorities should be such that it has a balance.
2. Violence in education should be curbed or eradicated to allow growth in academics and morals.
3. Fighting, rape, bullying, sexual harassment etc all account to violence in educational institution.
4. Students would have no moral backing them to result to violent demonstration if they are part of the policy making.

**Conclusions**

The purpose of the research was to have first hand information about violence in educational institution in Niger Delta so as to fashion out a means of curbing or eradicating it completely to improve the standard of education for accelerating development of the Niger Delta region and Nigeria in general.

However, the researcher explored available literature on the subject and had practical views on the subject matter as well as survey of expert opinions. Most of the problems involved with education and violence were identified. This would be useful and greatly rewarding to school authorities and government when making policies in future. The result of the finding would be a great extent to help government, schools and students alike to bring back life to education in Niger Delta.

**Recommendations**

From the findings in this work, the problem escalating violence in educational institutions in Niger Delta is not the absence of penal regulation that spells out sanctions which violent act attracts. Rather it is a manifestation of the dys-functionality of the society. Thus, the socio-economic and political contradictions of the Niger Delta region cannot but generate crisis. In order to helps solve the problem of violent in educational institutions in Niger Delta, the following has been recommended:
1. Government should look into the problems of Niger Delta with great interest of solving it.
2. A mass-based platform for students to freely express their grievance both to the school authorities and government without fear of expulsion, rustication or bodily harm.
3. Moral education should be reintroduced in all spheres of our lives and our decadent society should be spiritually re-awakened.
4. Education should be founded adequately to meet UNESCO Recommendation.
5. School authorities should encourage mass participation in sports and other extra curricular activities as a way of keeping body and soul busy at all time.
6. Youths should be encouraged to stop the consumption of hard drugs.
7. Secret cult members should be encouraged through seminars, symposium, and workshop, group discussions to drop their counter-cultural exhibitions and channel their energies to a progressive activism.
8. Government and school authorities should recreate basic educational facilities in the institutions of Niger Delta.
9. Parents should devote more time to their children's or wards up bringing.
10. Guidance and counselling experts and moral instructors should be employed to help redirect the minds of the students.
11. School authorities should allow student's independence as this will enable the students to voluntarily do what they are asked to do.
12. Students with innate violent tendencies should be identified and made to undergo rehabilitation.
13. School authorities and government policy should be such that it affects students and the society at large positively.

Summary of the Study
In this research work, the result of findings proved that:
1. Violence in educational institutions in Niger Delta is a trait of violence in the sub-region owing to neglect by government administration.
2. Falling standards in academics and morals in students is caused by violence.
3. Cult clash, rape, fight, bullying, sexual harassment etc all account to violent in educational institutions in Niger Delta.
4. Students in the Niger Delta Region are not naturally violent.
5. Violence as witnessed in school is a carry forward of violence in the society.

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