

## **Students' Perception of the Roles and Challenges of Student Union Activities in the Management of Tertiary Institutions in Lagos State**

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### **Abstract**

*This study explored students' perspectives on the roles and challenges of union activities in managing tertiary institutions in Lagos State. It aimed at expanding the domain of knowledge on student union activities and management in tertiary institutions in Lagos State. With the aid of descriptive research design, data were collected from 200 students randomly selected from three tertiary institutions owned by the Lagos State Government. The instrument was constructed and validated by three seasoned administrators in tertiary institutions, while Cronbach's Alpha reliability coefficient value of 0.79 was obtained, meaning that the items were suitable for the study. The hypotheses were tested using ANOVA at a 0.05 significant level. The findings revealed no significant difference in the roles of Students' Union Government activities in the overall management of tertiary institutions [ $F(2, 197) = 1.61$ ;  $p > 0.05$ ]; there is significant difference in the roles of school management towards the activities of SUG in tertiary institutions in Lagos State based on institutions [ $F(2, 197) = 10.88$ ;  $p < 0.05$ ] and there is no significant difference in challenges faced by SUGs across institutions in Lagos State [ $F(2, 197) = 0.73$ ;  $p > 0.05$ ]. It also showed that SUGs play an important role in teaching and learning on campus and as the mouthpiece for students' welfare. It recommended that the management of tertiary institutions should promote student involvement in institutional governance for organizational effectiveness; while administrators should organize talks, seminars, and workshops on leadership for student leaders to encourage effective student leadership and organizational performance.*

**Keywords:** Management, Student union Government, Tertiary Institutions

## **Introduction**

The Nigerian government has regarded Education as an instrument 'par excellence' in effecting national consciousness and social change. It is regarded as the bedrock of any human endeavor in achieving the developmental process of any society (Federal Government of Nigeria, 2013). As a result, quality education trains to develop the mental, physical, and social abilities, well-being, and competencies of students and creates in them the consciousness of shared responsibility for the common good of society (Federal Government of Nigeria, FGN, 2013). Thus, there is a planned systematic training process for students to acquire desired skills, knowledge, and competencies to be useful to themselves and thus contribute to the development of their community, state, and country.

The tertiary institutions established by the Lagos State Government, Nigeria, e.g., Lagos State University, Lagos State University of Education, and Lagos State University of Science and Technology play a critical role in the country's education system, producing graduates who contribute to the nation's development. These citadels of learning are not just centers of learning and excellence, but they are also hubs of socio-economic and political activities driven by the Students' Union Government (SUG). This union is a replica of the larger political life in the country and on campus, there is the Executive, Legislative, and Judiciary and thus serves as an umbrella association of students in tertiary institutions (Peter & Ebimobowei, 2015). The Students' Union Governments in Lagos State tertiary institutions are primarily responsible for representing the interests and welfare of students by carrying out the following in-exhaustive roles.

The Student Union Governments are established to promote and protect the needs of students within and outside the university community (Wonah, 2019). They serve as the voice of the students on local and national issues and as representatives of the students (Efanga, Okon., & Ifejiagwa, 2014). In addition, they discuss issues with management and the government on the issue of concern for a conducive teaching and learning environment on campus and provide a variety of services to students (Oke, 2013; Osuji & Fekarurhobo, 2020). The contributions of SUGs in Nigerian history are well documented based on their activism in the pre-independence era fight for independence and self-determination. In the 1920s, they formed unions to address issues affecting them. In 1956, the National Union of Nigerian Students (NUNS) was founded, and it serves as the umbrella body for various SUGs in Nigeria (Ogunbodede, Idowu & Odeyem 2020; Okeke, 2010; Peter & Ebimobowei, 2015). Since then, SUGs have been at the forefront of national and social issues using their collective voice to influence government policies and demand improvement in the education sector for all the citizenries. It serves as a training ground for leadership roles as students can be elected to elective posts or its committee as well as the University committee

representing the interest of students (Alada, 2011; Ogunbodede, Idowu & Odeyemi, 2020).

One of the roles of the SUG is to engage in dialogues with schools' management and with the government on issues like school fees, decent accommodation, and conducive teaching and learning environments, thereby ensuring that students' concerns are considered in decision-making processes (Ugwuanyi, & Yannick, 2022). Also, they organize a variety of events to spice up the social life of students thereby promoting a vibrant community through extracurricular activities such as sports tournaments, beauty pageants, rag-day, student union week, and academic seminars (Ugwuanyi & Yannick, 2022). In addition, they provide welfare services for indigent students and those weak academically by providing tutorials and counselling services to students. Similarly, they collaborate with school management to resolve disputes between management the students and within students to have a peaceful harmonious relationship among all students on campus. It should be noted that the SUG engages in political activities both locally and nationally in elections to enable students to have a voice in the political landscape. They, however, contribute positively to their local communities and address social issues beyond the campus (Ogunbodede, Idowu & Odeyemi, 2020).

However, some student unions are politicized bodies and often serve as a training ground for aspiring politicians to be used as tugs (Efanga, Okon & Ifejiagwa, 2014; Wonah, 2019). The student media, if there is one, is frequently partisan with inexperienced students as journalists and not under financial pressure to slant coverage to please a broad readership, combined with the youthful enthusiasm of the various members, is a serious issue. There is a general lack of serious consequences for decisions and encourages very vigorous campaigning, debate, and political gamesmanship during students' union elections. Regardless of the degree of partisanship, student unions often have similar goals and concentrate on offering facilities, support, and services to students.

## **Literature Review**

### **The Relationship Between Activities of SUGs and Institutional Management**

The relationship between SUGs and institutional management in Lagos State tertiary institutions is complex. While SUGs are meant to represent student interests and hold management accountable, they also need to collaborate with management to achieve their goals. Some key aspects of these relationships include: effective communication and negotiation between SUGs, and institutional management are crucial in achieving conducive teaching and learning environment. The parties must engage in open and constructive dialogue to address student concerns and find mutually acceptable solutions. There must be clear governance structures and policies put in place to define the roles and responsibilities of SUGs to ensure that they operate within the

ambits of Nigerian law and institutional regulations. In addition, SUGs and school management should prioritize transparency and accountability in their actions and decisions as this will build trust and credibility between the two parties. Also, there should be a conflict resolution mechanism put in place to resolve any conflict that may arise between SUGs and the management or put in place an alternative resolution mechanism to prevent disputes from escalating and disrupting campus life. In addition, there must be effective communication and clarity of information communicated with good governance that would provide an avenue for students to air their grievances without intimidation as these would diffuse tensions and remove problems as they evolve (Nkenchor, 2017).

There are however the activities of SUGs that have positive and negative implications for the management of tertiary institutions in Lagos State. They help to spice up campus life by organizing events, improving facilities on campus, and enhancing the overall student experience. Similarly, they foster political awareness and engagement among students encouraging them to be responsible leaders of tomorrow. Through this, they empower students to voice their concerns on issues that affect them and actively participate in the decision-making processes of their institutions (Ugwuanyi, & Yannick, 2022). In addition, they help to maintain peace and stability on campuses by mediating conflicts and advocating for students' rights. Despite their positive contributions, there are shortcomings in their activities in and outside the campus. Most of the time, there is disruption of academic activities, sometimes over minor issues that affect the academic calendar or some of the SUG executives may have become radicalized or due to foreign ideology that is not compatible with the university rules and regulations may lead to protest and violence and will disrupt academic activities and tarnish the image of the institution (Ugwuanyi, & Yannick, 2022). In the larger Nigerian society, daily newspaper stories are inundated with corrupt practices and SUGs are not immune to these as financial mismanagement of resources can undermine their credibility (Wonah, 2019). Babarinde (2000) highlighted some unsavory behaviour that has characterized SUGs activities in Nigeria and these include Election rigging and embezzlement of funds are common, just as intimidation and harassment of fellow students, drug abuse, cultism, pride, over-confidence, kidnapping, assault, robbery, extortion, maiming and shooting of fellow students are common occurrences on campus.

### **Challenges Faced by Students' Union Governments**

Despite the laudable roles of SUGs mentioned earlier, there are challenges they face that hinder their effectiveness in Lagos State tertiary institutions, and some of these are:

The Institutional bureaucracy may make it more difficult for SUGs to effectively serve students if they are unable to obtain approval for necessary activities, projects, and support. Recall that Decree 47 was enacted during General Ibrahim Babangida's military junta to regulate and control the activities of the SUGs and National Association of Nigerian Students (NANS) in their respective tertiary institutions, subject to proscription if they act against the security, public safety, morality, or health of the country (Ajibade, 2012).

When SUGs are unable to obtain approval for necessary events, programs, and support, institutional bureaucracy may make it more difficult for them to effectively serve students. Recall that Decree 47 that was enacted during General Ibrahim Babangida's military junta to regulate and control the activities of the SUGs and National Association of Nigerian Students (NANS) in their respective tertiary institutions, subject to proscription if they act against the security, wellbeing, morality, and national interest. This decree also stipulates severe penalties such as a fine of N500,000:00, or a five-year term imprisonment or both for offenders convicted by the Special Tribunal set up under the decree. Similarly, the Babangida regime made students' union membership voluntary and based on choice. This is done to reduce their influence, finances, and membership and thereby frustrate their activities (David, 2013). We are not aware if such a condition has been removed.

In addition, most of the funding activities of SUGs come from students' dues, sponsorship, and donations from corporate bodies and well-meaning Nigerians. Therefore, inadequate funding can limit the scope of SUG projects and activities. Most of the time, SUGs face political interference from external actors, including government officials and political parties, which can compromise their autonomy and independence and thereby hinder their roles to students. Similarly, like in the larger Nigerian space, there have been cases of in-fighting and factionalism caused by money and political and management patronage which has led to internal power struggles which has shifted their focus and thus affect their overall effectiveness. On the other hand, there are cases when SUG leaders face constant threats to their lives and safety when advocating for students' rights or challenging school management or the government on its policies against the welfare of students.

However, Babarinde (2000) painted a pathetic situation of SUGs in contemporary Nigerian society because student activists are now shallow-minded, conflict-prone, and bereft of ideology and constructive thinking. Strange words or slogans like, "Gbosa", "Gba-gba", "Gbogbo", "Maximum", "Shi-shi", "Pa-won". "Gbemu", etc.,

are now the norm at SUG programmes. Babarinde noted further that orderly conduct, enlightened arguments; strategic planning, and tactical sophistication are no longer the hallmarks of unionism on campus. This author went further to highlight some of the negative acts perpetrated by SUGs including the rigging of elections, embezzlement of funds, intimidation and harassment of fellow students, drug abuse, cultism, pride, over-confidence, kidnapping, assault, robbery, extortion, maiming and shooting of fellow students are common occurrences (Babarinde, 2000).

### **Statement of the Research Problem**

Tertiary institutions play an important role in shaping the intellectual and social development of students. It helps students to maintain peaceful co-existence irrespective of cultural and religious affiliations in achieving their desired results as students and the SUG activities form an integral part of campus life. This is because SUG is a viable tool for implementing university programmes when the welfare of students is taken into consideration and the involvement of members of SUG in decision-making will help to improve management and student government relationship. However, if school managements fail to involve students in their decisions concerning issues that affect them, it could make students feel excluded, discouraged, and dejected. This often leads to avoidable conflict when the students finally cooperate to fight or seek redress against management decisions. This in some cases can lead to loss of lives, and disruption of academic activities and properties (Peter & Ebimobwei, 2015).

Some issues affect effective SUG activities on campus especially when the SUGs may not adequately represent the diverse interests and needs of the student body or be transparent or accountable in managing financial resources allocated for the betterment of student life and education within the tertiary institutions (Peter et al, 2015; Ugwuanyi, & Yannick, 2022);). Also, disputes and conflicts within SUGs have the potential to disrupt campus life and affect the educational experience of students. In addition, there is the external forces and political interest in SUG activities within tertiary institutions in Lagos State. Research has shown that the Nigerian educational system has subjected Nigerian students to diverse strain and stress individually and collectively (David, 2013). The study of Odu (2013) concludes that cultism, the communication gap between authorities and students' representatives, the hyper-patriotic youthful exuberance in deviating from behavioural norms of society, and students' home background are major causes of student crisis in higher institutions in Nigeria.

In addition, the inadequacy of basic amenities that will enhance teaching and learning in schools leads to student crises (Amadi & Precious, 2015; Akindele, 2014; Jega, 2003). Amadi and Precious (2015) further noted that cultism, students' union elections, and national issues are grounds for students to engage in strike actions.

Similarly, the authoritarian types of leadership prevalent in most schools that will not allow management to listen to the yearnings and cries of students result in crises in most schools. In addition, Nkenchor (2017) noted that poor communication, absence of feedback mechanism, semantic distortion, and structural issues are barriers to communication flow in higher institutions and these lead to crises. Earlier studies by Ajibade (2012); Akeusola, Viatonu, and Asikia (2012), Egboluche (2013), and Ige (2013) have highlighted some factors responsible for student crises in tertiary institutions and these include: inadequate funding, mismanagement of resources, cult activities, non-participation of students in the decision-making process, academic stress, changing value systems of students, teacher influence, parental influence, contemporary national issues, and welfare problems.

The effects of these crises are felt by all stakeholders as the actions lead to disruption of the academic calendar, destruction, and vandalization of properties, and sometimes loss of lives (Peter & Ebimobowei, 2015). Therefore, cooperation between SUG and the management is important for peaceful existence and in achieving educational goals. The participation of SUG makes the process of democratic representation and participation in the universities' decision-making bodies easier (Akomolaye & Ibiyola, 2014). This study examines the impact of roles, functions, and challenges of student union government activities and in the management of tertiary institutions in Lagos State and proffers strategies that can be implemented to promote the continuity and effectiveness of SUGs in Lagos State.

### **Objectives of the Study**

The objectives of the Study are to:

1. examine the roles and functions of the Students' Union Government (SUG) in tertiary institutions owned by Lagos State.
2. investigate the level of cooperation and collaboration between the SUG and the school administrators in the management of tertiary institutions owned by Lagos State.
3. assess the challenges and obstacles faced by SUG in achieving their objectives and mandates in Lagos State tertiary institutions.

## **Research Questions**

The following research questions were formulated to guide the study school:

1. What are the roles and functions of the Students' Union Government activities in the overall management of tertiary institutions owned by Lagos State?
2. What are the functions of school management towards the activities of SUG in tertiary institutions owned by Lagos State?
3. What are the challenges of Students' Union Government activities in the overall management of tertiary institutions owned by Lagos State?

## **Research Hypotheses**

The following hypotheses were formulated and tested at a 0.05 significance level:

**Ho<sup>1</sup>:** *There is no significant difference in the roles of Students' Union Government activities in the overall management of tertiary institutions owned by Lagos State-based on institutions.*

**Ho<sup>2</sup>:** *There is no significant difference in the roles of school management towards the activities of SUG in tertiary institutions owned by Lagos State-based on institutions.*

**Ho<sup>3</sup>:** *There is no significant difference in the challenges of Students' Union Government activities on the overall management of tertiary institutions owned by Lagos State based on institutions.*

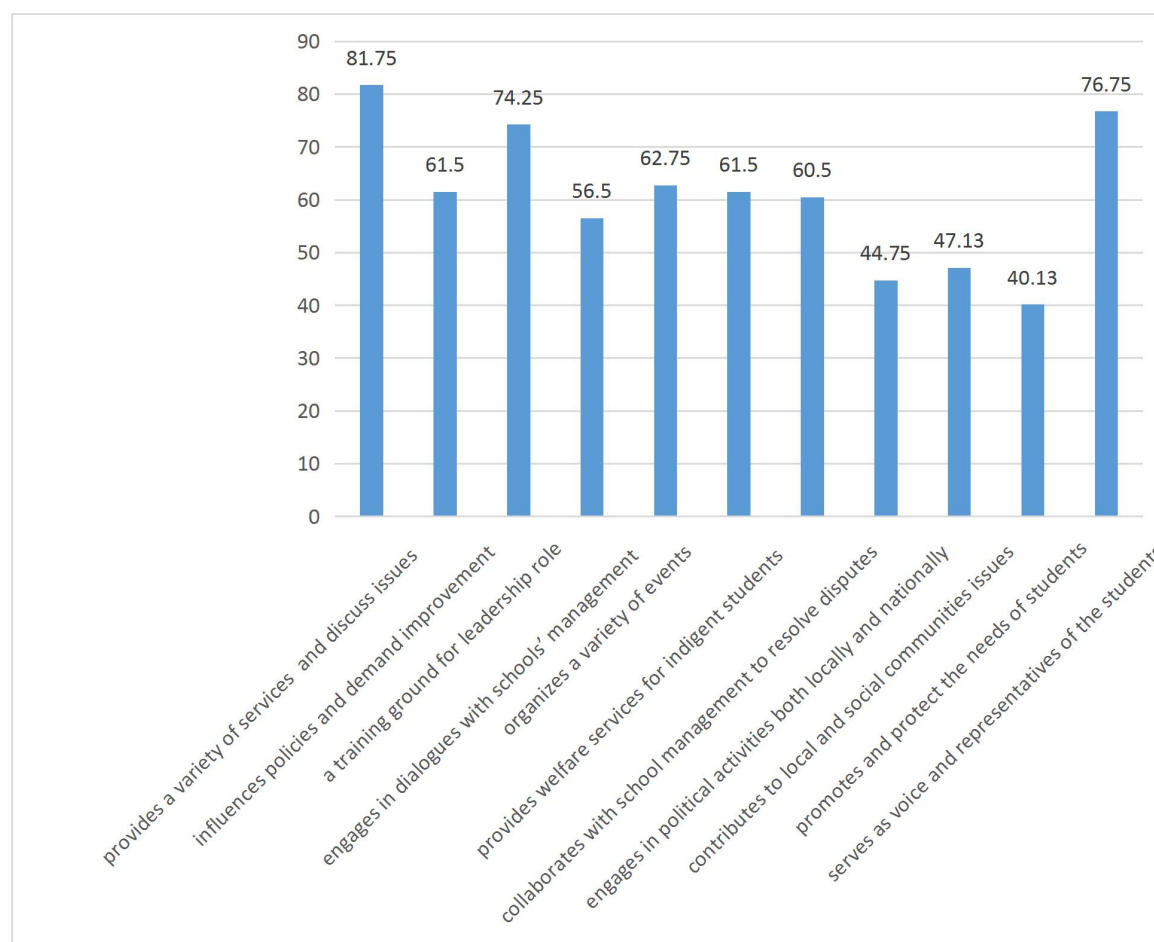
## **Methodology**

The study adopted the descriptive survey design. The population of the study consists of 63 students from LASU, 86 from LASUED, and 51 from LASUSTECH which summed up to 200 students randomly selected from the three tertiary institutions owned by the Lagos State Government. It employed Students' Perceptions of The Roles and Challenges of Student Union Activities in The Management of Tertiary Institution Questionnaire. The 35-item instrument consists of sections A, B, C, and D. Section A contains the respondent's name and institution, B contains 11 items on roles of SUG activities in the management of tertiary institutions, C contains 9 items on functions of school management towards the activities of SUG, while D features 13 items on challenges of Students' Union Government activities in the overall management of tertiary institutions in Lagos State. It was validated by two administrative experts and two specialists in test measurement and evaluation to ensure face, content, and construct validity, while Cronbach's Alpha reliability of 0.79 was obtained, making the instrument reliable. The research questions were addressed using percentages and bar charts while the hypotheses were tested with the aid of Analysis of Variance (ANOVA).



## Results

**Research Question 1.** What are the roles of Students' Union Government activities in the overall management of tertiary institutions owned by Lagos State?



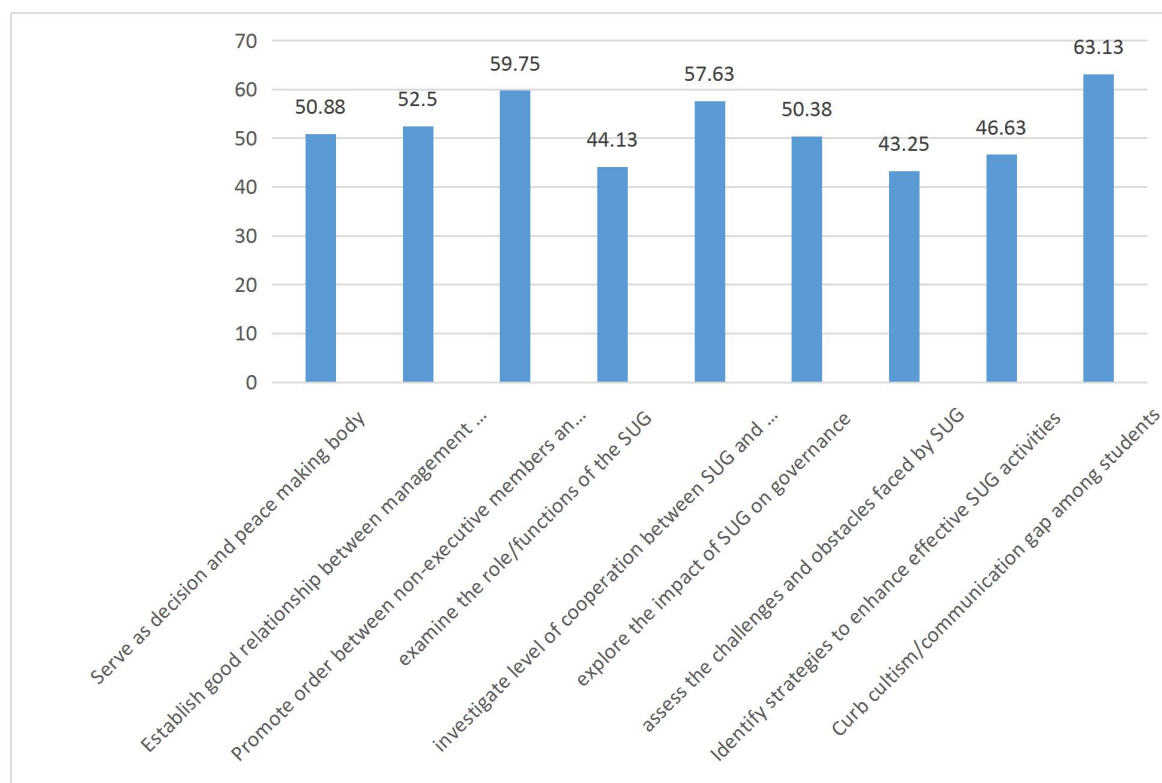
**Figure 1.** Roles of SUG activities in the management of tertiary institutions in Lagos State

It could be deduced from % role1 that the SUG plays 81.75% role in providing variety of services and discuss issues with management on matters of concern for conducive teaching and learning environment; 61.5% role in influencing policies and demand improvement in the education sector for all the citizenries; 74.25% training and leadership role as students can be elected to posts as University committee representatives; 56.5% role in dialogues with schools management on issues like school fees, decent accommodation; 62.75% role in organizing variety of events to spice up the social life of students thereby promoting a vibrant community through extracurricular activities such as sports tournaments, beauty pageants, rag-day, student union week, and academic seminars; 61.5% role in providing welfare services for

indigent students and those weak academically by providing tutorials and counselling services; 60.5% role in collaborating with school management to resolve disputes within students and to have a peaceful harmonious relationship among all students on campus; 44.75% role in engaging in political activities both locally and nationally to enable students to have a voice in the political landscape; 47.13% role in contributing positively to local communities and address social issues beyond the campus; 40.13% role in promoting and protecting the needs of students within and outside the university community; and 76.75% role in serving as voice and representatives of the students on local and national issues.

**Research Question 2.** What are the functions of school management towards the activities of

**SUG in tertiary institutions owned by Lagos State?**

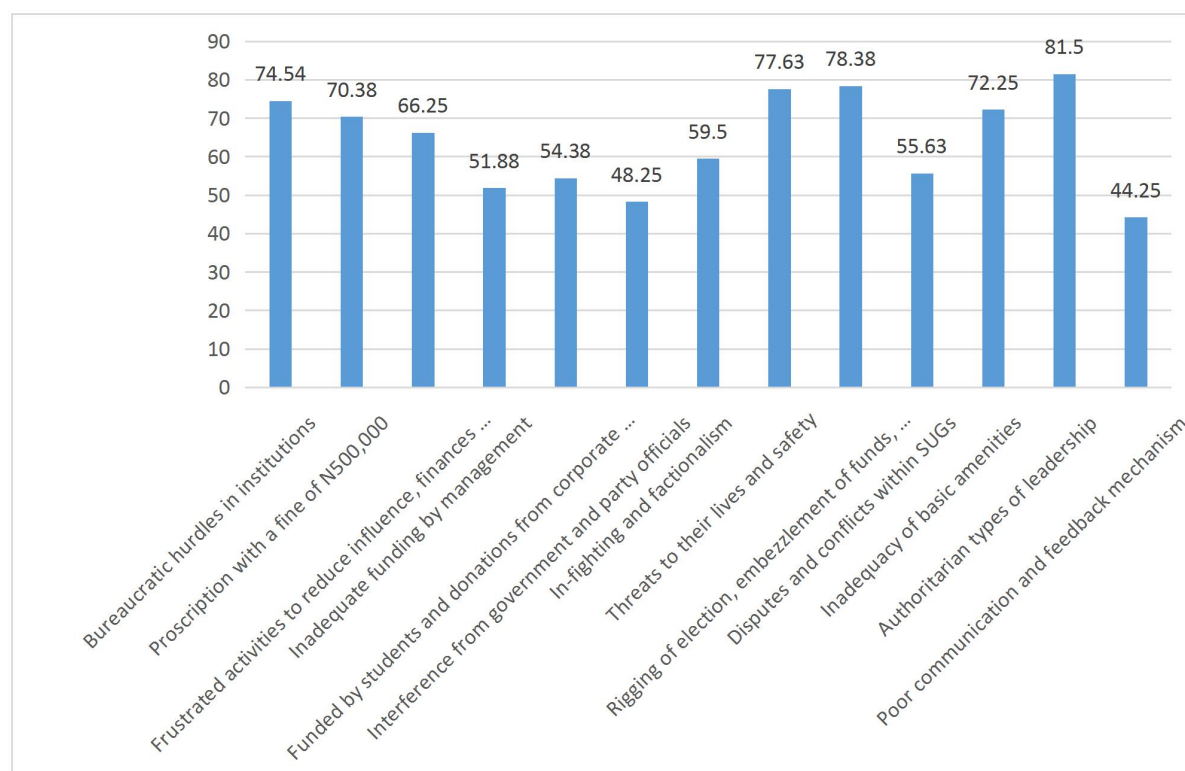


**Figure 2.** Functions of school management towards the activities of SUGs owned by tertiary institutions in Lagos State.

Figure 2 clearly shows that the management of tertiary institutions plays 50.88% role as decision and peace making body that ensures peaceful coexistence among students; 52.5% role in establishing good relationship between the university management and SUGs as regards academic calendar; 59.75% role in promoting order between non-executive members and SUG 44.13% function in examining the role of SUGs in

tertiary institutions; 57.63% role in investigating the level of cooperation and collaboration between the SUGs and the school administrators in the management of tertiary institutions; 50.38% role in exploring the impact and implications of SUGs activities on the decision-making processes and social development in tertiary institutions; 43.25% role in assessing the challenges and obstacles faced by SUGs in achieving their objectives and mandates in Lagos State tertiary institutions; 46.63% role in identifying strategies that enhance effective SUGs activities and its impact on the management of tertiary institutions; and 53.13% Role in curbing cultism and communication gap between authorities and students' representatives.

**Research Question 3.** What are the challenges of Students' Union Government activities in the overall management of tertiary institutions owned by Lagos State?



**Figure 3.** Challenges faced by SUG in the management of tertiary institutions.

As shown in Figure 3, the challenges faced by SUGs are enormous. They include: 54.75% of bureaucratic hurdles which may hinder their ability to serve students effectively when they cannot get approval for events, projects, and support needed; 70.34% proscription issues with a fine of N500, 000:00 or five-year prison term or both for offenders convicted; 66.25% experience of frustrated activities that reduce their influence, finances and membership; 51.88% of inadequate funding by management which limit the scope of their projects and activities; 54.38% of funding

activities of SUGs by students' dues, sponsorship, and donations from corporate bodies and well-meaning Nigerians; 48.25% of political interference from external actors, including government officials and political parties, which can compromise their autonomy and independence; 59.5% cases of in-fighting and factionalism caused by political money and management patronage which have led to internal power struggles; 77.63% constant threats to their lives and safety when advocating for students' rights or challenging school management or the government on its policies against the welfare of students; 78.38% rigging of election, embezzlement of funds, intimidation and harassment of fellow students, drug abuse, cultism, pride, over-confidence, kidnapping, assault, robbery, extortion, maiming and shooting of fellow students; 55.63% disputes and conflicts within SUGs which have the potential to disrupt campus life and affect students' educational experience; 72.25% inadequacy of basic amenities that will enhance teaching and learning in schools, leading to students' crisis; 81.5% authoritarian types of leadership prevalent in most schools that will not allow management to listen to the yearnings and cries of students results to crises situation in most schools; and 44.25% poor communication, absence of feedback mechanism semantic distortion and structural issues are barriers to communication flow in the higher institutions and these lead to crises.

## Hypotheses

**Ho1:** *There is no significant difference in the roles of Students' Union Government activities in the overall management of tertiary institutions owned by Lagos State-based on institutions.*

**Table 1. ANOVA Summary Table showing the difference in the roles of Students' Union Government activities in the overall management of tertiary institutions.**

	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	50.627	2	25.314	1.614	.202
Within groups	3089.373	197	15.682		
Total	3140.000	199			

The results in Table 1  $F(2, 197) = 1.61$ ;  $p > 0.05$  showed no significant difference in the roles of Students' Union Government activities in the overall management of tertiary institutions. It implies that the roles of SUGs across institutions are the same.

**Ho2:** *There is no significant difference in the roles of school management towards the activities of SUG in tertiary institutions owned by Lagos State based on institutions.*

**Table 2.** ANOVA Summary Table showing the difference of the roles of school management towards the activities of Union Government activities in tertiary institutions.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	244.801	2	122.401	10.884	.000
Within groups	2215.419	197	11,246		
Total	2664.000	199			

**Table 2** results  $F(2, 197) = 10.88$ ;  $p < 0.05$  showed a significant difference in the roles of school management towards the activities of SUG in tertiary institutions in Lagos State based on institutions. It implies that the roles of management vary across institutions. The Bonferroni multiple comparisons results displayed in Table 3 showed that LASU management is the source of the significant difference.

**Table 3.** Bonferroni Multiple Comparison Analysis of management role based on institutions.

(I) Institutions	(J) Institutions	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
LASU	LASUED	-2.21595*	.55612	.000	-3.5588	-.8731
	LASUSTECH	-2.59944*	.63167	.000	-4.1247	-1.0742
LASUED	LASU	2.21595*	.55612	.000	.8731	3.5588
	LASUSTECH	-.38349	.59268	1.000	-1.8146	1.0476
LASUSTECH	LASU	2.59944*	.63167	.000	1.0742	4.1247
	LASUED	.38349	.59268	1.000	-1.0476	1.8146

The Bonferroni multiple comparisons results displayed in Table 3 showed that LASU management is the source of the significant difference. LASU has an administrative style that is not practiced by LASUED and LASUSTECH school management.

**Ho<sup>3</sup>:** *There is no significant difference in the challenges of Students' Union Government activities on the overall management of tertiary institutions owned by Lagos State based on institution.*

**Table 4.** ANOVA Summary Table showing the difference in the challenges of Students' Union Government activities on the overall management of tertiary institutions

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	18.847	2	9.424	0.729	0.483
Within groups	2545.153	197	12.920		
Total	2664.000	199			

Table 4 results  $F(2, 197) = 0.73$ ;  $p > 0.05$  show no significant difference in challenges faced by SUGs across institutions in Lagos State. This means that SUGs encounter similar challenges across institutions.

## **Discussion of Findings**

The research is a survey on the perception of students in the management of tertiary institutions in Lagos State owned Tertiary institutions. Three questions were raised for this purpose: Research question one is about the roles of SUG. The findings reveal SUG activities in the overall management of tertiary institutions in Lagos State. The findings revealed that 81.75% of the respondents noted the pivotal role of SUGs in providing a variety of services and discussing issues with management on matters of concern for conducive teaching and learning environment; while 74.25% of the respondents noted that SUGs positions are training grounds for future leadership positions. This aligns with Peter and Ebimobowei (2015) study on the role played by SUGs in representing their members on issues that affect their members locally, nationally, and internationally. Similarly, Ezekwem (2009) States that these bodies are run by students and represent the interest of the general body of students by advocating for their rights and engaging in various activities to improve campus life and activities.

Research question two examines the functions of school management towards the activities of SUG in tertiary institutions owned by Lagos State and revealed the results of the respondents: (59.75) agreed that management promotes order between executives and non-executive members of SUG; promotes cooperation and collaboration between management and SUG in managing tertiary institutions. In addition, management helps to curb cultism and the communication gap between them and the students' bodies.

Research question three on the challenges of Students' Union Government activities in the overall management of tertiary institutions owned by Lagos State. The respondents showed (81.5%) agreed that the authoritarian types of leadership that is prevalent in most schools do not allow management to listen to the yearnings and cries of students most of the time, leading to crises on campus. In addition, the respondents 78.38% noted the challenges created by the SUG themselves through election rigging, embezzlement of funds, cultism, intimidation and harassment of fellow students, and many other vices that pose a threat to peace and unity on campus. Similarly, 77.63% of respondents noted the constant threats to the lives and safety of SUG members when advocating for students' rights or challenging school management or the government on its policies against the welfare of students. Another issue that could lead to crisis is the inadequacy of basic amenities necessary to enhance effective teaching and learning in schools. A major challenge noted by the respondents is the political interference from external actors, including government officials and political parties, which can compromise their autonomy and

independence as well as cases of in-fighting and factionalism caused by political money and management patronage which has led to internal power struggles.

## **Conclusion**

The study examined the students' perceptions of the roles and challenges of SUG activities in the Management of tertiary institutions in Lagos State. The study reveals the various roles, functions, and responsibilities of SUG in the management of tertiary institutions in the State. Also, SUG is a breeding ground for future leaders, and it promotes unity among students irrespective of colour, sex, or religion. In addition, the study reveals threats to life of students either by internal and external forces when they are advocating for students' rights and privileges and there are also threats of proscription of the student movement either by the management or by the government. The findings revealed that the Student Union Government (SUG) plays an important role in teaching and learning on campus and as the mouthpiece for students' welfare. It also reveals the enormous challenges faced by students in carrying out their activities. The study concludes that there is a significant relationship established between SUGs and school management. However, the study shows that SUG could be used for political and religious issues making them deviate from why it was established. The study concludes that there is a significant relationship established between SUGs and school management.

## **Recommendations**

The following are the recommendations based on the study:

1. In Nigerian tertiary institutions, management should promote student involvement in institutional governance since it boosts organizational effectiveness. The inclusion of students in the day-to-day operation of educational institutions, both Federal, State, and privately owned institutions will address most difficulties experienced by students.
2. To encourage effective student leadership and organizational performance, the administration and management of our educational sectors should organize talks, seminars, and workshops on leadership for student leaders. This will help them acquire the abilities required to carry out their duties.
3. Additionally, the election of Student Union leaders should only take place after a free, fair, and credible process free from political, social, or economic meddling.
4. The school management should establish a setting that is conducive to learning and harmonious coexistence. Students should be aware that, depending on resources, management can ensure their comfort and well-being.
5. Adding seminars and workshops on leadership development would improve higher education institutions' organizational effectiveness.

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