

## **Effective Cultism Management Techniques as Perceived by Staff and Students in Higher Education, A Case of Study of Federal College of Education (Technical) Gombe Nigeria**

Dickson Onoyase\*

**Abstract:** The investigation was set out to study effective cultism management techniques as perceived by academic staff and students in higher education in Nigeria a case study of federal college of education (technical) Gombe Nigeria. Five research questions and five hypotheses were formulated to guide the study. The study made use of an instrument known as the Effective Cultism Management Technique Questionnaire (ECMTQ). The instrument had a reliability coefficient of 0.78. The instrument was administered on a total of five hundred and sixty seven respondents made up of academic staff, non-academic staff and students. All the respondents returned their copies of questionnaire showing one hundred percent return rate. The Analysis of Variance (ANOVA) was used to analyse the data and the findings showed that coercion, persuasion, public renunciation, public awareness campaign and school disciplinary measure were found to be effective techniques in the management of cultism. One of the conclusions reached is that cultism exists in higher education in Nigeria.

### **Introduction**

The origin of cult activities in Nigeria's higher education dates back to 1952 when Wole Soyinka and six others founded the **Pyrates Confraternity**. The remaining six are, Olumuyiwa Awe, Ralph Opara and Tunji Tubi. The others are Daign Imokhuede, Pius Olegbe and Olu Agunloye. The basic objective of the organization at that time was to elevate the social life of the university campus where orderliness and discipline could be planned in the mind of youths who were expected to be future leaders in Nigeria.

---

\* Senior Lecturer, Department of Teacher Education (Arts) Delta State University, Abraka, Nigeria

Adejoro (1955) lamented that little did Soyinka and his friends realized that they were making history, nor did they come to terms with the fact that students and indeed youths radicalism was being given a national boost and the unleashing of a national vanguard. The development was paradoxical to the extent that they little realized that they were laying the foundation for what was to be transformed eventually into gangsterism in educational institutions in Nigeria,

As far as Thompson (1988) is concerned, the youths join cult because:

- It provides members with security
- It gives them licenses to do any thing and get away with it
- To seek vengeance

Aboribo (1999) maintained that:

Any scholarly discussion on cultism without a spiritual touch has missed the link and the whole discussion will be termed a poverty of scholarship because cultism is essentially a spiritual matter.

As far as Ossai (2000:15) is concerned, the higher education system in Nigeria is under siege, bombarded and almost ruined by secret cults. Thus majority of the students, lecturers and their families live in perpetual fear. Under the cover of darkness the gang torture, rape, kidnap, rob, and maim any body in the campus who dares cross their way. They cheat at examination openly and threaten lecturers. They were often with fire arms, daggers, axes and knives. In short, they are known as tin god and sacred cows of the campus.

Oladunjoye (2001) under-took the study of staff and students perception of methods of management of cultism in higher institutions in Edo and Delta State Southern Nigeria and found out that:

- There is significant difference between staff and students in their perception of the use of coercion as effective method of management of cultism.

- There is no significant difference between staff and students in their perception of the use of persuasion as an effective method of combating cultism.
- There is no significant difference between staff and students in their perception of the use of school disciplinary measure in combating cultism.

The Encyclopaedia Anerucaba (1979) defines cult as a form of worship that emphasizes the ritual devotion to a god or person as distinct from the aspect of religion ... the formation of a group of initiates around the figure of a god or saints, often concentrating on a particular doctrine within the body of religious beliefs. The investigators hereby adopt this definition of cult to the present study. This study regards SUG to mean students union Government.

The National Policy on Education NPE (1981:4) defines higher education to mean the post secondary section of the national education system which is given in universities, polytechnics and colleges of technology including colleges of education. The NPE also define technical education as the aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Management is defined as problem solving.

### **Statement of the Problem**

The literature review has shown that an investigation has been carried out to determine staff and students perception of the effective method of management of cultism in higher neducational institutions in Edo and Delta States in Southern Nigera, but Gombe in northern Nigeria was not included, hence, the need to investigate staff and students perception of effective cultism management techniques in higher education in Nigeria, a case study of Federal College of Education (Technical) Gombe Northern Nigeria, Sepcially, the study sought to answer the following research questions:

- Is there any difference among academic staff, non-academic staff and students in their perception of coercion as an effective cultism management technique?
- What difference exists among academic staff, non-academic staff and students in their perception of persuasion as an effective cultism management technique?
- Is there any difference among academic staff, non-academic staff and students in their perception of public awareness campaign as an effective cultism management technique?
- What difference exists among academic staff, non-academic staff and students in their perception of public renunciation as an effective cultism management techniques?
- Is there any difference among academic staff, non-academic staff and students in their perception of school disciplinary measure as an effective cultism management techniques.

### **Hypotheses**

- There is no significant difference among academic staff, non-academic staff and students in their perception of coercion as an effective cultism management techniques
- There is no significant difference among academic staff, non-academic staff and students in their perception of persuasion as an effective cultism management technique.
- Academic staff, non-academic staff and students will not significantly differ in their perception of public awareness campaign as an effective cultism management techniques
- There is no significant difference among academic staff, non-academic staff and students in their perception of public renunciation as an effective cultism management techniques.
- Academic staff, non-academic staff and students will not significantly differ in their perception of school disciplinary measure as an effective cultism management technique.

## Research Design and Methodology

This study adopts descriptive research design. Ofo (1994:8) maintains that descriptive research involves collecting data in order to test hypotheses and answer research questions raised in the study. The study made use of an instrument known as the Effective Cultism Management Technique Questionnaire (ECMTQ) and was composed of twenty items. Each cultism management technique has 4 items. It had the reliability coefficient of 0.78. Respondents were to indicate their opinion by scoring each of the items. One was the least while five was the highest score.

The population of the study was made up of two hundred academic staff, two hundred and ten non-academic staff and three thousand students that were available to the researches at the time of the investigation. The investigators then used the random sampling techniques to select one hundred and eighty nine academic staff, one hundred and eighty nine non-academic staff and one hundred and eighty nine students that participated in the study. The researcher visited the institution and administered five hundred and sixty seven copies of the questionnaire on the respondents. All the five hundred and sixty seven respondents filled and returned their questionnaire showing one hundred percent return rate.

For the purpose of analysis, the researchers added up the score for the academic staff, non-academic staff and students and used one way analysis of variance (ANOVA) to determine the difference among the academic staff, non-academic staff and students in their perception of the effective cultism management techniques. Findings were held significant at 0.05 level of confidence.

## Findings

The findings of the investigation were reported in five parts as follow:

### Hypothesis one

There is no significant difference among academic staff, non-academic staff and students in their perception of coercion as an effective cultism management techniques.

Table 1: Difference in Perception among Academic Staff, Non-Academic Staff and Students Regarding Coercion as an Effective Cultism Management Technique Using One Way Analysis of Variance

| Source of Variance | DF  | Sum of Squares | Mean Square | F        | F. Crit. |
|--------------------|-----|----------------|-------------|----------|----------|
| Between Group[s]   | 2   | 42.6           | 213         | 0.000123 | 3.0      |
| Within Groups      | 564 | 97644979.5     | 173129.4    |          |          |
| Total              | 566 | 97645022.1     | 173150.7    |          |          |

The study has shown that there is no significant difference among academic staff, non-academic staff and students in their perception of coercion as an effective cultism management technique. This is because the value of f critical of 3.0 is greater than f calculated of 0.000123 at 2/564 degree of freedom and at 0.05 level of significance. The null hypothesis is therefore retained.

### Hypothesis Two

There is no significant difference among academic staff, non-academic staff and students in their perception of persuasion as an effective cultism management techniques.

Table 2: Difference in Perception Among Academic Staff, Non-Academic Staff and students Regarding Persuasion as an Effective Cultism Management Technique Using One Way Analysis of Variance

| Source of Variance | DF  | Sum of Squares | Mean Square | F       | F. Crit. |
|--------------------|-----|----------------|-------------|---------|----------|
| Between Group[s    | 2   | 110.8          | 5.9         |         |          |
| Within Groups      | 564 | 81855941.5     | 145134.7    | 0.00041 | 3.0      |
| Total              | 566 | 81856052.3     | 145140.6    |         |          |

The investigation has revealed that there is no significant difference among academic staff, non-academic staff and students in their perception of persuasion as an effective cultism management technique. This is because the calculated f value of 0.00041 is lower than critical f value of 3.0 at 2/564 degree of freedom and at 0.05 level of significance. They hypothesis is hereby accepted.

### Hypothesis Three

Academic staff, non-academic staff and students will not significantly differ in their perception of public awareness campaign as an effective cultism management techniques.

Table 3: Difference in Perception Among Academic Staff, Non-Academic Staff and Students Regarding Public Awareness Campaign as an Effective Cultism Management Technique Using one way analysis of Variance.

| Source of Variance | DF  | Sum of Squares | Mean Square | F        | F. Crit. |
|--------------------|-----|----------------|-------------|----------|----------|
| Between Group[s    | 2   | 151.8          | 75.9        |          |          |
| Within Groups      | 564 | 86000981.9     | 15248.4     | 0.000417 | 3.0      |
| Total              | 566 | 86001133.7     | 15324.3     |          |          |

There is no significant difference among academic staff, non-academic and students in their perception of public awareness campaign as an effective cultism management technique. This is because the value of  $f$  critical which is 3.0 is higher than the value of  $f$  calculated which is 0.000417 at 2/564 degree of freedom and at 0.05 level of significance. The null hypothesis is hereby retained.

Table 4: Difference in Perception Among Academic Staff, Non-Academic Staff and Students Regarding Public Renunciation as an Effective Cultism Management Technique Using one way Analysis of Variance

| Source of Variance | DF  | Sum of Squares | Mean Square | F        | F. Crit. |
|--------------------|-----|----------------|-------------|----------|----------|
| Between Group[s]   | 2   | 42.6           | 21.3        |          |          |
| Within Groups      | 564 | 87644979.5     | 173129.4    | 0.000123 | 3.0      |
| Total              | 566 | 87645022.1     | 173150.7    |          |          |

The study has revealed that there is no significant difference among academic staff, non-academic staff and students in their perception of public renunciation as an effective cultism management technique. This is because the critical value of  $f$  which is 3.0 is greater than the calculated value of  $f$  which is 0.000123 at 2/564 degree of freedom and at 0.05 level of significance. The null hypothesis is retained.

### Hypothesis Five

Academic staff, non-academic staff and students will not significantly differ in their perception of school disciplinary measure as an effective cultism management technique.



Table 5: Difference in Perception Among Academic Staff, Non-Academic Staff and Students regarding School Disciplinary Measure as an Effective Cultism Management Techniques Using one way Analysis of Variance

| Source of Variance | DF  | Sum of Squares | Mean Square | F       | F. Crit. |
|--------------------|-----|----------------|-------------|---------|----------|
| Between Group[s    | 2   | 182.2          | 91.1        |         |          |
| Within Groups      | 564 | 79925867.5     | 141712.5    | 0.00064 | 3.0      |
| Total              | 566 | 79926049.7     | 141803.6    |         |          |

The hypothesis which way that academic staff, non-academic staff and students will not significantly differ in their perception of school disciplinary measure as an effective cultism management technique is hereby accepted. This is because the critical f value of 3.0 is higher than calculated f value of 0.000064 at 2/564 degree of freedom and at 0.05 level of significance.

## Discussion

The present study agrees with that of Oladunjoye of 2001. Oladunjoye's study revealed that there is no significant difference between staff and students in their perception of the use of persuasion and school disciplinary measure as effective methods of management of culture. The present study equally found out that there is no significant difference among academic staff, non-academic staff and students in their perception of the use of persuasion and school disciplinary measure as effective techniques of management of cultism.

Oladunjoye's study further revealed that there is significant difference between staff and students in their perception of the use of coercion and public awareness campaign as effective methods of management of cultism. The present study disagrees with that because it found out that there is no significant difference among academic staff, non-academic staff and students in their perception

of the use of coercion and public awareness campaign as effective techniques of management of cultism.

The area of disagreement in the two investigations may be attributed to certain factors. One of such factors may be due to the fact that the studies have been carried out in two different geographical locations, that is, southern and northern Nigeria. The people in the two geographical locations have different cultural and social background which may have affected their responses to the questionnaire. Finally, the first study made use of t test because it divided the respondents into staff and students while the second study made use of analysis of variance because it divided the respondents into academic staff, non-academic staff and students.

### **Conclusion**

The conclusion that may be drawn is that cultism exists in higher education in Nigeria. However, the use of coercion, persuasion, public renunciation, public awareness campaign and school disciplinary measures have been used as cultism management techniques.

### **Recommendations**

In view of the findings and conclusion reached the following recommendations are proposed by the investigators. If signs of cultism are noticed, the authorities of higher education in Nigeria are advised to use any of the techniques that have been found to be effective in the management of cultism. The authorities of higher education should not be too harsh in their dealings with the students. Academically weak students should not be given admission into our higher institutions. Lecturers are generally advised not to be members of any cult. Parents should advise their children about the type of friends they should move with.

## References

- Aboribo, R.I. (1999): *Secret Cults in Nigeria Universities, Political, Economic and Spiritual Dimension* a paper presented at the Maiden National Annual Conference of the National Association for the advancement of knowledge (NAFAK) Delta State Univesity Delta Statem, Nigeria
- Adejoro, B. (1995 Sept. 12): Lagos SAR Students interview Yaba College of Technology.
- Encyclopaedia Americana (1979): Int. Edition Danbury: Americana Corporation Vol. 24.
- Ofo, JE. (1999): *Research Methods and Statistics in Education and Social Sciences*, Lagos: Joja Press Ltd.
- Ossai, A.G (2001): *Cultism and the Management of Higher Education* a seminar paper at the Faculty of Education, Delta State University, Abraka.
- Oladunjoye, P. (2001): *Staff and Students Perception of Methods of Management of Cultism in Higher Institutions in Edo and Delta* Unpublished Ph.D. thesis Delata State University, Abraka, Delta State, Nigeria.
- Federal Republic of Nigeria (1981): *National Policy on Education*, Lagos: Federal Ministry of Education.
- Thompson, S.A. (1998). *Introduction to Cultism* London: Routledge and Kegrans Paul Ltd.