

INFLUENCE OF CAMPUS POLITICS ON BUSINESS EDUCATION STUDENTS ACADEMIC PERFORMANCE IN DELTA STATE OWNED TERTIARY INSTITUTIONS

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Abstract

The study investigated the influence of campus politics on Business Education student's academic performance in Delta State owned tertiary institutions. . Five research questions raised were answered and one null hypothesis formulated was analyzed in the study. The descriptive survey design was adopted for the study. The total population is 568 Business Education students made up of 249 in Delta State University Abraka, 52 students in College of education Mosogar, 129 in University of Delta, Agbor and 138 in College of education, Warri. Simple random technique was used to select fifty percent (50%) which is 285 Business Education students as the sample size. The Likert scale questionnaire was the major instrument used for data collection for the study. The data collected were analyzed using Mean (\bar{X}) and Standard Deviation (SD) for the research questions, while Pearson Product Moment was used to analyze the null hypothesis. The findings from the analysis of the responses in research questions and hypothesis indicates that student's response agree with the extent to which campus politics affects Business Education student's class attendance and academic performance. It was however recommended that Students should be enlightened on the need and reasons for campus politics through unions and during orientation before joining school politics.

Keywords: Campus, Politics, Business Education & Academic Performance

Introduction

Over the years, the investigation on the factors that influence academic performance of students' has attracted the interest and concern of teachers/lecturers, counselors, psychologist, researchers and school administrators in Nigeria (Wiseman, 2012; Sagbetuo, 2011). Different factors are capable of influencing the academic performance of students, such factors may be the students internal state (intelligence, state of health, motivation, anxiety and so on), their environment (availability of suitable learning environment), adequacy of educational infrastructure like textbook and well-equipped laboratories, poor family background, stress, campus politics, amongst others. Investigations of these factors has provided several findings by different researchers.

Politics has become the way of life in recent times, people now play politics in almost all human endeavour. The act of winning support of people to become their representative or leader can be termed political activities. School is assumed to be a breeding ground and a social agent of political socialization which educates, enlighten, socialize and also mentor the students on political related issues or campus politics as called within the school system especially tertiary education level where campus politics is obvious due to various aims of student's representative.

Since students are key stakeholders in school and are expected to engage in campus politics it then becomes necessary that campus politics be looked into. Campus politics is indeed one of the extracurricular activities which student engage in at tertiary level of education, it enables students engage in political activities and also become politically enlightened and informed at the tertiary level. Cross, Aston, Emmerman-Oster and Burkharder (2001) argued that, all students have leadership traits and that institutions of higher education can uncover and develop these potential with targeted programs that will also harness the student's educational process and success.

Student's involvement in academic politics in higher institution enhances communication skills, professional development issues, group dynamics, leadership skills and so on. It can be said that school

relationship among more than one people is a political one. (Gumus, 2022). Young people today are more informed and civic-minded than before and student organization provides opportunities for many opinions and various political interest on campus. As Putram (2000) puts it, if you don't know the rules of the game and the players and don't care about the outcome, you're unlikely to try playing yourself. What this means is that, business education students who do not engage in campus politics likely do so because they have apathy and do not even know the rules of the game nor the players. For students who engage in campus politics it becomes relatively interesting for each student.

A series of students have documented that while college students see politics as corrupts, irrelevant, and unresponsive, they tend to try to make change the rough community service. (Kester, 2002 & Sax, 2000). This shows that, perception of campus politics amongst students are likely to vary but who they engage in these political activities they tend to be open and expose to different ideas. By getting exposed these students also learn and they stay positive and uses the political ideas favourably it may enhance their academic achievement or equally affect it adversely.

Business Education means many things to many people. To Igboke (2000), business education is a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation on the career in business when instruction is designed to prepare youths and adult for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

Campus politics has become bigger and stronger over the years, in Delta State owned tertiary institutions, campus politics is strongly contested and struggled for. The quest for unionism and interest from different quarters makes that pressure and competitions intense. School politics involves Student Union Government (SUG) positions, departmental positions, faculty position, school hostel position and lots of other positions that involves political maneuvering. The students strive to get elected into political position within the campus for various reasons, such reasons could be to fight for just and protect the right of the students, some might be to system money and host of other reasons. Attention channelled to campus politics sometimes by these students leave much to be desired of in their academics. One may want to ask if they will have enough time for their academics and if campus politics have become the primary purpose of their schooling. It therefore, pertinent to investigate the influence of campus politics on Business Education Students academics performance in Delta State owned tertiary institutions.

Statement of the Problem

Campus politics has become a major social problem in Nigeria tertiary institution that requires great attention in Delta State owned tertiary institutions. Campus politics has taken a serious dimension due to interest from various sections and sentiments. This explains why most SUG elections conducted are usually characterized and almost marred by some pockets of violence. The cause of such unethical activities may be related to what these students learnt from the circular politics. The sentiments, greed and some tribal sentiment is also a common problem, to hear of the so called —Indigene Syndrome. This issue of indigene syndrome is an agenda exercised by the native students prevalent in the institution to dominate political activities and offices within the institution such involvement in politics have the capacity to affect the academic performance in the true sense of the world.

Business education students involved in politics at departmental, faculty and at the SUG level may pay less attention to the primary academic activities. This renders and put their academic performance at stake, and students may decline in academics because campus politics equally comes with huge responsibilities which must be attended to. Sadly, some of the students involved in campus politics are being exposed to different activities like drug abuse, cultism, immoral activities, political education and political philosophies as well as culture through the campus politics.

Academic Performance is the measurements of student's achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardize tests. Academic Performance have been defined and explained by several authors. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher or education goals set by students and teachers to be achieved over a specific period of time. Academic Performance of students is a key feature in

education (Rono, 2018). It is considered to the centre around which the whole education system revolves. Narad and Abdullah (2016) opined that the academic performance of students determines the success or failure of any academic institution. Signh, Malik and Shafiq (2016) also argued that academic performance of students have a direct impact on the socio-economic development of a country. Similarly, Farooq, Chaudhry, Shafiq and Behanu (2011), asserted that students' academic performance serves as a bedrock for knowledge acquisition and the development of skills.

Business education could be seen as the sum total of the knowledge, skill and attitude that are required for successfully promoting and administering business enterprises. According to Amaewhule (2005) business education is defined to be to be an integrated programme of studies that derives its contents from the major areas of business. It could also be looked at as an activity which is carried out by:

- a) all teachers of business subjects
- b) all business administrations / executives who further the principles and practice of business.
- c) Trainers in business and industry

Business Education is a term that encompasses a number of methods used to teach students the fundamentals of business practices. These methods range from formal educational degree programs, such as the Masters of Business Administration (MBA), to school towards opportunity system on comparative education. Business Education is a major component of vocational education. A designed field of study for the development of skills, attitudes, appreciation, creativity as well as creation of awareness and competencies in the office work and business world (Oroka, Atarere & Okifo, 2020).

Lack of maturity and choosing wrong perspective or negative politics has resulted in great loss to students' academic life. The most obvious disadvantage is that students neglect their studies, when politics is introduced to them and they get interested then they tend to study less and take more active part in politics as a result they score poorly in studies. Campus politics is such that expose students to various political activities, functions and responsibilities. This political activity involves consultation, meetings, travels (political movement), visitations to different school hostels to get to the students to be familiar with them, publications (printing of banners and stickers, pasting of their names in lecture halls and walkways). The functions and responsibilities varies according to their political positions.

Sadly, in cause if the aforementioned political activities, functions and responsibilities, some of the students end up being exposed to different activities like drug abuse, immoral activities, parties, and so on. All these has negative impact on students' academic performance, it affects their attendance and concentration as well. Business Education as a course requires the students' absolute attention, time and constant studying. So when a Business Education student gets himself or herself involved in campus politics, its most likely has a negative impact on his/her academic performance (Okeke, 2023).

This study examined the influences of campus politics on Business Education student's academic performance in Delta State owned tertiary institutions. The problem statement is put thus; to what extent does campus politics influence the academic performance of Business Education students' in Delta State owned tertiary institutions.

Purpose of the Study

The purpose of this study is to investigated the influence of campus politics on Business Education student's academic performance in Delta State University. Specifically, this study focused on the following:

1. To determine, the extent to which campus politics affects students class attendance.
2. To suggest ways of improving students' academic performance through campus politics in Business Education
3. To determine the relationship between campus politics and a academic performance of Business Education students.
4. To ascertain if Business Education students indulge in immoral activities in cause of engagement in campus politics.
5. To find out if students of Business Education face with issues of indigene syndrome from the native students.

Research Questions

The following research questions were answered in the study:

1. To what extent does campus politics affect student class attendance?
2. What are the ways of improving student's academic performance with campus politics in Business Education?
3. Is there any relationship between campus politics and academic performance of Business Education students?
4. Does Business Education students indulge in immoral activities in cause of engagement in campus politics?
5. Do students of Business Education face the issues of indigene syndrome from the native's students?

Research Hypothesis

One null hypothesis was formulated and tested at 0.05 level of significance:

Ho: There will be no significant influence of campus politics on the academic performance of Business education students.

Research Methodology

The study employed the use of descriptive survey design. The choice of descriptive design is the appropriate sociological research design for measuring the attitude and behaviour of a large number of people, since it is seldom possible to question everyone concerned with the influence of campus politics on Business Education students' academic performance, a sample is therefore used.

The population for the study consisted of 200 level and 300 level Business Education students in Delta State owned tertiary institutions in the 2022/2023 academic session. The total population is 568 Business Education students made up of 249 in Delta State University Abraka, 52 students in College of education Mosogar, 129 in University of Delta, Agbor and 138 in College of education, Warri

Simple random technique was used to select fifty percent (50%) which is 285 Business Education students as the sample size made up of 125 in Delta State University Abraka, 26 students in College of education Mosogar, 65 in University of Delta, Agbor and 69 in College of education, Warri

The Likert scale questionnaire was the major instrument used for data collection for the study. The question is designed by the researcher titled —Influence of Campus Politics on Business Education students' Academic Performance. The questionnaire was divided into six segment, section A, B, C, D, E and F respectively. Section A contains student bio data like sex, level, age, discipline and so on while section B, C, D, E and F contains items each covering the influence of Campus Politics on Business Education students' Academic Performance.

The data collected was analyzed using frequency counts and simple percentage. Data was also analyzed using Mean (X) and Standard Deviation (SD) for the research questions. While Pearson Product Moment was used to analyze the null hypothesis.

Data Presentation and Analysis

Research Question One: To what extent does Campus Politics affects students' class attendance?

Table 1: The extent to which Campus Politics affects students' class attendance

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1	Campus politics makes Business Education students play class truancy.	3.21	.743	Agreed
2	Students who engage in active campus politics are likely to often skip classes.	3.16	.707	Agreed
3	Campus politics affects students' punctuality in Business Education	2.79	.891	Agreed
4	Business Education students who get involved in campus politics are always attending lectures	2.53	.831	Disagreed
5	Campus political meetings time clashes with lecture time table, where by leading to absenteeism in class.	2.89	.815	Agreed

Table 1 showed that all listed items have mean above 2.55 except item 4 which have mean score of 2.53 respectively. This indicates that the respondent agreed that all the listed items are the extent to which campus politics affects student's class attendance except if Business Education students that are involved in campus politics are always attending lectures in item 4 respectively.

Research Question Two: What are the ways of improving Students Academic Performance with Campus Politics in Business Education?

Table 2: Ways of improving Students Academic Performance with Campus Politics in Business Education.

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1.	Educating Business Education students about campus politics will improve their exposure and academic achievement.	2.71	.831	Agreed
2.	Campus politics cannot be used in modelling students to improve their skills and academic achievement.	2.65	.631	Agreed
3.	Business Education students will improve in academic performance if they involve in full time campus politics	2.31	.892	Disagreed
4.	Through campus politics Business Education students' gain leadership skills	2.85	.803	Agreed
5.	Campus politics can uncover and develop potentials that will harness the students educational process and success.	2.82	.731	Agreed

Table 2 shows that item 1, 2, 4 and 5 have mean scores above 2.55. This indicates that the respondent agreed that the above listed items (1, 2, 4, and 5) are the ways of improving student's academic performance with campus politics except item 3 which have a mean score below 2.55 which is 2.31 respectively. This indicates that Business Education students that are fully involved in full time campus politics will not improve in his/her academic performance.

Research Question Three: Is there any relationship between Campus Politics and the Academic Performance of Business Education students'?

Table 3: The relationship between Campus Politics and the Academic Performance of Business Education students'

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1.	Campus politics have strong relationships with the academic performance of Business Education Students	2.72	.705	Agreed
2.	Campus politics will not affect the academic performance of students in Business Education	2.52	.606	Disagreed
3.	Academic performance of Business Education students share negative relationships with campus politics	2.82	.841	Agreed

Table 3 shows that item 1 and 3 have mean score above 2.55 and item 2 have a mean score below 2.55 which is 2.52 respectively. This indicates that the respondents agreed the item 1 and 3 are the relationship between campus politics and the academic performance of Business Education students. Except that campus politics will not affects the academic performance of students in Business Education in item 2 respectively.

Research Question Four: Does Business Education students indulge in Immoral Activities in cause of engagement in Campus Politics?

Table 4: Involvement in immoral activities in cause of engagement in campus politics.

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1.	Students involved in campus politics end up being exposed to different activities like drug abuse, cultism and so on.	2.62	.901	Agreed
2.	Campus politics expose the students to money, activism, alcohol, parties, to mention but a few.	2.58	.761	Agreed
3.	Aspirant under campus politics are introduced to bribery and corruption	2.71	.605	Agreed
4.	There is no difference between political activities and immoral activities	2.35	.745	Disagreed
5.	It is mandatory for students to be involved in immoral activities in cause of engagement in campus activities	2.34	.805	Disagreed

Table 4 shows that all listed items have mean score above 2.55 except item 4 and 5 which have mean score of 2.35 and 2.34 respectively. This indicates that the respondent agreed that all the listed items are the involvement in immoral activities in cause of engaging in campus politics except that there is a difference between political activities and immoral activities and it is not mandatory for students to be involved in immoral activities in cause of engagement in campus politics in item 4 and 5 respectively.

Research Question Five: Do students of Business Education face the issues of indigene syndrome from the native's students?

Table 5: The issues of indigene syndrome from the natives students

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1.	The issue of indigene syndrome is an agenda often exercised by the native students' prevalent in the university to dominate political activities and offices.	2.77	.704	Agreed
2.	The cause of tribal sentiment is a common problem faced by students involved in campus politics	2.82	.902	Agreed

Table 5 shows that all listed items have mean score above 2.55 respectively, which indicates that the respondent agreed that all the listed items are the issue of indigene syndrome faced by Business Education from native students as described in item 1 and 2 respectively.

Research Hypothesis

H₀₁: There is no significant relationship between campus politics and academic performance of business education students

Table 6: Pearson Product Moment Correlation Co-efficient (r) Computation for Business Education Students on the Variables of Campus Politics and Academic Performance

Variables	N	Mean	r-cal	r-crit	Df	Decision
Campus Politics	285	3.72	0.76	0.1638	283	Significant P>0.05
Academic Performance	285	3.51				

The data in table 6 shows that r-cal (0.76; P<0.05) is greater than r-crit (0.1638). The null hypothesis is here rejected and the alternative upheld. This indicates that there is a significant relationship between campus politics and academic performance of business education students.

Discussion of Findings

The findings from the analysis of the responses in research questions one indicates that student's response agree with the extent to which campus politics affects Business Education student's class attendance. The implication of this is that Business Education students of Delta State University, Abraka that are involved in campus politics play class truancy. This is in support of the findings study carried out by Putnam (2010) revealed that most students that are involved or that engage in campus politics usually exhibits the act of shirking from responsibilities and duties, especially from attending school.

Most students in Business Education in Delta State University, Abraka has highlighted that students who engage in active campus politics are likely to often stop classes due to the huge responsibilities on their shoulders to lead and protect the interest of the students. Another issue agreed by most of the respondent is issue of punctuality, most times student's leaders go for meetings that are so lengthy that it extends to late night mostly which will likely lead to lateness to class the following day.

The finding from the analysis of the responses in research questions two indicates that students agree with the different ways of improving student's academic performance with campus politics in Business Education. This is in support of Gumus (2022), revealed that student's involvement in campus politics in higher institution enhances their communication skills, professional development issues, group dynamics and leadership skills. The participation indicated that educating Business Education students about campus politics will improve their exposure and academic achievement. They also agreed that campus politics can uncover and develop potentials that will harness the students educational process and success. Most respondent also agreed that through campus politics Business Education students gain leadership status. Despite student agreeing in different ways to improve students' academic performance with campus politics, they do not concur that Business Education students who get involved in campus politics to attend lectures (Obaroakpor, & Oroka, 2022).

The findings from the analysis of the responses in research question three revealed that students agree that there is a relationship between campus politics and academic performance. This indicates that campus politics have a strong relationship with the academic performance of students. Also the academic performance of Business Education students have negative relationship on campus politics.

The findings from the analysis of the responses in research question four revealed that student involvement in immoral activities, in cause if engaging in campus politics. This is in support of Okeke (2009), revealed that most students involved in campus politics end up being exposed to different activities like drug abuse, cultism and many more. The respondent indicated that aspirant under campus politics are introduced into bribery and corruption. They also said that campus politics expose the students to money, activism, alcohol, parties to mention but a few. Despite students agreeing that being involve in campus politics exposes students to immoral activities. They also indicated that is not mandatory for students to be involved in immoral activities in cause of engaging in campus politics.

Respondent agreed on all the items in research question five in the issue of indigene syndrome from the native students. The findings of this study shows that business education undergraduate students in 200 level and 300 level face the agenda often exercised by the native students prevalent in the university to dominate political activities and offices. The investigation revealed that the cause of tribal sentiment is a common problem faced by students involved in campus politics.

Conclusion

This has been able to unravel the influence of campus politics on Business Education student's academic performance in Delta State. From the analysis of data collected it is clear that, there exist relationships between campus politics and academic performance if Business Education students in Delta State University as seen in the analysis. It also revealed that campus politics can be demanding even though it can be educative it can equally cause students who are not sensitive enough to begin to forsake their primary purpose of being in school which is acquisition of knowledge. By threading this path some students may get carried away which campus politics and their academic will suffer which will likely affect their academic performance adversely. It also expose the fact that, engaging in campus politics and dedicating more attention to campus political activities can directly affect class attendance of students which means such students will not be present at all times in class which means they are learning in class while others are learning. With the many negative effects acuminated there are also some benefits of

engaging in school politics as the study have made clear that campus politics serves as breeding ground for leadership and prepare students for wider political participation. Through political platform students acquire ideologies and political philosophies that can be life changing for them and equally change their philosophy to life. They can also get to meet people of high personalities who will become mentors for them and this way they get more knowledge which they can apply in day to day life. Hence, there also exist benefits and ways of using campus politics to favourably improve the student.

Recommendations

Based on the findings of this study, the following recommendations are put forward:

1. Students should be enlightened on the need and reasons for campus politics through unions and during orientation before joining school politics.
2. Students should understand that political activities in the campus are not for power tussle or a place to intimidate and embezzle money but a training ground for good leadership
3. Parents should encourage their wards at home and school on what they are supposed to do when engaged in campus politics for better and optimal performance.
4. The school management should monitor activities of students during the campus politics so as to ensure decorum and avoid immoral attitudes.
5. Policies that will ensure students participation in campus politics and make meaningful contribution to their academic performance should be encouraged among others.

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