

EFFECT OF STRIKE ACTION ON HUMAN DEVELOPMENT AMONG SOCIAL STUDIES SECONDARY SCHOOL STUDENTS IN UYO LOCAL GOVERNMENT AREA OF AKWA IBOM STATE, NIGERIA

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Abstract: *This research work was conducted to investigate the effects of strike action on secondary school students' learning effectiveness in Social Studies in some selected secondary schools in Uyo Local Government Area of Akwa Ibom State as it patterns to their development. Survey research design was adopted for the study. With this design it was possible to study the targeted population using sample. The sample comprised of 100 students carefully selected from a population of 400 students. To elicit responses from these students, a structured and close-ended questionnaire was developed and systematically administered. The questionnaires were retrieved and analyzed with the Pearson's Product Moment Correlation statistical tool. Result revealed that strike action in secondary school significantly influence students learning effectiveness and performance in Social Studies. To this end, it was recommended that the government and other educational stakeholders stand up to their responsibility and stabilize the education system while stamping out strike actions in the system for effective human development in the field of social studies.*

Keywords: Strike, Human development, Uyo, Akwa Ibom

INTRODUCTION

The education sub-sector especially secondary schools in Nigeria have witnessed in recent time incessant closures due to strike actions. The effect of these repeated closures of schools and academic programs on students' learning effectiveness can better be imagined than described. Secondary school education in Nigeria has thus suffered tremendous setbacks as a result of teachers' strike actions. This has always subjected the students to pitiable conditions, disrupting academic programs, giving students' undeserved extension in their study years, poor students' concentration on academic programs and poor teacher-student relationships amongst others. Consequently, students' academic performance has comparatively become so low while various forms of examination malpractice are on the increase. The situation has assumed such an alarming dimension that it transits to tertiary institutions. What then is strike?

Simply put, strike is workers' refusal to work as protest for inadequate service or poor condition. In the education sector, teachers' strike can be compared to students' examination malpractice, corruption and other social vices in the society. Strike is a social ill not different from corruption

because it eats into students' time which makes it difficult for students to be fully and properly 'baked' within the designated educational time frame. As a result, 'products' that are ill-equipped in both character and learning are turned out to the society.

It is against this backdrop that a study of this magnitude becomes imperative with a view to arresting the situation which causes learning deterioration on the part of students of secondary schools in Uyo Local Government Area of Akwa Ibom State in Nigeria.

The following are the specific reasons for this study:

- 1) To assess the extent which disruption in academic program in secondary schools due to strike affect students' learning effectiveness in social studies.
- 2) To determine whether poor teacher-students' relationship during strike affects learning effectiveness among students in social studies.

Research Hypotheses

The following null hypotheses are developed for this study:

- 1) There is no significant relationship between disruption in academic program due to strike and students' learning effectiveness in social studies.
- 2) There is no significant relationship between poor teacher-students' relationship and learning effectiveness among students in social studies.

REVIEW OF RELATED LITERATURE

The school is the formal institution set aside by the society for the purpose of learning. The learning process in the school is conducted in a very formal manner. It must be stated that as society gets more complex, the home which has the parents as teachers can no longer cope with the learning process of the child. The arduous task is passed on to school; the school thus receives the child and brings him up in attitude, norms and values acceptable by the society. It is worthy to note that healthy relationship among the stakeholders in education (government, teachers and students) facilitate the learning process.

Asaolu (2010) opined that effective learning in school occur when the stakeholders adequately perform their roles. This means that effective learning can be hindered when there is conflict among the stakeholders especially when one fails to perform its required responsibility and disrespect others' rights. Good human relations are important to teachers and students' well being as well as effective learning (Asuquo, 2010). However, conflict in the school setting disrupts academic progress and adversely affects effective learning among the students.

Disruption occurs when academic activities are substantially interrupted or impeded as a result of strike action (York University, 1996). According to Kazeem and Ige (2010), disruption in academic program resulting from strike leads to closure of schools for a period of time. This period may be defined to be specified or indefinite. Both, explains that at such periods, no academic activity takes place at schools and upon resumption students in most times are denied opportunity to make up for lost times.

Olukunle (2011) in his assessment asserts that disruption in academic program as caused by strike gives students undeserved study years extension. Isangedighi (2007) and Iheanacho (2002) agreed that effective learning is achieved when students are emotionally and psychologically stable. But on the contrary, when disruption in academic program occurs from strike action, students become emotionally and psychologically unstable especially on the perception that it will cause them to stay at school longer than expected.

This feeling negatively affects their learning in school. For instance, in a situation where the Nigerian Union of Teachers (NUT) plans to embark on an industrial action (strike); a mere hear of the rumor without even the main action being taken, will cause pain among students especially the potential senior secondary 3 students. The meaning is that, if the strike takes place, students may not complete their secondary education and proceed to tertiary institution as scheduled; hence their learning effectiveness will be negatively affected. Their motivational level too, will be affected; their developmental level as well. Iheanacho (2002) in his contribution opined that motivation is compared with self-determined behavior. It involves becoming curious to explore spontaneously on matters that affect school. This explains why non-motivated students have no urge or interest to learn.

Disruptions in academic programs serve as non-motivational factor to the students. It discourages them from learning. It is not surprising therefore that during strike actions, most students are seen involved in diverse activities such as sexual immorality, cyber scam, pool betting, unnecessary gossips, watching of films and reading comic materials for entertainment purposes rather than reading their books. Motivation is essential in teaching – learning effectiveness. Thompson (1990) regards motivation as the superhighway to learning. This is usually suppressed by the disruption in academic program arising from strike action.

Maliki and Ekpekin-Ekanem (2011) are of the view that “quality and quantity of students’ learning is determined by individual study habit”. Disruption in academic program from strike action results in faulty study habit among the secondary school students, hence their poor learning and constant failure in academic pursuit. When this is compared to situation with students at strike free academic period, it is discovered that they (students) are more organized in their study, interact effectively with their fellow students, consult regularly with teachers, read with understanding, and study with full attention and concentration to have improved academic performance.

Every individual is ‘a thinking and feeling filled entity’ who learns through sense excitations and responses (Isangedighi, 2011). He believed that the way a stimulus excites or impacts on an individual’s senses will trigger his responses. Liking the situation to the disruption from strike action and students’ learning ability, the learning ability of the students is bound to be negative as a result of learning interruption occasioned by strike. This is because students lost preparedness and readiness to learn at time of strike hence their educational attainment becomes adversely affected. However, they may settle for short cut (examination malpractice) to accomplish their academic goals; the concept which does not aid effective learning in school among students.

Odubela (2012) concluded that an effective learning or an enhanced academic performance is achieved by successful covering of the subject syllabus timely and before the examination. This is rarely achieved with strike action in place. From the above review therefore, the researcher is of the view that disruption in academic program as caused by strike action breeds disappointment, frustration, emotional and psychological trauma, unpreparedness on the part of the students and lack of motivation, which sum up to non conducive environment for effective learning in secondary schools; a situation that dampens human development.

METHODOLOGY

The research design employed by the researcher in this study is the survey inferential research design. This design aimed at studying large population through a representative sample with the view of generalizing the result to the larger population.

The population of this study is made of all senior secondary 3 students in Uyo Local Government Area of Akwa Ibom state. The researcher drew the sample from four schools. The population of the four schools was 400 students. In each of the schools, the simple random sampling technique was used to select 25 respondents each. A total of 100 students were sampled from the four schools.

The main instrument for the study was a 20-item questionnaire which was responded to on a 4-point Likert scale questionnaire of strongly agree (SA)=4, agree (A)=3, disagree (D)=2 and strongly disagree (SD)=1 for positively structured questions and scored as SA=1, A=2, D=3 and SD=4 for negatively structured questions. The scores generated were measured with the use of the Pearson's Product Moment Correlation statistics to determine the acceptance or rejection level of the hypotheses. The instrument which was administered personally by the researcher with the help of a colleague was validated by a research expert in the field of test and measurement. The validation process led to the restructuring of the questionnaire in the language that could be understood by the students. To ascertain the reliability of the instrument, a test retest exercise was conducted within two weeks among 20 students from the area of study. Pearson's Product Moment Correlation Coefficient was adopted to analyze the data generated and it gave a correlation coefficient of 0.71. Following this, the instrument was adopted for the study.

RESULTS AND INTERPRTION

Hypothesis one:

There is no significant relationship between disruption in academic program due to strike and students' learning effectiveness in social studies.

To test this null hypothesis, Pearson's Product Moment Correlation analysis at 0.05 significance level was done. The summary of the result obtained is as presented in Table 1.

Table 1:

Result of pearson's product moment correlation analysis of the relationship between disruption in academic program due to strike and students' learning effectiveness in social studies (N = 100)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r.cal
	$\sum Y$	$\sum Y^2$		
Disruption of academic program due to strike (X)	1889	4546	5016	0.72
Students' learning effectiveness(Y)	1923	4482		

$p < 0.05$; $df = 98$; critical $r = 0.195$.

The result of the analysis presented in Table 1 reveals that the calculated r-value of 0.72 is greater than the critical r-value of 0.195 with 98 degree of freedom. The interpretation of the result is that there is a significant relationship between disruption in academic program due to strike and students' learning effectiveness in social studies in the research area.

Hypothesis two

There is no significant relationship between poor teacher-students' relationship and learning effectiveness among students in social studies.

The hypothesis was tested at 0.05 level of significance using Pearson's Product Moment Correlation analysis technique. The result obtained is as presented in Table 2.

Table 2:

Result of pearson's product moment correlation analysis of the relationship between poor teacher-students' relationship and learning effectiveness in social studies (N = 100)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r.cal
	$\sum Y$	$\sum Y^2$		
Poor teacher-students relationship (X)	2648	3632	5316	0.74
Students' learning effectiveness(Y)	1886	4546		

$p < 0.05$; $df = 98$; critical $r = 0.195$.

The result presented in Table 2 shows that the calculated r-value of 0.74 is greater than the critical r-value of 0.195 at 0.05 level of significance with 98 degree of freedom. With this result, the null hypothesis was rejected. The interpretation of this result is that there is a significant relationship between poor teacher-students' relationship and the students' learning effectiveness in social studies in the research area.

DISCUSSION

Hypothesis one

The first hypothesis states that there is no significant relationship between disruption in academic program due to strike and students' learning effectiveness in social studies. However, the result obtained from the analysis of data collected in respect to this hypothesis rejects this null hypothesis on the grounds that the calculated r-value was greater than the critical r-value. It therefore means that relationship exist between disruption in academic program due to strike and students' learning effectiveness in social studies in the research area.

The findings of this hypothesis agree with the position of researchers like Kazeem and Ige (2010) that disruption in academic program resulting from strike leads to closure of schools for a period of time. This period may be specific or indefinite thereby affecting students' learning of the curriculum, hence their development. Also in line with the finding of this hypothesis is the view of Olukunle (2010) that disruption in academic program as caused by strike gives students undeserved study year extension. It is undoubted that students learn effectively when their attention is not distracted but strike creates distraction and disruption in the normal learning process. It is therefore not surprising during strike action that most students engage in irrelevant activities that might not necessarily have connection with their development. Such activities as gambling, attending night clubs/parties, engaging in criminal and other immoral activities could detract students' focus on their academics which disrupts their development.

Hypothesis two

The second hypothesis states that there is no significant relationship between poor teacher-students' relationship and students' learning effectiveness. Following the result obtained from the computation of data collected for this hypothesis, the hypothesis was rejected because the calculate r-value was greater than the critical r-value. The interpretation of this result is that relationship exists between the two variables in the research area.

The finding of the hypothesis is supported by the view of Asuquo (2010) that understanding of the behavior of teachers and students toward one another will certainly improve their interaction and ultimately teaching and learning. Also in line with the finding of this hypothesis is the view of Alabi (2007) that teachers who assume the position of the 'boss' never wish to come to the level of the students hence distort the process of learning which hinders learning effectiveness among students as compared to the time when teachers freely interact with the students in strike free educational system. It is the opinion of the researcher, therefore, that teachers should create an environment where students can always approach them freely, relate their problems, and seek academic advise. This promote cordial teacher-students' relationship and of great importance in the school setting which encourages learning effectiveness. But when the relationship is bad, the effect become learning ineffectiveness and poor development. The understanding of the behavior of teachers and students towards one another will certainly improve their interaction and ultimately teaching and learning. This understanding can only be ascertained when there is no conflict within the school system and among stakeholders.

CONCLUSION

Based on the results of the data analysis, the following conclusions are drawn:

- 1) There is a significant relationship between disruption in academic program due to strike and students' learning effectiveness in social studies.
- 2) There is a significant relationship between poor teacher-students' relationship and students' learning effectiveness among students in social studies.

RECOMMENDATION

From the result of the analysis and the conclusion made there-from, the following recommendations were made:

- 1) Measures should be put on ground by government, Nigerian Union of Teachers (NUT), Academic Staff Union of Universities (ASUU) etc to check incessant industrial action in the educational system.
- 2) Teachers should ensure that a cordial relationship exists between them and their students.

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