

**EFFECT OF TEACHERS' STRIKE ACTIONS ON
ACADEMIC PERFORMANCE OF STUDENTS
(A CASE STUDY OF SELECTED SECONDARY
SCHOOLS IN ILESHA, OSUN STATE)**

BY

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CERTIFICATION

This is to certify that the research work entitled: "the effect of strike action on students' academic performances among secondary schools students" using Ilesha, Osun State as a case study, submitted by **FASUNLADE LAWRENCE KOLA** with matriculation number **SOC/12/0703** incorporate the result of independent investigations carried out by him under my supervision.

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DEDICATION

This project is being dedicated firstly to almighty God for making me to through all the rigours of life and also of my great loving father **Late Paul Afolabi Fasunlade** who started the foundation of my academics journey through his support, financial and encouragement during his life. May your soul continue to rest in the bossom of the Lord- Amen.

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ABSTRACT

ABSTRACT

The secondary schools are no longer regarded as luxury 'towers' because they can no longer fulfill their traditional functions of development, transfer and presentation of knowledge. The situation in Nigeria secondary schools within the past few years have led to the fact that these centers of learning have diminished the fulfillment of their roles. Studies have shown that there is an increase in examination malpractices and desperation by students in order to pass exams (Oyewole, 1988). This study adopts the descriptive research design. The design is descriptive because the study make use of questionnaires in eliciting response on all the variables under investigations and described as they occur in the study with the aim of investigate the effect of teachers' strike actions on students' academic performance a case study of selected public secondary schools in Ilesha, osun state. This study found that teachers' strike have negative effects on students' academic performance. The test of relationship between teachers' strike action and students' academic performance revealed that there is no relationship as chi-square ($X^2=15.231$, $p=0.018$) it also established that prompt government response to teachers' demand will reduced their strike. The management and stakeholders in educational sector should ensure sanity among staff, ensure to put students' academic career into consideration when embarking on strike actions so as to help the future leader of Nigeria to remove bad eggs among students. Students should be encouraged to engage in Self-study and tutorials during strike to enhance their performance when they resume and Government should extend academic calendar whenever there is strike to enable the teachers cover the syllabus.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Strike is a period when an organized group of employees of a company stop working because of disagreement over payment or certain conditions. Those that are often involved in these strike actions are described as strikers. Disagreement or conflict is a common phenomenon in any organizations owing to the diversity of workforce in an organization; and the difference between individual and organizational goals (Hornby, 2001). Industrial conflict has become part and parcel of human organizations or society. This indeed is a paradox because of the amount of resources involved by the organizations or parties involved to cause, prevent or resolve conflicts. Strike is a concerted and temporary withholding of employees services from the employer for the purpose of exacting greater concessions in the employment relationship than the employer is willing to grant at bargaining table (Flippo, 1982). Strike indicates a breakdown of cordial relationship between labour and management and is usually one aspect of industrial relations that invites the most negative commentary.

Strike is seen as Collective organized, cessation or slowdown of work by employees, to force acceptance of their demands by the employer. The legality of the strike actions requires: approval by the majority of employees by ballot; independent verification to ascertain the majority support the vote; the notice of impending strike must be given to employer in advance; the employer must be provided with the result

of the ballot; final notice to embark on the strike must be issued to the employer (Business dictionary, 2015).

International Labour Organisation (2011) posits that strike is the most visible and controversial form of collective action in the event of a labour dispute and is often seen as the last resort of workers' organizations in pursuit of their demands. Section 2(q) of the Industrial Dispute Act defines strike as cessation of work by a body of persons employed in any industry acting in combination; a concerted refusal or a refusal under a common understanding of any number of persons who are or have been so employed to continue to work or to accept employment (Saharay, 2013). The summary of the definitions of strike given above is that it is an organized stopping of work by employees because of a disagreement over pay or conditions of work between employees and management of an organisation. The possibility of a strike is the ultimate economic force that the employees can bring to bear upon the employers. Many types of strike have been embarked upon by employees of varied background and professions. The prominent type of strikes includes;

Recognition Strikes: This is a strike to force the employer to recognize and deal with the union. This occurs if the employer deliberately frustrates the formation of workers union or if the unions exist at all, the employer pretends as if such union does not exist.

Economic Strike: This is the typical strike, based on a demand for better wages, house and working conditions than the employers is willing to grant. This type of strike is common to many organisations both in public and private.

Jurisdictional Strike: This occur when two unions argues about who has jurisdiction over a type of work and attempt to exert pressure upon the employers to allocate it to

one or the other, jurisdictional strike may ensue. For example, both carpenters and metal workers wish to handle metal doors. If either group strikes to force the employers to grant the work to its members, it is a jurisdictional strike. The employer is caught in the middle between two warring unions.

Sit-down strike: when the employees' strikes but remain at their jobs in the plant, this is termed a "sit-down strike". Such strikes are illegal since they constitute an invasion of private property. Employees are free to strike from certain objectives but they must physically withdraw from the company's premises.

Sympathy Strike: this is a situation whereby other unions who are not party to the original strike consent to strike in sympathy with the original union, this is termed 'sympathy strike' it is an attempt to exert an indirect pressure upon the employer.

Conflict implies some types of hostility and perhaps some desires to do harm which may be considered an extreme case of competition. Conflict is different from competition, although competition may result in conflict. Some believe that conflicts may occur without any specific reference to competition, as it could occur as a result of breakdown in the mechanism of decision-making (Duncan, 1975). Conflict is defined as "any divergence of interests, objectives or priorities between individuals, groups, or organizations or non-conformity to requirements of a task; activity or process (Gardiner and Simmons, 1992). Whenever two people or more comes together, there are bound to be disagreements at times (De Cenzo, 1997). However, sometimes these differences can grow to enormous proportions where they become detrimental to the involved parties and the organization. When that occurs, conflict is present. A total

absence of conflict would be unbelievable, boring, and a strong indication that conflicts is being suppressed (Flippo 1980).

The inevitability of conflict was also established by (Harold Kerzner, 1998). When he asserted that conflict is part of change and therefore inevitable in human society. Conflict as a concept is synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter (Thesaurus, 1993). This is echoed by the Advanced Learners' Dictionary which simply puts it as 'being in opposition or disagreement.' The view of Rahim (1992) was corroborative: "conflict as an interactive process is manifested in incompatibility, disagreement, or difference within or between social entities (i.e. individuals, groups, organizations etc.)." In view of the term, it therefore refers to tension within the organizational system. One may observe such tension by paying attention to possible incompatibilities among departments, to incompatibilities among staff members or employees, to complexities of the communication network, and even to the organizational structure itself (Dahrendorf's, 1959). Nigeria as a country has been experiencing strike actions since her independent, documented notable strike actions that took place in the country amongst which are: Aba women riot, 1929; Railway workers' strike, 1938; Nigerian union of railway men strike, 1941; General strike, 1945; UAC employees in strike, 1947; Coal miners' strike, 1949; Mercantile workers' strike, 1950 and Airways workers' union strike, 1959. All these strike actions took place prior to independence and ever since independence; strike actions have continued to exist (Wogu, 1969).

Education is a life-long socialization or interaction process through which social norms, values and cultures are learned, shared and transmitted from generation to generation (Igbo 2003; Schaefer, 2007). As explained by (Haralambos and Heald,

2006). Social norms are guidelines which define acceptable and appropriate conduct or behaviour (safety regulations, hygiene, dress code etc.) in particular situations, while values define what are good and desirable, as well as what is important, worthwhile and worth striving for (achievement, honesty, etc.). Education impacts knowledge, teaches skills, and instills attitudes to the recipients. Imparting knowledge means putting across facts, current thinking, theories, principles as well as laws; teaching skills is imparting practical skills, comprehension and ability to see implications or solve problems; instilling attitudes include inculcating tolerance, open-mindedness, scientific detachment as well as healthy skepticism (Langer, 1977). These are prerequisites for social integration, performance of productive tasks, and for effecting national development (FRN, 2004). To educate the mind is to liberate it from the shackles of fear, prejudice, ignorance, superstition and to develop a free, independent and responsible citizenry. Knowledge, attitude, skills and aspiration changes, through education constitute blocks for human capacity building. Education is, however, loathed in primitive societies where it is believed that learning brings disobedience and heresy into the world.

According to the National Policy on Education (2010), secondary education is the education children receive after primary education and before the tertiary education. The broad goal of secondary education is to prepare the individual for useful living within the society and higher education. To achieve the stated goals, secondary education is of six years duration, given in two stages - a junior secondary school stage and a senior secondary school stage and each being of three years duration.

In respect to this, this study is necessary because education had the universal functions of contributing to the perpetration of societies by transmitting ideals, values and norms from generation to another generation thereby preparing the youths for active roles in the society. Education also displays the value conflicts that exist between ideals and real norms that are typical of all cultures. In emphasizing on the above facts stated that an ideal educational medium should be able to help the beneficiaries, develop the abilities, attitude and others forms of behaviour which are positive values to the society in which they live (Fafunwa,1994).The indispensable functions of education which should include: The realizations of the capabilities and potentials of individuals, the development of the body, the training of the appetites for character or moral development and the development of the intellect or reasoning. He further holds that none of the above should be emphasized at the expense of the others (Aristotle, 1988).

The nature and types of conflicts that occur in secondary school administration in this contemporary world vary from one society to another. The common types of conflicts usually occur between the students and the school authority. Other forms of conflict include interpersonal conflicts among management and students. Higher levels of conflicts include: employees and employer in particular, the one that involve the Nigeria Union of Teachers (NUT) and Osun State Government. This study was particularly relevant at a time when Osun State teachers had to embark on a prolonged strike actions over the non- payment of Salary as well as non implementation of teachers salary scale due to decrease in federal government monthly allocation to the states in Nigeria. All of these became potential sources of industrial conflicts not only in the educational sector, but also in the entire civil service in the state.The conflict between the Osun State government and secondary school teachers have been

reoccurring for some months. This has become pertinent, that lasting solutions should be found through a comprehensive research on the effect of teachers' strike actions on academic performance among secondary school students. The study is to draw government attention to the various steps that can proffer solutions to incessant strike actions of secondary school teachers in Osun state.

1.2 STATEMENT OF THE PROBLEM

The secondary schools are no longer regarded as luxury 'towers' because they can no longer fulfill their traditional functions of development, transfer and presentation of knowledge. The situation in Nigeria secondary schools within the past few years have led to the fact that these centers of learning have diminished the fulfillment of their roles. Studies have shown that there is an increase in examination malpractices and desperation by students in order to pass exams (Oyewole, 1988). It is therefore hoped that this study will bring into light the prevailing problems and effects of strike on academic performance of students. Teachers' Strike action in Nigeria, in the contemporary time has become major issue that cast a gloomy shadow to the entire Nigeria society especially among secondary school students. In contemporary Nigeria, nuisance strike in education sector has caused a lot of damages to the system most especially in secondary school in which Osun State is inclusive. This particular issue has reduced the standard and quality of educational foundation from what it's ought to be to what it is now. Poor academic performances among secondary school students are been recorded in every year without introducing any philosophical based policies to check máte the negative damages that strike has caused to secondary schools education in Nigeria, particularly Osun State.

Secondary Education in Nigeria and its states have not been able to achieve the noble objective because it is in deep problems; Paramount among these problems is the incessant strike action by Nigeria union of teachers, which has often disrupted academic activities. Many reasons could be responsible for this incessant strike by the NUT. Prominent among those problems are: lack of funding, lacks of autonomy, dehumanizing and delay of payment of salaries as at when due as well as unlawful dismissal of teachers which affect the academic performance of secondary school students. Presently, this issue needs urgent intervention from teachers and government or relevant stake holders in the state.

1.3 RESEARCH QUESTIONS

The following are the research questions that will guide this study:

- 1 What is the history of strikes in Nigeria?
- 2 What are the major reasons responsible for strike action among secondary school teachers in Nigeria?
- 3 What are the likely implications of teachers' strike action on secondary school students?
- 4 What are the alternative means for preventing teacher's strike action in secondary schools in order to make their demands known?

1.4 OBJECTIVES OF THE STUDY

1. To investigate the history of strike among workers in Nigeria.
2. To investigate the causes of strike in Nigeria

3. To investigate the causes of Teachers' strike action in Nigeria
4. To establish the impacts of teachers' strike actions on effective learning in secondary school.
5. To explore alternative means for preventing teachers' strike action in secondary schools in Nigeria.

1.5 SIGNIFICANCE OF THE STUDY

The importance of this study is to investigate the effects of teachers' strike action on effective learning among secondary school students. Also to identify likely factors responsible for poor academic performance of the students. Moreover, it will create a general awareness about long and short terms effects of teachers strike actions in secondary schools and its implications on effective learning among secondary school students. It is assumed that the outcome or findings of this study will give a second thought for both government and teachers to resolve the issue affecting or pertaining to teachers' welfare and consider students academics before embarking on strike actions as well as providing alternative means for teachers' strike in Osun state.

1.6 RESEARCH HYPOTHESIS

1. There is no significant relationship between levels of education and teachers strike actions on students' performance.
2. There is no significant relationship between teachers' strike actions and students' academic performance
3. Disruption of academic session caused by NUT industrial action does not have significant negative impact on academic achievement of the students.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

A strike action by NUT is not peculiar to some selected secondary schools in Osun state, but to all public secondary schools in Nigeria. This study is limited to the effect of teachers' strike actions on academic performance among selected public secondary schools Ilesha, Osun state. It is also limited to the effects of secondary school teachers' strike actions on effective learning of students in Osun state and the extent to which strike actions in secondary school can be prevented or controlled.

1.8 DEFINITION OF TERMS

As a matter of clarity and for detailed understanding there are some concepts that need to be defined and these are;

- i. **Strike:** Strike could be defined as a period of time when an organized group of employees of a company stops working because of a disagreement over pay or working conditions. Strike is generally a powerful weapon used by trade unions and other labour associations to get their demands accepted. It involves quitting of work by a group of workers for the purpose of bringing the pressure on the employer so that their demands are accepted.
- ii. **Action:** The process of doing something in order to make some things happen or to deal with situations. Actions could be expressed either rationally or irrationally.
- iii. **Strike action:** Simply means labour strike or industrial action, is a work stoppage caused by the mass refusal of employees to work. Strike action usually takes place in response to employee grievances. Strike actions became important during the industrial revolution when mass labour became important in factories and mines.

- iv. **Academic:** Simply related to education, it involves a lot of reading and studying rather than engaging in practical or technical skills. It could be defined as teaching and studying in a college or schools subjects taught to provide skills for the mind rather than for the hand.
- v. **Effective:** It simply means the act of producing the result that is wanted or intended in doing something. It also means producing a successful result of something.
- vi. **Education:** This is a process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills. Education could be generally group into three stages which include: primary or elementary education, secondary and further, higher and post-secondary school education. The universal functions of these stages is to socialized people into society by transmitting ideals, values and norms from generation to generation and it helps to shape beliefs and more values in society.
- vii. **N.U.T:** Full meaning of NUT is Nigeria union of teachers and it is a formal organization that handles academic activities in secondary school most especially in Osun state.
- viii. **Society:** This is a group of people interacting in a particular boundary on the basis of shared culture, an organization of people or other forms of life residing within a particular boundary persistence through generations and relatively independent of other societies.
- ix. **Jurisdictional Strike:** This is a type of strike action when two unions argues about who has jurisdiction over a type of work and attempt to exert pressure upon the employers to allocate it to one or the other, jurisdictional strike may ensue. For example, both carpenters and metal workers wish to handle metal doors. If either

group strikes to force the employers to grant the work to its members, it is a jurisdictional strike. The employer is caught in the middle between two warring unions.

- x. **Sit-down strike:** this happens when the employees' strike but remain at their jobs in the plant, this is termed a "sit-down strike". Such strikes are illegal since they constitute an invasion of private property. Employees are free to strike from certain objectives but they must physically withdraw from the company's premises.
- xi. **Recognition Strikes:** This is a strike to force the employer to recognize and deal with the union. This occurs if the employer deliberately frustrates the formation of workers union or if the unions exist at all, the employer pretends as if such union does not exist.
- xii. **Economic Strike:** This is the typical strike, based on a demand for better wages, house and working conditions than the employers is willing to grant.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter is set to review relevant literature or scholars articles on the effect of teachers' strike action on academic performance among secondary school students with a particular emphasis being laid on the roles of strike actions on effective learning among secondary school students.

The purpose of this literature review is to ensure that, there is a sufficient level of awareness in this area of study. Various sources of secondary data such as textbooks, newspaper, magazines, journals etc. are consulted. Teachers' Strike actions are social phenomena that have enjoyed a myriad of recognition from scholars. This literature review is therefore being organized as follows:

STRIKES IN NIGERIA

2.1 Historical Perspective

The general strike of 1945 was the largest workers strike in Africa involving about 42,000-200,000 workers. The strike was partly successful as most of the workers demand for an increase in cost of living allowance was met in 1946 and backdated to 1945. The workers who succeeded in bringing together different trade unions and striking for about 10 weeks were able to withstand colonial terrorism and generated worldwide sympathy from many anti-colonists. It also brought the working class and African consciousness to a public foray. However, the resulting effect was the colonial perception of a link between trade unionism and political expression which was then dominated by nationalist sentiment but it was a time in which repression of militant

political expression under the administration of Arthur Richards was the norm. The strike began after the British colonial acting governor refused to budget in increasing by 50% the wages of skilled Africans in the government railway service to meet the increased cost of living and a minimum of 60 cents daily for unskilled and temporary employed Africans in the employ of the railway or performing technical service. The government had earlier agreed to review wages during the war period as a result of skyrocketing prices between 1939-1941 and was part of its plan to appease international organizations and United States both groups wary of imperialism. Since 1941 and up to 1945, the cost of living steadily rose over 50%, this was acknowledged by the government who gave increased cost of living allowances to many European workers resident in Nigeria, partly as a result of allowing separation allowances, allowances given to officials whose wives were not in Nigeria (George, 1945).

The 1945 general strike which permeated much of the railway, transport, dock and motor services unions was a labour sit down that was originally started by the railway employees but later spread to other unions in the government civil service. Workers employed into private firms later decided to support their counterparts in government and not cross the picket line. The Trade Union Congress and the African Civil Servants Technical Workers Union then called for a strike action of all railway workers when Arthur Richards refused to increase the COLA, (Cost of Living Allowance) giving reasons as lack of funds and an increase would lead to higher inflation. Following adherence to the call for a strike, within a few days other government workers decided to go on strike (Warren, 1966).

2.2 CAUSES OF STRIKE ACTIONS IN NIGERIA

The causes of strike in Nigerian, most especially the workplace was as a result of policy inconsistencies and wrong placement in organizational priorities on the part of the management. This occur when employer place high premium on capital input far above the workers without appreciating that the latter makes the former production, would brood industrial rancor. This connotes that poor remuneration may be a strong cause of industrial crisis, low level of workers' motivations with respect to remuneration (both promptness and total package) has been a bone of contention between the workers and employers (Fashina, 2001). The wave of globalization (trade liberalization amongst various economies of the world in global trade relations) had been said to have created inequality in bargaining power between corporations and workers. It could have the potency of intensifying different forms of competition, resulting in stronger responses from labour by stimulating quest for information (Aremu, 2006). This portrays that increased international competition resulting from increased interdependence between different economies of the world would exert pressure that would result in increased labour market flexibility and dampened labour protection. This is because when employers tend to have strong bargaining power, they may become authoritative which will affect the management style and work rules (Kanfam, 2000).

Industrial crisis could also result from conflict of opinions when there is asymmetric information between the workers and employers. This arises from clash of interests during the process of negotiation and incompatibility resulting from incomplete means in the pursuance of their respective goals. Scholars had also acknowledged that the government (especially the military regimes) had profound impacts on the trade

unions, which manifested in the alteration of the rules of engagement between the State and the unions in Nigeria (Adesina, 2003). The workers are provoked to join force to resist such propensities of the employer, thereby straining the strand of industrial tranquility that hitherto existed. This is because it intensifies the strength and strategies of workers as well, thereby prompting them to rely on the tools of trade unionisms to push forth their rights and privileges that are being dampened (Kim and Kim, 2003). Even if there is the existence of 'yellow dog contract' (where workers are not allowed to unionize), industrial crisis may still occur. Though the workers may not be able to stop work, their attitudes towards their work will be negatively affected leading to other forms of grievance expressions such as lateness, absenteeism, high rate of turnover, sabotage, among others, which will ultimately affect productivity. The above has been corroborated by the high level of unemployment in the country, which makes employers to believe that they can always replace workers that do not comply with their domineering initiatives (Mas, 2004). It could also be as a result of insensitivity and insincerity in handling union demands by the government and managements (Otobo, 2000). Another source of the crisis is the breach of collective agreement that has been reached (CHDR 2002).

Ideally, once decisions are reached via the process of collective agreements (or by other means) each party is supposed to adhere strictly to the terms and conditions. Employers (and government) have in most cases been guilty of this, due to their seemingly stronger force. The University of Ilorin crisis is a very clear instance, which has lingered on for some years where the management refused to reinstate the sacked lecturers as directed by the court (Fashakin, 2005). In addition, the use of contingent workers (temporal workers that are not usually entitled to some employment benefits

besides wages) is another issue. The Nigerian Labour Congress-NLC has frowned at and fought against the use of casual the use of contingent workers makes the employers not to compensate satisfactorily their regular staff in as much as there are other cheaper ways of using labour resource (Fashakin, 2005). The economic situation especially the inflationary trend, in the country has not equally helped matters. The inflationary trend has always been worsened as a result of fluctuations (increases) in the prices of petroleum products which translate to increased transportation cost and higher cost of living (Osabuohien, 2005). This devalues workers' income, which is capable of increasing their agitations that could lead to industrial crisis.

2.3 CAUSES OF TEACHERS' STRIKE ACTION IN NIGERIA

Strike actions are often caused by several factors and researchers over time have attempted to document the several causes of strike actions in the nation's educational sector. This section is devoted to examining the major causes of strike actions in Nigeria.

A strike action is caused by the unfair treatment that workers receive from their employers (Clark, 2012). When employees perceived that they are not being treated fairly with respect to salaries or wages and condition of service, there is bound to be disagreement between the employees and the employers. For instance, secondary school educators have set goals which they hope should be met by the organization/institution. If the institution failed to meet up with these goals, there may be impasse, which may likely degenerate into strike actions. In some cases, workers in some cadres or lower ranks complained of victimization by workers who are superior

to them in cadres or ranks. This has in no small measure affected the morale of staff and at times it degenerate into 'full-blown' strike.

1. **Violation of legislation:** or rule has been identified as a notable cause of strike actions in the nation. The employment contract entered into between the employees and employer remains binding as long as the contract is on. When there is breach of contractual agreement by employer, there is bound to be impasse which may eventually climax in strike actions. The educators/teachers tend to rely on strike action as a last resort in pressing home their demands.

2. **Poor application of collective bargaining:** Collective bargaining has become an important mechanism for setting the procedures for the settlement of industrial disputes and also for resolving disputes when they inevitably occur. Most of the strike actions in Nigeria have resulted due to the poor application of the provisions of collective bargaining. For instance, the Nigerian Labour Congress went on warning strike in August, 2011 over non implementation of the new national minimum wage. The 2013 ASUU and ASUP strike actions were based on the poor application of the provisions of collective bargaining. The COEASU strike of 2014 that affected all Federal Colleges of Education also resulted from the failure to implement the provisions of collective bargaining.

3. **Health Hazards:** some strikes have occurred in situations where continued work has been considered to involve health hazards it may be due primarily to low temperatures at place of work, drought, smoke, bad ventilation etc. Here the employees will have been complaining to the management without positive response. If the condition complained about now aggravates, workers will have no choice than to proceed on strike.

4. Wages and Earnings: This appears to account for close to half of all strikes. This is in connection with the setting of piece rates, unpaid wages, low wages due to technical failure or new work methods, allowances and prolonged wage negotiations. In Nigeria, a critical review of strike will reveal that most bothered on wages and earnings. Whenever workers go on strike it always has to do with earnings. The June 2001 strike of medical Doctors was mainly on better earnings. The April to June 2001 Academic Staff Union of Universities (ASSU) strike also partly falls under this category. An example of this is the strike of osun state ASSU in May 26, 2015 to January 6, 2015 due to lack of instructional materials and non payment of running grants by state government.

5. Managerial Authority: At times strike concern the extent of managerial authority, including management's limitation on workers right (e.g. through rules and regulations) as well as the exercise of managerial authority (e.g. through discipline actions against workers). This refers to management approach to bargaining relations with the union. For instance, where management develops a negative policy towards union, disputes and strikes are inevitable. Even where a positive policy is evolved, management approach to bargaining and the implementation of agreement may be a source of conflicts and strikes. Indeed, non implementation of collective agreement is a continuing source of conflicts in Nigeria. An example is the strike embarked upon by ASSU, April – June 2001, as a result of the Federal Government refusal to sign the earlier agreement of 18 December 2000 between it and ASSU.

6. Protest against Disciplinary Matters: Another common reason for strikes has been protest against disciplinary measures by management. Some of the specific

grievance includes disciplinary measures against workers, unjust treatment, harassment and right of organisations.

2.4 IMPACTS OF TEACHERS' STRIKE ACTION ON EFFECTIVE LEARNING IN SECONDARY SCHOOLS

Effective learning in school occurs 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 (Asaolu, 2010). 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 the 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. However, posits that conflict in the school setting disrupts academic progress and adversely affects effective learning among the students (Asuquo, 2010). Disruption in academic calendar caused by strike, gives students undeserved study years extension. This means that strike to some extent leads to extra year for students (Olukunle, 2011). 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 (Isangedighi 2007, Iheanacho ,2002).

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

superhighway to learning. This is usually suppressed by the disruption in academic program arising from strike action (Thompson, 1990).

“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 schools 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 students are more organized in their study; they 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. (Maliki, Ekpekin-Ekanem, 2011).From the above review therefore, scholars are of the opinions 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.

2.5 EVALUATION OF TEACHERS’ MOTIVATION IN NIGERIA

The work environment is also an important determining factor in teachers’ motivation. The teachers’ working environment in Nigeria has been described as the most impoverished of all sectors of the labour force (NPEC, Nigeria 1998).Facilities in most schools are dilapidated and inadequate.This means inadequate academic facilities in Nigeria secondary schools discourage the moral of teachers for carrying out their duties (Sanusi 1998, Adelabu 2003).Greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular,

there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning (Kazeem, 1999). Based on the study conducted by (Kazeem, 1999) ;teachers and other school workers tend to remain contented and reasonably motivated as long as salaries are paid on time and they are promoted regularly. Factors such as the payment of salaries, allowances and promotion are the key factors that shape teachers attitudes towards their work (Earlier and Eton 1984). Irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria (Amadi, 1983). Practicing teachers are particularly concerned about the late payment of salaries and the non-payment of fringe benefits rather than other non-monetary incentives. School principals often complained about teachers not willing to work because of delays in payment of their salaries (Mbanefoh, 1982)

In Nigeria, prompt payment of salaries induced greater commitment to teaching. Another major source of teacher dissatisfaction in Nigeria arises from disparities between the teaching profession and other professions, such as nursing, with respect to the time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions (Ayeni 2005 and Ubom 2002). Not surprisingly, Akinwunmi (2000) and Ejiogu (1983) found that what the typical low- income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance. The social status of teachers has been identified as an important factor impacting teacher morale and motivation (Baikie 2002, Francis 1998, and Obanya 1999). Where teachers feel society is dismissive of the profession, their commitment is undermined. Promoting teachers without basing it on an evaluative mechanism linked to job

performance has also been found to de-motivate many teachers in Nigeria. School leadership and management style are also important factors, which can either motivate or lower teacher morale and commitment (Yisa, 1975; Obilade, 1989; Sanusi, 1998).

Nwankwo (1984) found that teachers feel highly motivated when they are consulted about decisions regarding their work. Unfortunately, too high a proportion of school managers (principals and head teachers) are highhanded and autocratic in their dealings with teachers. The attitude of inspectors towards teachers in supervising their work is another important work-related motivational factor (Ayeni, 2005). Unfair administrative and supervisory practices tend to undermine teacher morale. Simply means unjust treatment of teachers should be discourage (Bamisaye, 1998). Private school teachers appear more motivated than teachers in public schools. Regular payment of salaries and much lower pupil-teacher ratios are key reasons for this (Kazeem 1999 and Akinwumi 2000).

The conditions for teaching are more conducive in private secondary schools in Lagos State especially because the maximum class size is only 30 in private schools compared to well over 80 public schools (Muheeb, 2004). 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 (Odubela, 2012).

2.6 EDUCATIONAL RESOURCES AND STANDARDS IN NIGERIA

A former Federal Minister of Education and one of the leading educationists in Nigeria has consistently held the view that standards in education have not declined, rather the expectations have changed as more people participate in education enterprise as

teachers, students, examiners, employers, administrators and parents (Fafunwa,1998). The crisis in Nigerian education can be traced to four main sources: teachers, facilities, funding and management. Students' poor performance in academic work and behaviour are manifestations of the problems associated with the staffing of the schools, inadequate facilities and funding. The situation is aggravated by inefficient and ineffective planning, organization and management of the available human and material resources. To begin with, the problem with staffing the schools is no longer that of unavailability of trained teachers. Today, the staffing crisis has shifted to government's inability to employ available well trained teachers to fill vacancies in the schools simply because the finance is inadequate. Therefore, many classrooms remain without teachers. In some cases, a classroom is overcrowded with students under one teacher, and teacher-student ratio can be as high as 1 to 60 in a primary or secondary school instead of the approved ratio of 1 teacher to 35 or 40 students. How can effective teaching and learning take place in such an over-crowded classroom manned by over-worked teachers? Shortage of funds has adversely affected not only the recruitment and retention of good teachers; it also has led to poor facilities and insufficient supply of instructional materials.

Teacher turnover in the Nigerian education system was high and was caused by many factors. He said "The factors propelling them out appear well known: poor salaries and allowances, poor conditions of service". Very few public schools in Nigeria can boast of meeting minimum standards set by the Ministry of Education, yet we expect good academic performance from the students (Aghenta, 1998). Many people do not agree with Silberman (1870) that discussion about purposes and aims of education are among the dullest and most fruitless of human pursuits, it is important that educators in Africa

begin to spend more time examining what goes on in the schools in relation to why governments and tax-payers spend so much of national income on education. We need to assess the results or outcomes from the schools to ensure students are really receiving expected education since mere schooling is not synonymous with education. Ukeje (1995) on his part has argued that we should concern ourselves more with quality of education provided which he believed had definitely declined, since standards, as criterion measure, should be seen as established and set to guide our aspirations.

In writing about crisis in American classrooms, Silberman (1970, p.6) said "It is one thing to say that education must be purposeful; it is another to say what those purposes should be". In Nigeria, as in many African countries, there is an on-going lively debate on what are appropriate or relevant goals and objectives of different levels of education in the light of changing circumstances and societal values. The arguments then spill over to the issue of whether educational standards in each country are rising or falling.

2.7 THEORETICAL FRAMEWORK

Abraham Maslow's Hierarchy of Needs Theory

This theory is one of early and best known theories of motivation in an organisation; Maslow (1970) argues that within every human being there exists a hierarchy of five basic needs which are:

1. The physiological needs: These include hunger, shelter, sex and other bodily needs.

Once these needs are satisfied newer or higher needs will emerge. Hence, their

strength and importance decreases and next higher level need become stronger motivator.

2. **Safety Need:** These include security/Job security, protection from physical and emotional harm, economic disaster. These needs are often met in industrial organization by such programmes as fringe benefits, retirement or pension scheme, insurance benefits, and medical or health services, safe working environment.
3. **Social or love Needs:** These include affection, belongings, acceptance, friendship, love. Non satisfaction of these needs may affect the mental health of the employee and may be evidenced in high rate of absenteeism, poor performance, low job satisfaction.
4. **Esteem Needs:** Which include internal esteem factors such as status, recognition and attention, respect, self-esteem, personal sense of competence. However, at the esteem level the individual wants to be perceived as competent and able.
5. **Self-actualization Needs:** These include growth, achieving ones potential and self-fulfillment, the drive to become what one is capable of becoming. As each need becomes substantially satisfied, the next need becomes dominant. Though no need is ever fully satisfied, a satisfied need no longer motivates. Maslow further divided the five needs into higher and lower need. He, argued that an organization that meets all these needs would produce a high motivated worker. However, industrial conflict or grievances are bound to come up in an organization, when the management failed to satisfy the needs of the workers. The management has to consider the interest of the workers so as to make them feel satisfied with their job. This will also motivate them to give up their best performance in actualizing organizational goals.

To Maslow, workers stratification is the legitimate power attached to highly productivity within an organization. Thus, for example, the Government has the right to take certain decisions, regardless of the wishes of the workforce (which includes the Nigeria Union of Teachers (NUT)). All employees, as Maslow calls them have positions of domination and subjection to their needs. It is in this situation which Maslow saw as the basis for conflict in the workplace or organisation of nowadays. He believed that the existence of unsatisfied workers needs resulted to a situation in which individuals have different interests.

Therefore, from the theory of Abraham Maslow, it can be reasonably assumed that inability of Osun state government to meet the demands of Nigeria Union of Teachers Osun chapter (NUT)), leads to industrial conflict which may manifest through the grievances of the NUT and resulting into strike action.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology is a master plan specifying the methods and procedures for collecting and analyzing the data. It is the general research strategy that outlines the way in which research is to be undertaken as well as identify the methods to be used, describe the methods of data collection to arrive at a reliable conclusion. Sampling is selecting a group (subgroup) from a much larger population that is similar in its trait (i.e. gender, ethnicity, age, income, etc.) distribution of the larger population. Findings made from studying the group can then be generalized to the larger population.

3.2 Research Design

The design adopted for the study is the descriptive survey research design, which is related to the nature of the problem being investigated, as it allows the researcher to reach out to a larger number of the targeted population.

3.3 Area of the study

The south-western of Nigeria is inhabited by the Yoruba speaking people and can be divided into six states, namely Oyo, Ondo, Ogun, Osun, Ekiti and Lagos. A substantial portion of the population of Kwara State is also Yoruba speaking. Although the Yorubas region point of origin could not be established, it is generally believed that their ancestral home is Ile-Ife, an important town in Osun State, and that a man called Oduduwa was their ancestor. The Present day Osun State was initially part of the former western region of Nigeria. Before the Federal elections in 1968, Osogbo, the present capital of the State

was the divisional headquarters of Osun region. Ogbomoso, while the Ile-Ife and the Ijesa people were excluded. The Osun state was created on 27 August 1991 by President Ibrahim Babangida's administration. It was created out of the former Oyo State. According to the 1992 Provisional Census, the state had a population of 2.2 million covering an approximate area of 8,602 square kilometers. However, the National Population and Housing Census exercise conducted in 2006 estimated the population at 3,423,535 million. The state derived its name from the River Osun, which flows through Osogbo. The state is home to the Osuns, the Igbominas, the Ijeshas and Ifes, who are all of the same Yoruba tribe even though they speak various dialects. They are segmented into thirty different Local Government Areas with one Area office. Ilesha is a city located in Osun State, southwest Nigeria. The Ijesa, a term also denoting the people of the state of Ilesa are part of the present Osun State of Nigeria, The total population of Ilesa according to Nigerian population census of 2006 was estimated at 620,109.

3.4 Study Population

The population for this study is made up of randomly selected public senior and junior secondary schools in Ilesha (West and East) local government council areas of Osun State, namely Ilesha Grammar School, Obokun High School, St Margret High School and Methodist High School. Students from junior and senior secondary schools were randomly selected for this study. The sample is drawn using the simple random sampling technique consisted of 200 students, 50 respondents were selected from senior schools as well as junior schools with equal representation of males and females.

3.5 Instrument for Data collection

The research instrument is questionnaires only. A comprehensive questionnaire was designed and administered to the respondents, the questionnaire contained closed and open ended questions. Each of the respondents were asked to check for an option that best suits the question(s) and fill in their responses as appropriate on the questionnaire spaces provided. The questions were divided into three sections A, B and C, the first section contained socio-demographic characteristics of the respondents, while the second section examined effects of teachers' strike on students academic performance, and the third section comprises of open ended questions about perceptions of students on teachers' strike.

3.6 Validation of the Instrument

The researcher constructed the instrument, for example the questionnaire and gave it to the supervisor in charge of this project in order to justify if the items really measures the opinion of the respondent. Based on this, the instrument or questionnaire gained approval to be administered on respondents.

3.7 Method of Data collection

Quantitative methodology was adopted for data generation. Hence questionnaires are employed to obtain data from the respondents. The questionnaires were administered to the respondents (students) in the selected junior and senior secondary schools. Two hundred (200) questionnaires were administered was administer to the study with equal representation of male and female.

3.8 Method of Data Analysis

The data gathered were analyzed through the use of statistical package for Social Sciences (SPSS). Hypotheses were tested using the Chi-square to interpret the quantitative data collected with the questionnaire.

3.9 Sampling Techniques

Base on the quantitative collection of data, simple random sampling technique was adopted in this study; this refers to a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group. It is considered a fair way to select a sample from a larger population, since every member of the population has an equal chance of getting selected. Researcher creates a simple random sample using a couple of methods. With a lottery method, each member of the population is assigned a number, after which numbers are selected at random. Here secondary schools in Ilesha Osun state, public secondary schools were constructed in the same location. Out of this, four were selected namely; Ilesha Grammer school, Obokun high school, St Margret high school and Methodist high school with equal representation of male and female. In each of these schools fifty questionnaires was administered to students' base on their wiliness to participate in this study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

4.0. INTRODUCTION

This chapter focuses on the presentation and data analysis of research work on the effect of teachers' strike actions on academic performance among selected secondary schools in Ilesa Osun State as the case study. The analysis of this study was done in line with the research questions raised for this project work: The background characteristics of the students as well as the likely questions on effect of teachers' strike actions on students' performance in examination, major reasons accountable for teachers strike actions in Osun state, likely implications of teachers strike actions on secondary school students and the alternative means for preventing teacher's strike actions in secondary schools in order to make their demands known in the state. The selected characteristics and research questions were presented only at univariate level that is frequency percentage analysis and chi-Square was used to test the hypothesis of association between teacher strike actions and students' academic performance.

4.1: Background Characteristics of Sampled Students in Osun State Secondary School

The percentage distribution of sampled students revealed that there is an equal sample of 50 respondents from each school selected which therefore disclosed that (25%) of the sample respondents were from Ilesa Grammar School, St. Margret School, Methodist High School and Obokun High School from which we have (55.5%) who are female students and remaining less than (45%) were male with average age of 14years in the

sampled schools. It quite surprising that most of the students in the senior class participate in the study as SSS students were (61.5%) and Junior Class (38.5%) See table below.

Table 1: Percentage Distribution of Sampled School and Gender

Background Characteristics	Frequency	Percent
Name of School		
Ilesa Grammar School	50	25.0
St Margret School	50	25.0
Methodist High School Ilesa	50	25.0
Obokun High School	50	25.0
Total	200	100.0
Gender		
Male	89	44.5
Female	111	55.5
Total	200	100.0
Average Age of Students(Mean)	14.05 years	
Level of Education	Frequency	Percent
Junior Secondary School	77	38.5
Senior Secondary School	123	61.5
Total	200	100.0

It was also found that the students' population was dominated by Osun State indigene (59.0%) while students from Ekiti State were fairly more than one-third of the sampled

and other states like Oyo (4.0%) and Lagos (2.0%). This implies that most of the students in the schools are indigene of Osun state or based in the state, this is normal as the state has little industrial investment that could attract migration. See table below.

Table 2: Percentage Distribution of Sampled Respondents by Religion State of Origin

Religion	Frequency	Percent
Christianity	134	67.0
Islamic	66	33.0
Total	200	100.0
Ethnicity	Frequency	Percentage
Yoruba	191	95.5
Hausa	5	2.5
Igbo	4	2.0
Total	200	100.0
State of Origin	Frequency	Percentages
Ekiti	70	35.0
Osun	118	59.0
Oyo	8	4.0
Lagos	4	2.0
Total	200	100.0

The percentage distribution of religion practices among secondary students shown that majority of them were Christianity (67.0%) and Islamic (33.0%). The ethnicity of the

secondary students revealed that majority were Yoruba speaking ethnic group while others were Hausa (2.5%) and Igbo (2.0%).

4.2 ANALYSIS OF RESULTS AND FINDINGS BY RESEARCH QUESTIONS

Research Question One: What is the history of strike in Nigeria?

It has been discussed in the literature by most scholars and journalists that the rate of strike action in recent time is very alarming. This was seen as more than three-quarters of the secondary school students has agreed that teachers strike actions has occurred during their study period while a negligible percentage (9.0%) disagree and (1.5%) were not sure. This is giving negative implication of the quality of elementary education in Nigeria, when the future of the country is neglected and some of the future leaders are left to roam about in street without sound education *see table below*.

Table 4: Experience Teachers strike Actions among secondary school Students

Teachers' strike has occurred during your study duration	Frequency	Percent
Strongly agree	62	31.0
Agree	93	46.5
Strongly disagree	18	9.0
Disagree	24	12.0
Undecided	3	1.5
Total	200	100.0

Research Question 2: What are the likely reasons responsible for strike actions among secondary school teachers in Osun State, Nigeria?

The study went further to seek what are the likely reasons responsible for strike action, the assumption that teacher will surely cover their syllabus after strike has brought up a lot of dwindling in secondary schools as they believed that teachers strike is more important than students' academic and also government and Nigeria Union of Teachers (NUT) are to be blamed for incessant strike actions in the state. It was established that most of the respondents disagree with the opinion that teachers' strike is more important to students than academics. This could be seen as almost half (47%) of the respondents disagree and more than one-third (35.0) strongly disagree that teachers' strike is more important to students than academics while only (16.5%) agree leaving (1.5%) for undecided. It was also established that most of the respondents represent (53%) disagree and strongly disagree with the opinion that their teachers successfully covered syllabus after strike while only (25.0%) agree, (17.0%) strongly agree leaving (5%) for undecided respondents. *See table below.*

Table 5: Showing likely Causes of Teachers Strike Actions among Secondary School Students

Teachers' Strike is more important to students than academics	Frequency	Percent
Strongly agree	9	4.5
Agree	24	12.0
Strongly disagree	70	35.0
Disagree	94	47.0

Undecided	3	1.5
Total	200	100.0
Our Teachers successfully covered syllabus after strike action	Frequency	Percent
Strongly agree	34	17.0
Agree	50	25.0
Strongly disagree	27	13.5
Disagree	79	39.5
Undecided	10	5.0
Total	200	100.0

The assumption that Teachers' strike will be beneficial to students academics endeavors were disapproved by students as it was also established that most of the respondents strongly disagree(40%) and disagree(31.5%) with the opinion that teachers' strike is beneficial to students academics endeavorswhile only (17.5%) agree, (9.0%) strongly agreed leaving (2%) for undecided respondents.

The government has been identified as one of the major causes of incessant strike actions in the state as it was also established that most of the respondents agreed (42.5%) and strongly agreed (25%) with the opinion that Government is to blame for the incessant strike actionwhile only (15.5%) disagreed, approximately (9%) undecided respondents.

See details in table below.

Table 6: Showing Other Causes of Teachers strike Actions among secondary school Students

The unyielding attitude of teachers' union to put the students academics career into consideration has been identified as one of the major causes of incessant strike actions in the state but it was found that most of the respondents disagree (35.5%) and (27.5%) agree with the opinion that Nigeria Union of Teacher (NUT) is to be blame for the

Teachers' strike is beneficial to Students'		Academics endeavors	
Frequency	Percent	Frequency	Percent
18	9.0	18	9.0
35	17.5	35	17.5
80	40.0	80	40.0
63	31.5	63	31.5
4	2.0	4	2.0
200	100.0	200	100.0
Total		Total	
Strongly agree		Strongly agree	
Agree		Agree	
Strongly disagree		Strongly disagree	
Disagree		Disagree	
Undecided		Undecided	
Government is to blame for the incessant strike action		Government is to blame for the incessant strike action	
Strongly agree		Strongly agree	
Agree		Agree	
Strongly disagree		Strongly disagree	
Disagree		Disagree	
Undecided		Undecided	
50	25.0	50	25.0
85	42.5	85	42.5
17	8.5	17	8.5
31	15.5	31	15.5
17	8.5	17	8.5
200	100.0	200	100.0
Total		Total	

The study went further to seek likely implications and effect of teachers' strike actions on students' academic performance, it was revealed that teachers' strike has contributed a lot of dwindling in quality of education in secondary schools as most of the students opined that teachers' strike actions has negative impact on their performance; it reduces their reading habit, it make them feel that the examination is tough and make their results to be poor and finally make them to lose confidence in academics. It was established that most of the students disclosed that strike actions have 'negative effect' (68.5%) while those who said 'positive effect' are (25.0%) and those that said 'not at all' are (6.5%). This was seen

Research Question 3: What are the likely implications of teachers strike actions on secondary school students?

Nigeria Union of Teacher members are be blame for the incessant strike action		Frequency	Percent
strongly agree	39	19.5	
Agree	55	27.5	
strongly disagree	19	9.5	
Disagree	71	35.5	
Undecided	16	8.0	
Total	200	100.0	

Table 6: Showing likely Causes of Teachers strike Actions among secondary school Students

leaving (8.0%) undecided respondents. See table below.

incessant strike actions while only (19.5%) strongly agree and (19.5%) strongly disagree

as more than half (73.0%) of the respondents said their reading habit reduces and not up to one-third (19.0%) said their reading habit increases, while leaving (8%) for undecided. See table below.

Table 7a: Showing likely implications of teachers strike actions on secondary school students Academic Performance.

In what way has teacher's strike contributed to your academic performance	Frequency	Percentages
Positive	50	25.0
Negative	137	68.5
not at all	13	6.5
Total	200	100.0

What happens to your reading habit during teacher's strike?	Frequency	Percent
Reduce	146	73.0
Increase	38	19.0
Unchanged	16	8.0
Total	200	100.0

More so, it was established among the students that strike actions has made them to feel examination conducted immediately after strike is tough (44.5%) while those who said it is easy to answer (26.5%) leaving (29%) as undecided. This was also seen as more

Yes	141	70.5
Does teachers' strike make you lose confidence in academic as being significant to your career?	Frequency	Percent
Total	200	100.0
Poor	146	73.0
Average	38	19.0
very good	16	8.0
conducted immediately after teachers' strike	Frequency	Percent
what happen to your results when examinations are	Frequency	Percent
Total	200	100.0
Undecided	58	29.0
It is easy to answer	53	26.5
It is tough	89	44.5
how do you feel about examinations conducted	Frequency	Percent
immediately after teachers' strike	Frequency	Percent

School Students Academic Performance.

Table 7b: Showing other likely Implications of Teachers Strike actions on Secondary

than two third (70.5%) of the respondents said their performance was poor and less than half (19.0%) said their performance was average and (8.0%) said that their performance was very good. It was revealed that teachers' strike make students to lose confidence in academics as most of them agreed with the opinion that teachers' strike make one lose confidence in academic as being significant to their career as (21%) said no, (70.5%) said yes and (8%) were undecided see details in table below.

Research Question 4: What are the alternative means for preventing teacher's strike actions in secondary schools in order to make their demand known? Seeking to know alternative means for preventing effect of teachers strike actions on students' academic performance, It was exposed that Government readiness to yield to

Delayed negotiation/bargaining between NUT and		Government trigger the strike action	
		Frequency	Percent
strongly agree	28	14.0	
Agree	95	47.5	
strongly disagree	13	6.5	
Disagree	33	16.5	
Undecided	31	15.5	
Total	200	100.0	

It was established that delayed negotiation between the Nigeria Union of Teachers (NUT) and Osun state government trigger teachers strike action as most of students agreed with the opinion that delayed negotiation between the Nigeria Union of Teachers (NUT) and Osun state government trigger teachers strike actions (47.5%) agreed, (14.0%) strongly agreed while those that disagreed were (16.5%) and strongly disagreed takes (6.5%) leaving (15.5%) for undecided see details in table below.

No	43	21.0
Undecided	16	8.0
Total	200	100.0

the demands of Teachers will reduce their incessant strike actions, Government prompt dialogue with Nigeria Union of Teacher will also minimize strike actions. Other measures is to encourage Self-study during strike in order to minimize the effect of teachers' strike on students' academic performance and students should engagement in tutorials during strike to enhances their performance when they resume.

This was established as majority of the students agreed that government readiness to response to the request of teachers will reduce their incessant strike actions as (47.5%) agree and (25%) strongly agree while those that disagree were (15%) and (5%) strongly disagree leaving (7.5%) for undecided. Furthermore, it was also recognized by majority of the students who agreed that Government prompt dialogue with Nigeria Union of Teachers will minimize strike actions as (39.0%) agree and (44%) strongly agree while those that disagree were (12%) leaving (4.5%) for undecided. Also, it was also discovered that engaging the students in tutorials during strike will enhances their performance when they resume, as more than three-quarter of the students said "Yes" (80.0%) and (7.0%) "No" while those that said sometimes were just (12.5%). This post a great challenge to the parent to be up and doing and feel concern with their ward future by making arrangement for their children to go for tutorial or coaching class

Table 8: Showing likely measures to prevent the impacts of teachers strike actions.

on secondary school students Academic Performance.

Government provision of the request of Teachers will reduce their incessant strike action		Frequency	Percent
strongly agree	50	95	47.5
Agree	25.0		

below.

Also, it was also discovered that self-study during strike will help minimize the effect of teachers' strike on students' academic performance, as more than three-quarter of the students said "Yes" (78.0%) and (12.0%) "Not really" while those that said sometimes were just (10%). This call for parental responsibility to free the students from much domestics work which can hindered their academic performance see details in table

Government prompt dialogue with Nigeria Union of Teacher		will minimize strike action		students engagement in tutorials during strike enhances their performance when they resume .	
strongly disagree	Disagree	undecided	Total	strongly agree	Agree
10	30	15	200	89	78
5.0	15.0	7.5	100.0	44.5	39.0
Total		Total		Total	
strongly agree		strongly agree		strongly agree	
Disagree		Disagree		Disagree	
undecided		undecided		undecided	
Total		Total		Total	
161		161		161	
80.5		80.5		80.5	
Some time		Some time		Some time	
No		No		No	
Total		Total		Total	
200		200		200	
100.0		100.0		100.0	
Frequency		Frequency		Percent	

This study further validates the relationship between the school factors and class as it reflects the effect of teachers' strike on students' performance. It was discovered that that two third of respondents submitted that teachers' strike actions have negative contribution on students' academic performance, (88%) of students in Ilesha Grammar School, St Margaret School (64%), Obokun High School (64%) and Methodist School (58%) submitted that teachers strike has negative effects or contribution on their academics performance. This was further disclosed that the impacts of teachers' strike is negative to students' academic performance as it statistically significant as chi-square ($X^2=15.231$, $p=0.018$) which is significant at (5%) level of significance. We therefore have more

4.3 TEST ASSOCIATION BETWEEN IMPACTS OF TEACHERS' STRIKE ACTIONS ON STUDENTS' PERFORMANCE AMONG SCHOOLS STUDENTS

Self-study during strike will minimize the effect of teachers' strike on students' academic performance	Frequency	Percent
Yes	156	78.0
not really	24	12.0
Sometime	20	10.0
Total	200	100.0

Actions on Secondary School Students Academic Performance.

Table 8b: Showing likely measures to prevent the impacts of Teachers Strike

statistical confidence to regret null hypothesis that teachers strike has negative impacts on students' academic performance. See the table below

Table 9: Showing the Relationship between teachers strike actions on Students' Academic Performance and School

Name of School	In what way has teacher's strike contributed to your academic performance		Total	Chi-Square
	positive	Negative not at all		
Ilesa Grammar School	5	44	1	$\chi^2=15.239, p=0.018$
School	10.0%	88.0%	2.0%	
St Margret School	12	32	6	
Methodist High School Ilesa	18	29	3	
Obokun High School	15	32	3	
School	36.0%	58.0%	6.0%	
Total	50	137	13	
School	30.0%	64.0%	6.0%	
Total	25.0%	68.5%	6.5%	

But testing relationship among junior and senior classes, it was discovered that the senior class students said the strike actions has negative contribution to their performance but majority of the junior class students said the strike actions contributed negatively to their academic performance. This was disclosed as (71.4%) of students' in junior class said strike action has negative contribution to their academic performance while those that said the strike actions has nothing to do with their performance were just (10.4%), on the contrary, more than half of the senior school students said strike actions has negative impacts on their academics performance (66.7%) and those who opined that strike actions has nothing to do with their performance were just (29.3%). Thus teachers' strike action in Osun State is a key predictor to students' academic performance endeavors as chi-square ($X^2=5.39$, $p=0.067$) which is very significant at (5%) level of significance that there is a relationship between level of education and teachers strike actions on students' performance.

See details in table below.

Table 10: Showing the Relationship between influence of teachers strike actions on

Students' Academic Performance and Level of Education

Level of Education	In what way has teacher's strike contributed to your academic performance	positive	14
		Negative	55
		not at all	8
Total			77
Chi-Square			$X^2=5.39$

Secondary School	18.2%	71.4%	10.4%	100.0%
Senior	36	82	5	123
Secondary School	29.3%	66.7%	4.1%	100.0%
Total	50	137	13	200
	25.0%	68.5%	6.5%	100.0%

;p=0.067

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter is devoted to the presentation of the summary of findings, conclusion and recommendations drawn from the analysis of the research study on the effect of teachers' strike actions on students' academic performance, a case study of selected secondary schools in Ilesa, Osun State, Nigeria.

5.1 SUMMARY OF FINDINGS

The major findings from the study disclosed that, the percentage distribution of respondents background characteristics disclosed that there is an equal sample of 50 respondents from each school selected which therefore disclosed that (25%) of the sample respondents were from Ilesa Grammar School, St. Margaret School, Methodist High School and Obokun High School from which we have (55.5%) who are female students and remaining less than (45%) were male with average age of 14years in the sampled schools. It quite surprising that most of the students in the senior class participate in the study as SSS students were (61.5%) and Junior Class (38.5%). The percentage distribution of religion practices among secondary students shown that majority of them were Christianity (67.0%) and Islamic (33.0%). The ethnicity of the secondary students revealed that majority were Yoruba speaking ethnic group while others were Hausa (2.5%) and Igbo (2.0%).

It was discussed in the literature by most scholars and journalists that the rate of strike action in this recent time is very alarming. This was seen as more than three-quarters of

the secondary school students disclosed that teachers strike actions has occur during their study period while a negligible percentage (9.0%) disagree and (1.5%) were not sure. This is giving negative implication of the quality of education in Nigeria when the future of the country is neglected and left to roam about in the street without sound education.

The study went further to seek what are the likely reasons responsible for strike actions, the assumption that teachers will surely cover their syllabus after strike has brought up a lot of dwindling in secondary schools as they believed that teachers strike is not important than students' academic and also government and Nigeria Union of Teachers (NUT) are to be blamed for incessant strike actions in the state. It was established that most of the respondent disagree with the opinion that teachers' strike is more important to students than academics of students. This could be seen as more than half (47%) of the respondents disagree and more than one-third strongly disagree that teachers strike is more important to students than academics while only 16.5% agree leaving 1.5% for undecided. It was also established that most of the respondents disagree and strongly disagree with the opinion that their teacher successfully covered syllabus after strike (53%) while only (25.0%) agree, (17.0%) strongly agree leaving (5%) for undecided respondents.

The unyielding attitude of teacher union to put the students academics career into consideration has been identified as part of the major causes of incessant strike actions in the state but it was found that most of the respondents disagree (35.5%) and (27.5%) agree with the opinion that Nigeria Union of Teacher members are to be blame for the incessant strike action while only (19.5%) strongly agree and (9.5%) strongly disagree leaving (8.0%) undecided respondents.

In Nigeria today, strike has been the only mechanism adopted by teachers to get their right and benefits from government. The study concluded that the factors responsible for strike actions in the state are: the assumption that teachers will surely cover their syllabus after strike, the idea that teachers' strike is more important than students' academic, unyielding attitude of government and Nigeria Union of Teachers (NUT) to help out the situation in the state. These have brought a lot of dwindling in quality of education in secondary schools as most of the students opined that strike actions have negative impact on their performance, it reduces their reading habit, make them feel that the examination is tough and make their results to be poor and finally make them to lose confidence in

5.2 CONCLUSION

The study went further to seek likely implications and effect of teachers strike actions on students' academic performance, it was revealed that teachers strike has contributed a lot of dwindling in quality of education in secondary schools as most of the students opined that strike actions has negative impacts on their academic performance, this reduces their reading habit, it make them feel that the examination is tough and make their results to be poor and finally make them to lose confidence in academics. It was established that most of the students disclosed that strike actions has negative (68.5%) while those who said positive (25.0%) and not at all (6.5%) This was seen as majority (73%) of the respondents said their reading habit reduces and not more than one-third said their reading habit increases that teachers strike is more important to students than academics (40.0%) strongly disagreed, (31.5%) disagreed while only (9.0%) agree leaving (2.0%) for undecided.

academics. Thus far this study has done justice to the objective of the study that seeks to know the effect of teachers strike actions on students' academic performance in Osun State.

5.3 RECOMMENDATION

Education is a life-long socialization or interaction process through which social norms, values and cultures are learned, shared and transmitted from generation to generation (Igbo 2003; Schaefer, 2007). Based on the findings of this study, the following recommendations are suggested to combat the effects of teachers' strike actions on secondary school students' academic performance.

According to 2015 WASSCE reports on students' performance in Nigeria, Osun State recorded 18.03 percent success, which means massive failure was recorded by most public school students in the state in last year's WAEC result. According to states' passing rate in the 2016 WAEC published on the website of the organisation, Osun State was placed 29th, thus emerging the least ranked state in the Southern part of the country, coming behind Kogi and Benue state. These are negative implications on public secondary schools in Osun State. Based on these, the following recommendations are subjected. The management and stakeholders in educational sector should ensure sanity among staffs, ensure to put students' academic career into consideration when embarking on strike actions so as to help the future leader of Nigeria to remove bad eggs among students. Students should be encouraged to engage in Self-study and tutorials during strike to enhance their performance when they resume and Government should extend academic calendar whenever there is strike to enable the teachers cover their

syllabus. It was exposed that Government readiness to yield to the request of Teachers will reduce their incessant strike actions and its impacts on students' academics. *"Teachers has been an unavoidable ladder everyone climb to get to where everyone are today"* –Owoeye (2013), thus the government should give prompt dialogue to the cry of Nigeria Union of Teachers to minimize the incessant strike action in the state.

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APPENDIX
QUESTIONNAIRE

Dear Sir/Ma,

This research aims to study the effects of teachers' strike actions on academic performance among secondary school students. Your school has been selected to be among the secondary schools to participate in this study. Kindly answer the questions below with honesty. Any information given shall be treated with utmost confidentiality.

Thus your name is not required.

Thanks in anticipation.

FASUNLADE LAWRENCE KOLA

SECTION (A)

SOCIO-DEMOGRAPHIC DATA OF THE RESPONDENTS

Instruction: Tick { } in the appropriate space provides below to indicate the current and to the question asked.

1. How old were you on your last birthday?
2. Gender: (a) Male { } (b) Female { }
3. Level of Education: (a) Junior Secondary School { } (b) Senior Secondary Schools { }
4. Marital Status: (a) Single { } (b) Married { } (c) Divorced { }
5. State of Origin: (a) Ekiti { } (b) Osun { } (c) Oyo { } (d) Lagos { } (5) Others
Specify.....

6. Religion: (a) Christian { } (b) Islamic { } (c) traditional { } (d) others specify.....

7. Ethnicity: (a) Yoruba { } (b) Hausa { } (c) Igbo { } (d) others specify

SECTION B

Effect of Teachers' strike on students' academic performance

8. In what way has teacher's strike contributed to your academic performance?

(a) Positively { } (b) Negatively { } (c) Not at all { }

9. What happens to your reading habit during teachers' strike?

(a) Reduce { } (b) Increase { } (c) Unchanged { }

10. How do you feel about examinations conducted immediately after teachers' strike?

(a) It is Tough { } (b) It is easy to answer { } (c) Undecided { }

11. What happens to your result when examinations are conducted immediately after teachers' strike?

(a) Very good { } (b) Average { } (c) Poor { }

12. Does teachers' strike make you lose confidence in academics as being significant to your career?

(a) Yes { } (b) No { } (c) Undecided { }

13. Do you forget about academic activities when you are sent home due to teachers' strike?

(a) Yes { } (b) No { } (c) sometime { }

14. Do your parents engage you with domestic work during teachers' strike?

(a) Yes { } (b) No { } (c) sometime { }

15. Students' engagement in tutorials during strike enhances their performance when they resume.

(a) Yes { } (b) sometime { } (c) No { }

16. Self-study during strike will minimize the effect of teachers' strike on students' academic performance.

(a) Yes { } (b) Not Really { } (c) Sometime { }

SECTION C

Perception of students about teachers' strike

No	Questions	Strongly agree	Agree	Strongly disagree	Disagree	Undecided
17	Teachers' strike has occur during your study duration					
18	Teachers' strike is more important to students than academics					
19	Our teachers successfully covered syllabus after strike					

	action					
20	Teachers' strike is beneficial to students' academic endeavors.					
21	Government is to be Blamed for the incessant strike action.					
22	Nigeria Union of Teacher (NUT) members are to be blamed for the incessant strike action.					
23	Delayed negotiation/ bargaining between Nigeria Union of Teacher (NUT) and the government trigger the strike action.					
24	Government's provision of the request of teachers will reduce their incessant strike action.					
25	Government's prompt dialogue with Nigeria Union of Teacher (NUT) will minimize strike action.					