



IMPLICATION OF STRIKE ACTION ON HUMAN CAPITAL DEVELOPMENT IN NIGERIA

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Abstract

This research work was conducted to investigate the effects of strike action on polytechnic students' learning effectiveness in Kaduna polytechnic. Survey research design was adopted for the study. With this design, it was possible to study the targeted population-using sample of 500 students carefully selected from a population of 25000 students. To elicit responses from these students, a structured and close-ended questionnaire was developed and systematically administered. 450 questionnaires were retrieved and analyzed with the Statistical Package for Social Sciences (SPSS) version 20.0 and Chi Square. The findings revealed that strike action in Kaduna Polytechnic negatively significantly influence students learning effectiveness and performance. To this end, it was recommended that the management of Kaduna Polytechnic, 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 Nigeria.

Keywords: Legal, Strike, Effectiveness, SPSS.

Introduction

The education sub-sector especially Polytechnics in Nigeria have witnessed in recent time incessant closures due to strike actions. The effect of these repeated closures of schools and academic programmes on students' learning effectiveness can better be imagined than described.

Polytechnic education in Nigeria has thus suffered tremendous setbacks as a result of lecturers' strike actions. This has always subjected the students to pitiable conditions, disrupting academic programmes, 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. What then is strike?

Simply put, strike is workers' refusal to work as protest for inadequate service or poor condition. In the education sector, lecturers' 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 polytechnic students in Nigeria. For further discussions, the paper has been divided into five parts beginning with the introduction; literature review; methodology employed in the study; presentation and analysis of results; and conclusions and recommendation of the study.

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 (Edinyang, 2013).

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' wellbeing 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 impeded as a result of strike action (York University, 1996). According to Kazeem and Ige (2015), disruption in academic programme 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 (2013) 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 Academic Staff Union of Polytechnics (ASUP) 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 graduates. The meaning is that, if the strike takes place, students may not able to graduate 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, and 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 researchers 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 the Colleges in Kaduna polytechnic (College of Administrative Studies and Social Sciences-CASSS, College of Business and Management Studies-CBMS, College of Environmental Studies-CES, College of Engineering-COE and College of Science and Technology-CST). The researcher drew the sample from five Colleges. The population of the five Colleges was 25,000 students. In each of the colleges, the simple random sampling technique was used to select 100 respondents each. A total of 500 students were sampled from the five Colleges.

The main instrument for the study was a 11-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. The scores generated were measured with the use of Chi-Square statistics to determine the acceptance or rejection level of the hypotheses. A research expert in the field of econometrics validated the instrument, which was administered personally by the researchers with the help of colleagues. 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 and retest exercise was conducted within three weeks among 40 students from the area of study.

Data Analysis and Interpretation Results

Hypothesis One:

There is no significant relationship between disruption in academic programme due to strike and students’ learning effectiveness in Kaduna Polytechnics. To test this null hypothesis, Chi-square analysis at 0.05 significance level was done. The summary of the result obtained is as presented in Table 1.

Table 1: Chi-square test Measuring the Relationship between disruptions in academic programme due to strike and students’ learning effectiveness in Kaduna Polytechnics

			disruption in academic programme in Kaduna polytechnic affect students' learning effectiveness
Chi-Square			61.236 ^a
Df			1
Asymp. Sig.	Sig.		.000
			.000 ^b
Monte Carlo Sig.	99% Confidence Interval	Lower Bound	.000
		Upper Bound	.000

Source: Researchers computation (2018) using SPSS 20.0

Table 1 shows that the chi-square result $X^2 (1) = 61.2$, P-Value (.000) < .05 mean that, we do not accept null hypothesis and conclude that there is significant relationship between disruptions in academic programme due to strike and students’ learning effectiveness in Kaduna Polytechnic. 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 Kaduna Polytechnic.

Hypothesis Two

There is no significant relationship between poor Lecturer-students’ relationship and learning effectiveness among students in Kaduna Polytechnic.

Table 2: Chi-square test Measuring the Relationship between poor Lecturer-students’ relationship and learning effectiveness among students in Kaduna Polytechnic

			poor lecturer -students' relationship during strike affects learning effectiveness among students of Kaduna Polytechnic
Chi-Square			46.080 ^a
Df			1
Asymp. Sig.	Sig.		.000
			.000 ^b
Monte Carlo Sig.	99% Confidence Interval	Lower Bound	.000
		Upper Bound	.000

Source: Researchers computation (2018) using SPSS 20.0

Table 2 shows that the chi-square result $X^2(1) = 42.0$, P-Value (.000) < .05 mean that, we reject accept null hypothesis and conclude that there is significant relationship between poor Lecturer-students' relationship and learning effectiveness among students in Kaduna Polytechnic. The interpretation of this result is that there is a significant relationship between poor teacher-students' relationship and the students' learning effectiveness in Kaduna Polytechnic.

Discussion

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 Kaduna Polytechnic.

The findings of this hypothesis agree with the position of researchers like Kazeem and Ige (2015) 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 (2013) 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.

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 advice. This promote cordial teacher-students' relationship and of great importance in the school setting which encourages learning effectiveness. However, 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 and Recommendations

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

There is a significant relationship between disruption in academic program due to strike and students' learning effectiveness in Kaduna Polytechnic. The result also revealed that there is a significant relationship between poor lecturer-students' relationship and students' learning effectiveness among students in Kaduna Polytechnic.

From the result of the analysis and the conclusion of the study, the following recommendations were made: Measures are put on place by management of institutions and government to check incessant industrial action in the system by Unions that is ASSU, ASUP and so on. More so lecturers should ensure that a cordial relationship exists between them and their students.

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