

**INFLUENCE OF TEACHER'S STRIKE ON STUDENTS'  
ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN SELECTED  
SECONDARY SCHOOLS, YAGBA EAST LOCAL GOVERNMENT  
AREA, KOGI STATE**

**BY**

**ADELEYE TAIWO RACHEAL**

**MATRIC NO.: EKSU/IL/S4/21/0107**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIAL  
STUDIES, FACULTY OF ARTS AND SOCIAL SCIENCES, EKITI  
STATE UNIVERSITY ADO EKITI, NIGERIA.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF BACHELOR OF SCIENCE (B.SC) EKITI STATE  
UNIVERSITY ADO-EKITI, NIGERIA.**

**OCTOBER, 2024**

## **CERTIFICATION**

This is to certify that this project was conducted by ADELEYE TAIWO  
RACHEAL (EKSU/IL/S4/21/0107) and submitted to the Department of Social  
Studies, Faculty of Arts and Social Sciences, Ekiti State University, Ado Ekiti,  
Nigeria, in partial fulfillment of the requirements for the award degree of  
Bachelor of Science (B.SC)

**MRS. ODEDIJI**  
Project Supervisor

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
Project Coordinator

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
External Examiner

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**DATE**

## **DEDICATION**

This project is dedicated to the almighty God, the one who by His mercy and grace, made me able to complete this project.

## **ACKNOWLEDGEMENTS**

To God be the glory for the great things He has done for me. “There is time for everything, time to start and time to finish. To God be the glory.

First of all, my appreciation goes to God Almighty for His immortal and invisible protection who is always to be honoured and exited in my life for the salvation and guidance of my soul and for His loving kindness throughout of my course with endurance since the year 2021 to 2024. Here comes the end of the programme.

I am mostly grateful to my able supervisor who is a mother indeed Mrs. Odediji for her useful guidance, constructive criticism and also for creating time out of no time to go through the manuscript even when she was burdened by official matters. I equally want to appreciate my ever able lecturers of Social Studies Education Department for their contributions God bless you all.

My sincere gratitude goes to my covering darling husband for supporting me fully and his endurance, his prayer and care for our children when I was away. I equally appreciate my loving children for their maximum co-operation. Doctor Victor Oluwatobi, Nurse Victoria Oluwaremilekun, Doctor Mercy of God Oluwamayowa, Blessing of God Olaoluwa, Love of God Olayinka, Godswill Ayokunle you will all succeed in all your endeavour in Jesus name.

Furthermore, I cannot forget the in memorable contributions of my ever loving parent in persons Elder & Mrs. S. T. Adeleye (Abiyamo lojokojo) the type of parent everybody will love to have you as their parent, the best parent in the whole universe. Thanks for your support in prayer and words of encouragement. Also, I appreciate my siblings for all that the Lord has used them for me in prayers, cash and kind. I pray for more blessings of God.

This acknowledgement will be incomplete without me mentioning my loving people, my lovers and supporters in hard time in persons Mrs. Olutimayin, Mrs. Olorunshola J. T., Late Mrs. Addeyemi Gbekeleoluwa, Mrs. Balogun Margret and the entire bodies of the people at 1<sup>st</sup> ECWA Itedo Makudu and 1<sup>st</sup> ECWA Makutu, God bless you all.

I specially want to thank my in-law at Omu-Aran and our big mummy Mrs. Orebiyi for being part of my life and success, God's mercy will locate all your children.

In addition, I acknowledge my caring and studious course mates at EKSU for the warm welcoming I received from them in the first time that I entered into Kwara State College of Education, Ilorin for admission.

I cannot do without mentioning my able and dynamic Director Mrs. Opadokun O. A. for a mutual understanding and for standing in the gap when I needed her most. The Lord will take care of your children.

## **TABLE OF CONTENTS**

<b>Content</b>	<b>Page</b>
Title page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Table of contents	vi
List of Table	viii
Abstract	x
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background of the Study	1
1.2 Statement of the Problems	3
1.3 Purpose of the Study	5
1.4 Research Questions	6
1.5 Significance of Study	6
1.6 Scope of the Study	7
1.7 Limitation of the study	7

1.8	Definition of Terms	8
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>		
2.0	Introduction	11
	<b>Conceptual Framework</b>	11
2.1	Concept of Strike	13
2.2	Types of Strike	15
2.3	Influence of Strike on Students	16
2.4	Academic Performance/Achievement	21
2.5	Effect of Teacher's Strike on Students Academic Performance	23
2.6	Effect of Teacher's Strike on Parents	24
	<b>Theoretical Framework</b>	
2.7	Tylers rational planning approach or objective approach	26
2.8	Empirical studies	27
2.9	Summary of the Review	28
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>		
3.1	Introduction	29
3.2	Research Design	29
3.3	Area of Study	29

3.4	Population of the Study	29
3.5	Sample and Sampling Procedure	30
3.6	Instrument of Data Collection	30
3.7	Validation of Instruments	30
3.8	Method of Data Collection	31
3.9	Method of Data Analysis	32
<b>CHAPTER FOUR: ANALYSIS, RESULT AND DISCUSSION</b>		
4.0	Data Analysis	33
4.1	Summary of Findings	40
<b>CHAPTER FIVE: DISCUSSION AND INTERPRETATION OF RESULTS</b>		
5.0	Discussion of Findings	41
5.2	Summary	43
5.3	Conclusion	44
5.4	Implication of the Study	44
5.5	Recommendations	45
5.6	Limitation of the Study	46
5.7	Suggestion for further Studies	46
REFERENCES		48
APPENDIX		52



## **LIST OF TABLES**

<b>TABLE</b>	<b>TITLE</b>	<b>PAGE</b>
Table 1	Characteristics of Respondents	33
Table 2	The prevalence of strike action in Secondary Schools	34
Table 3	The causes of teachers strike	35
Table 4	The influence of teachers strike	37
Table 5	The strategies that can be put in place to reduce teachers strike	38

## ABSTRACT

*The research concentrate on Influence of teachers strike on students' academic performance in Social studies in selected secondary school, Yagba East Local Government Area of Kogi State. It adopted descriptive survey design. The sample for the study involved two hundred (200) students in five (5) selected senior secondary schools which were both male and female. The questionnaire designed by the researcher was used in the collection of data for the study. A four point scale of SA, A, SD, D were used to answer the research questions. The data collected from the respondents was analyzed using frequencies, table, and the figures were analysed using simple percentages. The results of the study revealed the prevalence of strike action, the causes of teachers strike, the influence of teachers strike and the strategies that can be put in place to reduce teachers strike. Based on the findings, the researcher recommends that a strike free environment should be ensured for quality and conducive atmosphere for learning in schools, Government/teachers regulatory bodies such as NUT, ASSU, Educational board should be straighten for a quality education output, also schools supervisory personnel should be trained to avoid challenges which gradually lead to teachers strike. Finally, the listed strategies to be put in place to reduce teachers strike such as: regular payment of teacher's salaries, strengthening of educational supervisory/monitoring bodies, organizing of educational programmes to improve government/staff relationship, providing adequate teaching materials, resources, and conducive working conditions would reduce the likelihood of teachers going on strike.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The education sub-sector especially secondary schools in Nigeria has witnessed in recent times incessant closures due to teachers strike. The impact of these repeated closures of schools on academic programmes can better be imagined than described. Secondary school education in Nigeria has thus suffered tremendous setbacks as a result of teachers' teachers strike (Kuper, 2006). This has always subjected the students to pitiable conditions, disrupting academic programs, giving students' undeserved extension in their study years, poor students' concentration on academic programs and poor teacher-student relationships among others. Consequently, students' academic performance has comparatively become so low while various forms of examination malpractice are on the increase (Marshall, 2006). The situation has assumed such an alarming dimension that it transits to tertiary institutions (Ogbuka, 2000).

Presently, education in Nigeria has not been able to achieve the noble objective because it is in deep problem (Ojielo, 2002). Paramount among these problems is the incessant National Union of Teachers strike, which has often disrupted academic activities (Adetiba, 2003). Many

reasons can be seen responsible for these incessant strikes by the NUT. Prominent among those problems according to NUT are funding, lack of autonomy and dehumanizing working conditions. In trying to find a lasting solution to these problems, the long commission set up by the federal government recommended in their report a 90% funding level for next fifteen years 1992-2007 (Ogbuka, 2000).

The recommendations were adopted in the agreement between the federal government of Nigeria and the NUT unfortunately the government reneged on the agreement. For instance, funding in 1996 should have been four times more than what was prescribed by the report, but fell short of this expectation because of government attitude towards funding of education (Gouldner, 2013). The economic down turn and the foreign exchange rates did not help matters. Judging from the economic down turn, the review of the agreement which government bluntly turned down (Olaiya, 2000). Following this, there has been several strikes action by the Nigerian Union of Teachers since then this situation was further aggravated by the way government reacted to NUTS strike action (Adibe, 2009). Instead of engaging in meaningful dialogue with the teachers, the governments sacked some and even went as far as forcefully ejecting them from their official quarters (Oluwadare, 2008).

In addition to the humiliation, the government refused to pay them their salaries and other entitlement. Some student's looks to crime, while others also secured temporary employments and yet others get involve in street hawking and became juvenile delinquents (Olugbenga, 2011). The consequence of these teachers strike has led to a condition fall in education standard (Adeniran, 2000).

The conflict between the Federal Government and Teachers has been occurring intermittently in Kogi state secondary schools in particular, Yagba Local Government Area, it becomes pertinent that a lasting solutions be formed through a comprehensive research on the influence of teacher's strike on academic standard of students (Adesulu, 2012). This work intends to do this by drawing government attention to the various steps to be taken in order to eliminate these problems once and for all.

## **1.2 Statement of the Problem**

The demand of National Union of Teachers (NUT) and other academic unions in the Nigerian Secondary School is that government should fulfill an agreement it reached with them in 2009 on how to save the nation's educational system from collapse. On the other hand, government is proposing a piecemeal selective approach. There is no

doubt that education is too vital to the survival of any nation that it should be treated as a subject beyond politics or evasive polemics. It is not deniable that Nigeria is presently not doing enough, by world standards, in the funding of her children's education. As far as the government is concerned, there are other competing items for the limited funds available and government is not doing enough in the infrastructural development of the Nigerian Educational Systems.

This has caused serious altercations between government and these academic unions including NUT resulting into persistent teachers strike. The incessant teachers strike by NUT and all these academic unions have eventually affected the academics standard of students; it usually poses a lot of challenges to their study duration, performance in examinations and their final result. The students are kept away from school for a long time; most of them are completely cut off from academics as conditions at home may not favor productive and rigorous academic exercise. The students and their parents become frustrated because of long expectation of school resumption that is far from sight. Some of the students while at home doing nothing get engaged in other things other than academics. In some cases they are easy recruited for criminal activities, such as armed robbery, kidnapping, and rape which encourage cultism. This has made

them a problem to the society's is peace and order in Nigeria. However the extent to which teachers strike of schools staff especially NUT strikes affects student's academic performance requires a close examination and this research focuses on examining the influence of teachers strike on students' academic performance in Social studies in selected secondary school in Yagba East local government area of Kogi state.

### **1.3 Purpose of the Study**

The general purpose of this study was to find out the influence of teachers strike on students academic performance in Social Studies in selected Secondary Schools, Yagba East Local Government Area of Kogi State.

The specific objective of the study were to find out they;

- i. The prevalence of teachers strike in selected Secondary Schools in Yagba East Local Government Area of Kogi State.
- ii. The causes of teacher strike in Yagba East Local Government Area of Kogi State.
- iii. To identify the influence of teachers strike on students academic performance in social studies in selected secondary schools in Yagba East Local Government Area of Kogi State.

- iv. The strategies that can be put in place to reduce teachers strike in selected Secondary Schools in Yagba East Local Government Area of Kogi State.

#### **1.4 Research Questions**

The researcher seeks to answer the following Research Questions which concerns the influence of teachers strike on students academic performance in Secondary School.

- i. What is the prevalence of teacher's strike in selected Secondary Schools in Yagba East Local Government Area of Kogi State?
- ii. What are the causes of teacher's strike in Yagba East Local Government Area of Kogi State?
- iii. What is the influence of teacher's strike on student's academic performance in Social Studies in selected Secondary Schools in Yagba East Local Government Area of Kogi State?
- iv. What are the strategies that can be put in place to reduce teachers strike in selected Secondary Schools in Yagba East Local Government Area of Kogi State?

#### **1.5 Significance of Study**

The finding of the study will be useful to Government, Funding Organizations and private institutions governing bodies. It will also help



administrators and parents to provide strike-free environments for students.

It will reveal to the public and private institutions supervising agencies the causes and consequences of teachers strike and the strategies that can be put in place to reduce teachers strike. It will also improve academic performance of students for caring institutions that may take this research effort as a challenge.

### **1.6 Scope of the Study**

This study centers on the influence of teachers strike on students academic performance in Social Studies in selected Secondary Schools, Yagba East Local Government Area of Kogi State. It is aimed at all Secondary School Students in Yagba East Local Government Area of Kogi State.

### **1.8 Definition of Terms**

#### **Influence:**

Influence refers to the effect or impact that one variable (in this case, teacher strikes) has on another (academic performance). It encompasses both positive and negative changes that may occur as a result of certain actions or conditions. In this study, influence specifically looks at how

teacher strikes alter the learning environment, motivation, and outcomes for students.

### **Strike**

Strike is workers' refusal to work as protest against inadequate service or poor condition. In the education sector, teachers' strike can be compared to students' examination malpractice, corruption and other social vices in the society. Strike is a social ill not different from corruption because it eats into students' time which makes it difficult for students to be fully and properly 'baked' within the designated educational time frame. As a result, 'products' that are illequipped in both character and learning are turned out to the society.

### **Teachers Strike:**

A teacher's strike is a collective action where teachers stop working as a form of protest, usually to express dissatisfaction with pay, working conditions, or other employment terms. Strikes often result in the suspension of academic activities and can disrupt the normal teaching-learning process for an extended period.

**Academic:** This has been variously defined but for the purpose of this study, Hornby (1991) defined academic as that which has to do with school college studies or learning in other words designate the intellectual;

aspect of education particularly the final subjects deal with organized knowledge.

**Performance:** According to Oxford Advanced Learners Dictionary, performance is the accomplishment of a given task measured against preset known standards of accuracy and completeness

**Academic performance:** This refers to the performance that falls within specified standard. The specific standard is usually called pass mark and the pass mark is score above average which students are considered having passed and below which students are considered having failed.

**Student:** According to Oxford Advanced Learners Dictionary, a student is a person who is learning or studying at a place of higher or further education.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The literature is reviewed under the following conceptual framework, theoretical framework and the empirical studies

##### **Conceptual Framework**

- Concept of strike
- Types of strike
- Influence of Strike on Student
- Academic Performance/ Achievement
- Effect of Teacher's Strike on Students Academic Performance
- Effect of Teacher's Strike on Parents

##### **Theoretical framework**

- Tylers Rational Planning Approach or Objective Approach
- Empirical studies

##### **Conceptual Framework**

Inspire of Labour laws passed by the Federal government to ensure Labour peace in Nigeria; Labour unrest is a rampant feature. Hardly do we have a week without one group of worker or the other threaten to embark on a strike.

According to Emiola (1992), Labour unrest takes different forms, workers may sometimes issues threats to go on strike if their employers do not meet certain demands. This may drag on for months and it can divert the attention of both the employer and employee to other issues rather than increasing productivity. There is the work to rule, sit-down strike, wildcat strike, demonstration etc. in some strikes the workers may have the right to go on strike, was given a tacit recognition in the Nigeria trade union Act 1973. This requires that no member of the trade union shall take part in a strike unless the majority of members have in a secret ballot voted in favor of the strike. The trade dispute act makes it compulsory for the opposing party of any striking group to report the case to the minister of Labour who in turn will refer the matter to the industrial arbitration panels neither does the act permit any group to go on strike after the matter has been judged by the court. Therefore, it is not expected that workers would undertake any strike. The government no doubt has made several efforts to curb it, she has not yet succeeded. Labour unrest has taken a new dimension since the formation of the Nigeria Labour Congress (NLC) therefore; many factors normally lead to industrial unrest. Some of them are poor pay, lack of job security, poor environment, lack of promotion,

rising cost of living without substantial increase in wage etc. however, some specific causes and effect shall be examined in this discourse.

## **2.1 Concept of Strike**

Ivancevich (2007) documented that strike is an effort by employee to withhold work so that the employer will make greater concessions at the bargaining table. It is opined that it is a major bargaining weapon used by the Labour Union. It is varied from economic strike where the employees stop work until the demand for better condition of employment is met to sit-down strike where employee strike but remain at work place. Michael

Armstrong (2004) asserted that strikes are most politically charged of all the features of industrial relation. “Strikes are too often a weapon of first rather than last resort. However, Labour Unions have recognized that a strike is a legitimate last resort if all else fails” Armstrong (2004). Shokan (1997) sees strike as a temporary stoppage of work aimed at forcing the employers to accept employees demand. 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 action 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).

Labour (Academic Staff) Union Ivancevich (2007) defined Labour Union as an organization of employees that uses collective action to advance its members' interest in regards to wages and working conditions. They join because of the belief that there is strength in unity. Trade Union Decree 1973 as cited by Shokan (1997) viewed labour union as any combination of temporary and permanent workers or employees, the purpose of which is to regulate the terms and conditions of employment of workers. Academic staff unions are in the context of labour relation, it is

the continuous relationship between lecturers and the government. Their relation includes negotiation of contract about pay, hour and other terms and condition of employment. Rosemary (1993) established that trade unions are seen as the legitimate representative of Labours and conflicts arising from the clash of interest are resolved, if possible by bargaining and compromise and if not, by overt power. Armstrong (2004) is of the opinion that the fundamental purpose of trade union is to promote and protect the interest of their members.

They are to redress the balance of power between employers and employees. The study adjudged it necessary to narrow down this conceptualization to the specific Labour union of interest, Association of Academic Staff of University (ASUU).

## **2.2 Types of Strikes**

Poole (1980) stated the following commonest forms of strike;

- i. **Wildcat Strike:** This form of strike is in violation of contract and not authorized by the union because no reason or notice is given to employer before embarking on it.
- ii. **Sit-Down Strike:** This type of strike involves workers being present at work but literally not working.



- iii. **Constitutional Strike:** This refers to actions that conform to the due procedure of the collective agreement usually specifies the time and the procedure for conducting a strike by the workers.
- iv. **Unconstitutional Strike:** This is a strike action that does not conform to the provisions of the collective agreements or the relevant public policies.
- v. **Unofficial Strike:** This type of strike is usually unauthorized by the union leadership. This happens because the membership have lost confidence in the leaders and are therefore willing to exert direct pressure on the employer without the authorization of leaders.
- vi. **Official Strike:** These are strikes that are usually authorized by the leaders of the union.

### 2.3 Influence of Strike on Student

The influence of strikes—especially teacher or education-related strikes—on students can be substantial, affecting various aspects of their academic, social, and emotional well-being. Here are several key impacts:

#### 1. Academic Disruption

- **Interrupted Learning:** Strikes often result in prolonged school closures or reduced instructional time. This can disrupt the flow of

learning, particularly in critical subjects like math, science, and languages, leading to learning gaps.

- **Delayed Curriculum Coverage:** Teachers may struggle to cover the entire curriculum in a shortened academic year, affecting students' preparedness for exams and standardized tests.
- **Unequal Impact:** Vulnerable students, including those from lower-income backgrounds, are often more severely affected by strikes. They may lack access to alternative educational resources or support systems like tutoring.

## 2. Psychological and Emotional Effects

- **Increased Stress and Anxiety:** Strikes can lead to uncertainty about school schedules, exams, and future plans, creating stress among students. Those in their final years of school may worry about the impact on college admissions or job opportunities.
- **Loss of Routine:** For many students, school provides a structured environment, and disruptions can lead to behavioral issues, difficulty focusing, or feelings of frustration and helplessness.

## 3. Social Effects

- **Disruption of Peer Interactions:** School is an important social environment where students build friendships, develop social skills,

and engage in extracurricular activities. Strikes limit these interactions, which can affect students' social development and mental well-being.

- **Impact on Support Services:** For some students, school provides essential support services, such as counseling, meals, and special education resources. A strike can interrupt these services, impacting the welfare of students who rely on them.

#### 4. Wider Educational Equity Issues

- **Long-term Learning Gaps:** Strikes can exacerbate inequalities between students with different levels of access to private education or learning resources outside school, leading to a widening achievement gap.
- **Teacher-Student Relationships:** Strikes can strain relationships between students and teachers, especially if students or their families are involved in protests or if strikes last for extended periods.

#### 5. Effect on Examinations and Qualifications

- **Exam Rescheduling or Cancellation:** Strikes may force the rescheduling of major exams, causing confusion and stress for

students. In some cases, exams may be canceled altogether, affecting the progression to the next academic level.

- **Lowered Performance:** Studies have shown that students affected by strikes often perform worse on standardized exams due to the reduced instructional time and the stress of uncertainty.

#### 6. Economic and Opportunity Costs

- **Increased Burden on Families:** Families may need to arrange childcare or other forms of supervision during school closures. For working parents, this can lead to lost income or the need to take time off work.
- **Missed Opportunities:** Extended strikes can also prevent students from participating in academic competitions, extracurricular activities, or internships, limiting their opportunities for personal and professional growth.

Some of the causes of strike in the school system according to Eregha (2001) are;

1. Non-payment of salaries and arrears for months
2. Failure to promote teacher's for years.
3. Inability of the government to properly fund schools
4. Undue interference by government in the management of schools.

5. Poor condition of service and breach of collective agreement by government.

Strike in all ramifications affects the school system. According to Eregha (2001), some of the negative effects of strike in the secondary schools system area;

1. Loss of man hour that is hours, which workers did not utilize yet they will be paid for.
2. Disruption of the school calendar.
3. Loss of years in school especially the teacher's strike in 1993 and 1994.
4. Leads to poor academic performance of the student's since learning is not a sequential order.
5. Negative image for Nigeria certificate outside the country.
6. Leads to school dropout.
7. Leads to juvenile crimes because of being idle
8. Above all, it leads to low morale of teacher's and lead to high labour turnover.

According to Lovell (2002) says that teachers strike in secondary schools are attributed to defective home discipline and environmental influence where there are over-crowding, poverty, unemployment, low

moral standard, low payment of salaries, delinquency and others. Environmental influence as mentioned by this author as one of the causes of indiscipline corresponds with the popular believe that the home to a child determines, his behaviour is school work whether he/she is going to be a good student or those that will be causing riot in the school environment, thereby leading to strike action.

#### **2.4 Academic Performance/ Achievement**

Academic Performance is the outcome of students' evaluation in the educational process indicating to what level the students have achieved the educational goals as specified in the curriculum which is greatly influenced by internal and external classroom factors. Wikipedia (2014) buttresses the above concepts by putting forward that academic performance is commonly measured by evaluation (examination) and continuous assessment but there is no general agreement on how it can best be captured. It emphasized among other factors that learning environments/ conditions have great influence on academic achievement of the student in the related study by Mellisa (2012) emphasized that academic performance indicates how well a student meets standard set out by the institution. A student success is measured by academic performance.

Scottk (2012) generally refers academic performance to how well a student is accomplishing his or her tasks and studies. The study emphasizes that Grades is the most well-known indicator of academic performance, grades are student's "scores" for their overall tenure. Grades are often the average of assignment, continuous assessment and term evaluation that are often affected by student psychological status, attendance, education environment etc. Arul Lawrence (2013) described academic achievement as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goal measured by examinations. Crow and Crow (1969) as cited in Arul Lawrence (2013) sees academic performance as the extent to which a learner is profiting from instruction in a given area of learning i.e. achievement is reflected by the extent to which skills and knowledge have been imparted to him. It is obvious that Crow and Crow (2015) does not specify how best the profit from learning can be measured. RicardaSteinmayr et al. (2014) documented that academic achievement represents performance outcomes that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school,

## **2.5 Effects of Teacher's Strike on Student's Academic Performance**

According to Nkwor (1979) says that to apply the correct drug to cure the disease of teacher's strike action that we must know the causes. He noted however that strike action protest are form of getting attention from the government in order to meet their needs (teacher's) some people argue that it is wrong for the teacher's to go on strike the way they do now a days. They also said that due to constant teacher's strike action in secondary schools in Yagba East Local Government Area, there have been an unnecessary mass-promotion of Student's in other to meet-up with the school calendar year as stipulated as target by the Minister of education. But the result is always a very poor performances by the student's in their internal and external examination i.e. WAEC and NECO.

According to Orimi (1983), effect of teacher's strike could lead to absenteeism by the teachers of the school. This will make the teacher to come to school, whenever they fell like and when they come, they do not have the interest of the student's at heart, in terms of impacting useful knowledge, because they know that after the examination all student's will be promoted to the next class even without acquiring useful



knowledge. Thereby causing more harm than good in the educational system and also in the performance of student academically.

## **2.6 Effects of Teacher's Strike on Parents**

According to Ayiepieku (1983), in the environment of student, stating that the major problem is posed by inadequate facilities on enrollment which is caused by inadequate planning and implementation. There are classrooms, which did not serve the rainstorm, which it was paid for. It is said that those things facilities) ought to be in place before enrolment of student's, thereby making parents of those children to contribute towards purchasing certain facilities that are in short supply, in order to keep teacher's in school. Hence the parents of those students are affected. Process of Promoting Institutional Stability and Peace in Nigeria.

According to Osasiyintola (1992), teacher would not have felt so badly about delay or non-payment of salaries and allowance if it had not been restricted to teachers only. If the government argues that they have no money to pay teacher's and yet the same government continue to pay the salaries and allowances of other civil servants regularly, how can the teacher's be convinced of the truth of such argument. According to Arubayo (1996) stated that no job could be satisfying and well done without a handsome package of fringe benefits, in effects, job satisfaction

and prevention of strike can be achieved among secondary schools teacher, if they are provided with enough incentives by ways of fringe benefits. Some of the workers argued within this view that money and individual incentives have proved to be successful motivators in human effort. According to Usman (1992), has rightly pointed out that the condition of teacher's in Nigeria today should be a matter of great concern to all patriotic Nigerians. The notion of the psychological contract state that there is an unwritten set of expectation and operation all time between every individual member of an organization. This implies that each employee also have expectation about such things as salary, working hours, benefits and privilege that go with a job prestige and provision of working facilities which are handicapping workers. The root of labour unrest, strike, employee turnover is the breach of the psychological contract..A correspondence of the daily times (January 15", 1996) writing under the caption "falling standard of education" say that the attitude of the government towards teacher's leaves much to be desired. Teachers are always down trodden and their welfare, ignored thus, leading the teacher's to strike action. According to Ukeje (1996), one of the main problems facing teacher's today in the teaching profession was that of poor salaries. Thus he said affected the status of teacher's, this state of affairs has

resulted to various strike and low turnover among teacher. Low turnover is an end product of frustration and jobs dis-satisfaction.

According to Aka (1994), writing in the situation during the second republic in early 83 reported that, it is in record that many states owning teacher's for about four months and above. A situation which is quite alien to the civil service counters parts. He concluded by stating that the situation could be ameliorated.

According to Onyereten (1996), observed that teachers have been ejected from their home dully by landlord for not being able to pay their rents. In addition when they or their children fall sick, they do not have money to go for medication. He went on to say that the employers of labour by the authorities and even the public is unfortunate, they have found themselves in a fragile and embarrassing position, laughed at by fellow civil servants, abused by pupils and parents alike and neglected by the authorities, teacher have today sunk to the lowest strata of civil servant.

## **Theoretical Framework**

### **2.7 Tylers Rational Planning Approach or Objective Approach**

Academic Performance is conceptualized as the outcome of students' evaluation in the educational process indicating to what level the students have achieved the educational goals as specified in the

curriculum which is greatly influenced by internal and external classroom factors. In view of this, this research work adapted Tylers Rational Planning Approach or Objective Approach. The Approach emphasizes product (achievement of the educational objective-academic performance) or intent as prerequisite issues as far as curriculum development is concerned. Igwe R. O. (2000) documented the general assumption of Tyler's Rational Planning Approach:

- School is a purposive institution and that education is an intentional activity which ought not to be disrupted either by internal or external classroom factors.
- All rational activities are characterized by having both purpose, procedure, aims and goals. Curriculum as rational activity is no exception to this rule.
- Education is a process which involves changing the behavior of learners. To be successful in this activity depends on the learners' attention, intention, commitment to the activities.

## **2.8 Empirical Studies**

According to Oloyede (2013) whose research investigated the influence of Teacher's strike on academic performance of secondary school students in some selected secondary school. To accomplish the

objectives of this research, a questionnaire was drawn for (200) Two hundred students selected in the area of study. The finding of this research revealed that: strike is caused by irregularities of teacher's salary, indiscipline of students in various schools, lack of dialogue between Government and Nigerian Union of Teachers. All these result to teachers strike, the influence of teachers strike usually decrease the performance of students in secondary school.

## **2.9 Summary of the Review**

This chapter is concerned with the review of some of the problems of teacher's strike that is the influence of teacher's strike on educational system. The problem of teacher's strike has been reviewed or looked into by many authors and writers in their own perspectives. Their Endings have greatly helped the researcher to be able to put down some of the causes of teacher's strike. And these causes of teacher's strike are lack of provision of fringe benefit of the teacher's, low salary, lack of promotion, shorter working days and so on. Which means that if the need or demand of the teachers are taken care of by the appropriate authority, then strike will be a thing of the past in the world and especially to Nigeria in particular.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, area of study, population of the study, sample and sampling procedure, instrument of data collection, validation of instruments, method of data collection and method of data analysis.

#### **3.2 Research Design**

This study will adopt the descriptive survey design. This design will be employed because it is out to gather information already existing among the population under study. Moreover, adopting, the descriptive survey helps the research to gather data from the respondents.

#### **3.3 Area of Study**

The study area is Yagba East Local Government Area of Kogi State, Nigeria.

#### **3.4 Population of the Study**

The target population will involve students in senior secondary schools under Yagba East Local Government Area of Kogi State. Especially the SSI to SSIII of the following listed schools, Community High School Takete, Isao, St. Kizitos College Itedo Makutu, Isanlu, African Secondary School, Mopa, Isanlu, Community Secondary School,

Ilafin, Isanlu, Government Day Secondary School, Isanlu, Oluyori Muslim School, Isanlu and these schools for now are the most populated schools, this means, they have a large number of students in the community thus includes both male and female.

### **3.5 Sample and Sampling Procedure**

The sample for the study means the portion of the population selected for the study. Thus, the sample will involve two hundred (200) students in senior secondary school from five (5) schools in the target population. The schools are Community High School Takete, Isao, St. Kizitos College Itedo Makutu, Isanlu, African Secondary School, Mopa, Isanlu, Community Secondary School, Ilafin, Isanlu and Government Day Secondary School, Isanlu.

The sampling procedure to be adopted in this study will be a simple random sampling technique. Forty (40) students comprising twenty (20) females and twenty (20) males will be randomly selected from each of the five (5) schools to be used in this study.

### **3.6 Instrument of Data Collection**

The questionnaire designed by the researcher will be used in the collection of data for the study. The questionnaire will go through a critical review from two experts in the field of education for validation.

Section 'A' of the questionnaire sought demographic information on the personal data of respondents such as age, sex and religion. While section 'B' contains Twenty (20) items.

Again, the twenty (20) items in section 'B' requires respondents to rate each item along a 4-point likert type scale based on how much they felt the statements reflected their reaction towards study habit.

### **3.7 Validation of Instruments**

The face validity of instrument will be determined by the researcher's supervisor and two other lecturers for measurement and evaluation in the Department of Social Studies Education, Ekiti State University, Ado-Ekiti to ascertain the appropriateness of the research. Their suggestions and modification will form the final draft of the questionnaire. They will scrutinize the items to ensure that those that are not clear are eliminated. Only suitable items will be included in the questionnaire.

### **3.8 Method of Data Collection**

Data will be collected through questionnaire by the research herself by face to face conduction and through personal interview, scored and collected.



### **3.9 Method of Data Analysis**

The data collected from the respondents will be analyzed using frequency, table and the figures will be analysed using simple percentages.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS

The chapter deals with the interpretation and analysis of data obtained from the study. These interpretations of data involved the use of simple percentages. Also, tables are used in the analysis where the data is laid and the options given to the respondents were four (4) which are; strongly agreed (SA), Agreed (A), Strongly disagreed (SD) and Disagreed.

However, in this research work, the various options were summarized into two (2). That is, Agreed (A) and Disagreed (D). Thus, SA and A are summed up to mean A while SD and D are equally summed up to mean D. Therefore, the observed data are represented here below by mean of simple frequency tables and percentages.

**Table 1 Characteristic of Respondents:**

Sex	Number	Percentage (%)
<b>Male</b>	100	50
<b>Female</b>	100	50
Total	<b>200</b>	<b>100%</b>
	<b>Number</b>	<b>Percentage (%)</b>

Class		
<b>SSI</b>	32	16
<b>SSII</b>	78	39
<b>SSIII</b>	90	45
Total	<b>200</b>	<b>100%</b>
	<b>Number</b>	<b>Percentage (%)</b>
Age Range		
<b>14-16</b>	58	29
<b>17-16</b>	142	71
Total	<b>200</b>	<b>100%</b>

Table 1 reveals that out of 200 respondents 50% were male and 50% were female. The table shows that out of the 200 respondents 16% were in SSI, 39% were in SSII and 45% were in SSIII class. Lastly, the table also shows that 29% respondents were between the age of 14-16 years and 71% were between the ages of 17-16 years.

**Research Question 1:** What is the prevalence of teachers strike in selected Secondary Schools in Yagba East Local Government Area of Kogi State?

Table 2: The prevalence of strike action in selected Secondary Schools

S/N	Items	A	%	D	%	Total	Total %
1	Secondary Schools in Yagba East Local Government Area of Kogi State experience teachers strike.	148	74	52	26	200	100
2	You have experienced strike action in the cause of your study  Duration	160	80	40	20	200	100
3	Almost every administration  experience strike action	148	74	52	26	200	100

Table 2 revealed that 74% of the respondents agreed that Secondary Schools in Yagba East Local Government Area of Kogi State experience teacher's strike, while 26% disagreed. The above table also shows that 80% of the respondents agreed that they have experience strike action in the cause of their study duration, while 20% disagreed. From the table above 74% agreed that almost every administration experience strike action in Secondary Schools in Yagba East Local Government Area of Kogi State, 26% disagreed.

**Research Question 2:** What are the causes of teachers strike in Yagba East Local Government Area of Kogi State?

Table 3: The Causes of Teacher's Strike

S/N	Items	A	%	D	%	Total	Total %
4	Non-payment of salary causes teachers strike in Secondary Schools in Yagba East Local Government Area of Kogi State.	150	75	50	25	200	100
5	Lack of infrastructure causes teachers strike in Secondary Schools in Yagba East Local Government Area of Kogi State.	142	71	58	29	200	100
6	Insecurity causes teachers strike in Secondary Schools in Yagba East Local Government Area of Kogi State	140	70	60	30	200	100
7	Lack of instructional materials causes teachers strike in Secondary schools in Yagba East Local Government Area of Kogi State.	138	69	62	31	200	100
8	Low labour force causes teachers strike in secondary schools in Yagba East Local Government Area of Kogi State.	150	75	50	25	200	100

Table 3 revealed that 75% of the respondents agreed that Non-payment of salary causes teachers strike, while 25% disagreed. Table 3 also revealed

that 71% of the respondents agreed that lack of infrastructure causes teachers strike, 29% disagreed. The table also shows that 70% of the respondents agreed insecurity as the cause of teachers strike, while 30% disagreed. The table also shows that 69% respondents agreed that lack of instructional materials as the cause of strike action, 31% disagreed. From the table above 75% respondents agreed low labour force causes teachers strike, while 25% disagreed.

**Research Question 3:** What is the influence of teachers strike on student's academic performance in Social Studies in selected Secondary Schools in Yagba East Local Government Area of Kogi State?

Table 4: The Influence of Teacher's Strike

S/N	Items	A	%	D	%	Total	Total %
9	Frequent teacher strikes negatively affect student academy performance	140	70	60	30	200	100
10	Teacher strikes causes delays in completing the school syllabus	144	72	56	28	200	100
11	The lack of continuous learning during a strike weakens students academic performance	148	74	52	26	200	100
12	Students find it difficult to prepare for exams when teachers go on strike	138	69	62	31	200	100

Table 4 revealed that 70% respondents agreed frequent teacher strikes negatively affect student academy performance, while 30% disagreed. From the table above 72% respondents agreed Teacher strikes causes delays in completing the school syllabus, 28% disagreed. The table also shows that 74% respondents agreed the lack of continuous learning during

a strike weakens students academic performance, 26% disagreed. Table 4 revealed that 69% respondents agreed that Students find it difficult to prepare for exams when teachers go on strike, while 31% respondent disagreed.

**Research Question 4:** What are the strategies that can be put in place to reduce teachers strike in Secondary Schools in Yagba East Local Government Area of Kogi State?

Table 5: The strategies that can be put in place to reduce teachers strike

S/N	Items	A	%	D	%	Total	Total %
13	Regular payment of teachers salaries will reduce teachers strike	152	76	48	24	200	100
14	Strengthening of educational supervisory/monitoring bodies will reduce strike actions.	152	76	48	24	200	100
15	Organizing of educational programmes to improve government/staff relationship will reduce teachers strike	146	73	54	27	200	100
16	Increasing teachers' salaries and providing better welfare packages	148	74	52	26	200	100



	would reduce the frequency of strikes						
17	Regular and prompt payment of salaries and benefits to teachers would help prevent strikes in secondary schools.	158	79	42	21	200	100

18	Providing adequate teaching materials, resources, and conducive working conditions would reduce the likelihood of teachers going on strike	130	65	70	35	200	100
19	Involving teachers in policy formulation and decision-making processes affecting education would help prevent strikes	160	80	40	20	200	100
20	Establishing open and regular communication channels between teachers and the government would minimize the occurrence of strikes	180	90	20	10	200	100

Table 5 revealed that 76% of the respondents agreed that regular payment of teachers salaries will reduce teachers strike, while 24% disagreed. The table also revealed that 76% of the respondents agreed that strengthening of educational supervisory/monitoring bodies will reduce teachers strike, 24% disagreed. From the table 73% respondent agreed organizing of educational programmes to improve government/staff relationship will reduce teachers strike, 27% disagreed. The table also shows that increasing teachers' salaries and providing better welfare packages would reduce the frequency of strikes, 74% agreed while 26% disagreed. Table

revealed that 79% of the respondents agreed that regular and prompt payment of salaries and benefits to teachers would help prevent strikes in secondary schools while 21% disagreed. The table above shows that providing adequate teaching materials, resources, and conducive working conditions would reduce the likelihood of teachers going on strike, 65% agreed while 35% disagreed the statement. Table 5 shows that involving teachers in policy formulation and decision-making processes affecting education would help prevent strikes, 80% agreed with the statement while 20% disagreed. The table also shows that establishing open and regular communication channels between teachers and the government would minimize the occurrence of strikes, 90% agreed and 10% disagreed.

#### **4.1 Summary of Findings**

Based on the data analysis, the following findings were derived.

- i. The prevalence of strike action in Secondary Schools
- ii. The causes of teachers strike
- iii. The influence of teachers strike on student's academic performance Secondary Schools in Yagba East Local Government Area of Kogi State
- iv. The strategies that can be put in place to reduce teachers strike

## **CHAPTER FIVE**

### **5.0 DISCUSSION, INTERPRETATION OF RESULTS, SUMMARY, CONCLUSION AND RECOMMENDATION**

The chapter consists of discussion of results, interpretation of results, summary, conclusion and recommendation. Finally, the entire study is brought to a summary and conclusion.

#### **5.1 Discussion of Findings**

**Research Question 1:** What is the prevalence of teacher's strike in selected Secondary Schools in Yagba East Local Government Area of Kogi State?

Results of the study in table 2 revealed that 74% of the respondents agreed that Secondary Schools experienced strike, 80% agreed that they have experienced teachers strike in the cause of their study duration, 74% agreed that almost every administration experience strike. This can invariable be explained that Schools generally experienced teachers strike. This study therefore posts a challenge to the nation that schools generally experience teachers strike.

**Research Question 2:** What are the causes of teachers strike in Yagba East Local Government Area of Kogi State?

The result of the findings as shown in table 3 revealed that 75% of the respondents agreed that non-payment of salary causes teacher's strike, 71% agreed that lack of infrastructure causes teacher's strike, 70% agreed that insecurity is the cause of teacher's strike, 69% agreed that lack of instructional materials as the cause of strike action, 75% agreed that low labour force causes teachers strike. This clearly shows reasons why schools frequently experiences teachers strike and virtually every administration. It is an avenue of challenge for both the government and private organization.

**Research Question 3:** What is the influence of teachers strike on students academic performance in Social Studies in selected Secondary Schools in Yagba East Local Government Area of Kogi State?

The result as shown in table 4 revealed that 70% of the respondents agreed frequent teacher strikes negatively affect student academy performance, 72% agreed that Teacher strikes causes delays in completing the school syllabus, 74% agreed that the lack of continuous learning during a strike weakens students academic performance, also 69% agreed that students find it difficult to prepare for exams when teachers go on strike. In this

study, the challenges of teachers strike on student's academic performance have been identify. Revealing to us the effects of teachers strike as listed above, this could be one of reasons for many school dropout, weakens students and sexual immorality among several others.

**Research Question 4:** What are the strategies that can be put in place to reduce teacher's strike in selected Secondary Schools in Yagba East Local Government Area of Kogi State?

The results from table 5 revealed that 76% of the respondents agreed that regular payment of teachers salaries will reduce teachers strike, 76% greed that strengthening of educational supervisory/monitoring bodies will reduce teacher's strike, also 73% respondent agreed that organizing of educational programmes to improve government/staff relationship will reduce teachers strike, 74% agreed that increasing teachers' salaries and providing better welfare packages would reduce the frequency of strikes, 79% agreed that regular and prompt payment of salaries and benefits to teachers would help prevent strikes in secondary schools, 65% agreed that providing adequate teaching materials, resources, and conducive working conditions would reduce the likelihood of teachers going on strike, 80% agreed that involving teachers in policy formulation and decision-making processes affecting education would help prevent strikes also 90% agreed

that establishing open and regular communication channels between teachers and the government would minimize the occurrence of strikes. This implies that, if the above listed are carefully implored, teacher's strike can be handle amicably. This entails that, for a nation to be fully developed educationally wise, the listed strategies should be fully considered.

## **5.2 Summary**

The study set out to ascertain the influence of teachers strike on students academic performance in Social Studies in selected Secondary Schools, Yagba East Local Government Area of Kogi State. The population of the study comprised of forty students from each of five (5) schools in Yagba East Local Government Area of Kogi State totaling to two hundred students.

The study used designed questionnaires as a tool for data collection. The questionnaire comprised of two sections (A and B). The study validity was determined by the researcher's supervisor and two other lecturers for measurement and evaluation in the Department of Social Studies Education, Ekiti State University, Ado-Ekiti. The data collected from the respondents was analyzed using frequency, table and the figures was analysed using simple percentages. The results of the study shows:

- i. The prevalence of teacher's strike in Secondary Schools
- ii. The causes of teachers strike
- iii. The influence of teachers strike on student's academic performance in Social Studies in selected Secondary Schools in Yagba East Local Government Area of Kogi State
- iv. The strategies that can be put in place to reduce teachers strike in selected Secondary Schools

### **5.3 Conclusion**

In conclusion teacher's strike is an activity that is known to destroy the academic standard of both private and public schools in educational system. This causes setbacks which is drastically taking education to a standstill. This research will pave a way for Yagba East Local Government, Kogi State and the nation at large to clear this notion "Strike" and declare a conducive atmosphere for learning.

### **5.4 Implication of the Study**

The study on the influence of teachers' strikes on students' academic performance in Social Studies in selected secondary schools, Yagba East Local government Area, Kogi State highlights key implications for the education system. First, it underscores the need for policy reforms to address the root causes of strikes, particularly issues



related to teacher welfare and conflict resolution. Strikes disrupt the continuity of teaching, leading to gaps in students' learning and potentially long-term setbacks in their academic performance. The findings also suggest a need for measures to mitigate the effects of such disruptions, such as adjusting academic calendars and considering alternative teaching methods during strike periods. Moreover, the frequent disruption caused by strikes could strain the teacher-student relationship, affecting students' motivation and engagement with learning.

## **5.5 Recommendations**

Based on the finding of the study, the researcher recommends as followings:

- i. A strike free environment should be ensure for quality and conducive atmosphere for learning in schools
- ii. Government/teachers regulatory bodies such as NUT, ASSU etc should be straighten for a quality education output.
- iii. Schools supervisory personnel should be trained regularly to avoid challenges which gradually lead to teachers strike.
- iv. Haven listed the strategies to be put in place to reduce teachers strike such as regular payment of teachers salaries, strengthening of educational supervisory/monitoring bodies, organizing of

educational programmes to improve government/staff relationship, the researcher therefore urge the government/private organization to always put into consideration, teachers welfare, so as to guide against frequent teachers' strike in Kogi State.

### **5.5 Limitation of the Study**

The researcher experienced difficulties in the course of questionnaire administering and collection. Some of the respondents who completed the questionnaire did that reluctantly. Since the study involves teacher's strike and the sample the researcher used was secondary school students, it took the researcher extra time and effort to explain the content of the questionnaire to the students for better understanding. Finally, in search for materials, just few materials were available.

### **5.6 Suggestion for further Studies**

In terms of future research, studies could explore the impact of strikes in a broader geographic context to understand regional variations. Comparative studies on how strikes affect performance in other subjects, such as Mathematics or English, could provide further insights. It would also be valuable to examine the influence of strike duration on learning outcomes, as well as the effectiveness of alternative learning methods during these disruptions. Investigating the underlying causes of strikes,

particularly related to teacher job satisfaction, could also inform strategies for preventing future strikes and improving the overall teaching environment. Lastly, longitudinal studies tracking the long-term impact of strikes on students' academic progress would offer a deeper understanding of how these disruptions shape educational outcomes over time.

## REFERENCES

- Adegoreye, A. A. and Ayinde A.T (2007). Causes And Effects Of Industrial Conflicts In The Teaching Service. Osun State, Nigeria. *African Psychologies' Journal*
- Adeniran, F. (2000). Poor Learning Atmosphere in Universities. *Enough is Enough (EIE) Journal*, 26th May.
- Adesulu, D. (2012). Positive and Negative Effect of NUT Strikes. Retrieved from the Punch, 29th August.
- Adetiba, L. (2012). Effects of Incessant Strikes. *Vanguard*, January.
- Adibe, J. (2009). NUT and the Politics of the Stomach. Retrieved from Tribune 27th June.
- Ajala, E.M. (2003). The influence of piece education on labour-management relations in selected industries in Oyo State, Nigeria. Ph.D Thesis. Dept. of Adult Education, University of Ibadan, Oyo, Nigeria.
- Akanji, R.B.(2010). Peace education as a tool for effective conflict management in Nigerian work organizations. The journal of International Social Research. Vol.3, Issue 12, Summer 2010
- Akanji, T.A.(2005). Prospective on workplace conflict management and new approaches for the twenty-first century. In I. O. Albert (eds.). prospective on peace and conflict in Africa. Ibadan: John Archers Published Ltd.
- Aleksander S. (2009) "Towards 'Self-limiting Revolution: Poland 1970-89", in Adam Roberts and Timothy Garton Ash (eds.) *Civil Resistance and power Politics: The Experience of Non-violent Action from Gandhi to Present*, Oxford University Press, 2009, pp.127-43.
- Alimba, C. N. (2010). The place of peace education in achieving the Millennium Development Goals in Nigeria. Journal of Educational Research and policies. Vol. 3, no. 1, pp. 21-26.

Comte, A. (2009). *Strike by Union Members, Organizational Conflict Resolution*, unital press publishers, 1011 New Zealand.

Coser, L. (1956). *The functions of social conflict*. Glencoe: Free Press

Edinyang, S. D. and Ubi, I. E. (2003). Effect of the strike action on human development among social studies secondary school students in Uyo Local Government Area of Akwa Ibon State, Nigeria. *Global Journal of Human Resource Management* Vol. 1, No. 2, Pp. 1-8, June 2013. ([www.ea-journals.org](http://www.ea-journals.org))

Edwards, P. K. (2002). Industrial conflict. In M poole and M. Warner (eds.). *The Handbook of Human Resources Management*. London: Intnernational Business Press.

Fajana E. (2000). Poor Leadership and NUT Strikes, Retrieved from Tribune 21st April.

Fajana, S. (2000). *Industrial Relations in Nigeria*. 2<sup>nd</sup> Edition. Lagos: Labofin and company.

Fisher, R., Ury. W. and Brett, O, (2004). *Getting to Yes: Negotiating agreement without giving in*. bosston: Houghton Mifflin.

Gouldner T. (2013). *Forms of Strike Action*. Available: [www.organisationalconflictinsociety.com](http://www.organisationalconflictinsociety.com) Haralambos and Holborn 7th ed. *Sociology*, Harper Collins Publishers limited, pp. 77-85.

Hammed, T. A. & Ayantunji, O. A. (2002). The effect of six thinking hats in enhancing the conflict-handling behavior of selected trade union leaders in Lagos State. *Nigerian Journal of Applied Psychology* vol. 7, no.1, pp 19-26

<http://dictionary.reference.com/browse/action>

<http://www.vocabulary.com/dictionary/impact>

- Iberman, J. (1979). Strike cost more than you think. *Harvard Business Review*. Vol. 57, No. 3, p. 13
- Kuper and Kuper (2006). Industrial Relations. Available: [www.industrialconflictsection.com](http://www.industrialconflictsection.com)
- Lederech, j. P. (1995). Preparing for peace: conflict transformation across cultures. Syracuse: Syracuse University Press.
- Logan J., (2006) "The Union Avoidance Industry in the United State", *British Journal of Industrial Relations*, Blackwell Publishing Ltd, December 2006, pages 651-657.
- Marshall V. (2006). Industrial Disagreement of Employers and Employees. Available: [www.orgsat.com](http://www.orgsat.com)
- Mather F.C (2008). "The General Strike of 1842: A Study in Leadership, Organization and the Treat of Revolution during the Plog Plot Disturbance". [Web.bham.ac.uk/1848](http://Web.bham.ac.uk/1848). George & Unwin Ltd Lodon. Retrieved 2008-01-30
- Newman, M. (2009). Labor Relations. Found at <http://homework-expert.net>
- Ogbuka, A. (2000). Government Contributes to Industrial Teachers strike. Available: [www.NUT.ng](http://www.NUT.ng)
- Ojeli, R.A. (1977). Industrial Relations in Nigeria. 2<sup>nd</sup> Edition. Lagos: Labofin and Company.
- Ojielo, M. (2002). Conflict and Strikes. Nigerian Tribune 17th November.
- Ojielo, M.O (2002). Managing Organization Conflict: a system approach. Ibadon: John Archers (publishers) Ltd
- Olaiya, A. A. (2000). Collective Bargaining of Workers. Retrieved from the Punch 17th August, Nigeria.

- Oloyede J (2013). The academic performance of students. Ikpoba Okha Pres. Edo State. Retrieved from <http://projecttopocsoneducation.blogspot.com.ng/2013/10effect-of-strike-action-on-the-academic-performance-of-students-in-selected-secondary-school.html> on 24/11/2015.
- Olugbenga, K. (2011). NUT Proceeds on an Indefinite Strike. *Vanguard*, December 6th.
- Oluwadare, C. T. (2008). *Social Research Proposals and Long Essays*, Olujumex Nig. LTD. Ado-Ekiti.
- Onyeonoru, I. P. (2015). Industrial conflict in historical context: evolution management and transformation. In I. O. Albert (ed). *Prospective on peace and conflict in Africa*. Ibadan: John Archers (Published)Ltd.
- Otite, O. (2002). On the conflicts, their resolutions and management. In O. Otite and I. O Albert (eds). *Community conflict in Nigeria: Management Resolution and Transformation*. Lagos: spectrum Books Ltd.
- Otobo, D. (2000). *Industrial Relations: Theory and Controversies*. Lagos: Malthouse Press Ltd.
- Oxford Advanced Learners Dictionary, 8th ed. Oxford University Press, Oxford: New York.
- Poole, M.P. (1980). *Industrial Relations*. London: Routledge and Keegan.
- Worrall, S. (2014). "Where Modern Ideas and the American Revolution Born on Ship at Sea?". *National Geographic* (National Geographic Society). Achieved from the original on 31 August 2014. Retrieved 31 August 2014

## **APPENDIX QUESTIONNAIRE**

Dear Respondent

I am a student of Ekiti State University, Ado-Ekiti, Nigeria and presently carrying a research on the influence of teachers strike on students academic performance in Social Studies in selected Secondary Schools, in Yagba East Local Government Area of Kogi State. I request you to kindly fill the questionnaire below and assure you that the data generated shall be kept confidential.

### **SECTION A**

You are required to tick and supply answer where applicable in this section A.

**Name of School:**.....

**Sex:** .....

Male ( ) Female ( )

**Class:** SS1 ( ) SS2 ( ) SS3 ( )

**Age Range:** 14-16 ( ) 17-19 ( )



## SECTION B

Your are requested to choose Strongly Disagreed, Disagreed, Strongly Agreed and Agreed in the area provided for you by ticking ( ✓ )

S/N	STATEMENTS	A	SA	D	SD
1	Secondary Schools in Yagba East Local Government Area of Kogi State has experience teachers strike				
2	You have experienced strike action many times in your teaching career				
3	Almost every administration experience strike action				
4	Non-payment of salary causes teachers strike in Secondary Schools in Yagba East Local Government Area of Kogi State.				
5	Lack of infrastructure causes teachers strike in Yagba East Local Government Area of Kogi State.				
6	Insecurity causes teachers strike in Secondary Schools in Yagba East Local Government Area of Kogi State.				
7	Lack of instructional materials causes teachers strike in Secondary schools in Yagba East Local Government Area of Kogi				

	State.				
8	Low labour force causes teachers strike in secondary schools in Yagba East Local Government Area of Kogi State.				
9	Frequent teacher strikes negatively affect students' performance.				
10	Teacher strikes cause delays in completing the school syllabus.				
11	Lack of continuous learning during a strike weakens students academic performance				
12	Students find it difficult to prepare for exams when teachers go on strike.				
13	Regular payment of teacher's salaries will reduce teachers strike.				
14	Strengthening of educational supervisory /monitoring bodies will reduce teachers strike.				
15	Organization of educational programmes to improve government/staff relationship will reduce teachers strike.				
16	Increasing teachers' salaries and providing better welfare packages would reduce the frequency of strikes				
17	Regular and prompt payment of salaries and benefits to teachers would help prevent strikes in				

	secondary schools.				
18	Providing adequate teaching materials, resources, and conducive working conditions would reduce the likelihood of teachers going on strike				
19	Involving teachers in policy formulation and decision-making processes affecting education would help prevent strikes				
20	Establishing open and regular communication channels between teachers and the government would minimize the occurrence of strikes				