
EFFECT OF ACADEMIC STAFF STRIKE ON ACADEMIC ACHIEVEMENT OF STUDENTS IN COLLEGES OF EDUCATION IN ANAMBRA STATE

¹Anene Anthony Nbubueze & ²Prof. Nwakpa Paul

^{1&2}Department of Educational Foundations, Ebonyi State University, Abakaliki, Nigeria.

Abstract

Academic staff strike is one of the constructs that can be used to explain academic achievement of students. Using ex-post-facto research design, this study investigated the effect of academic staff strike on academic achievement of students in colleges of education in Anambra State. The population of the study comprised all the staff (academic and non-academic) and students from the 2 (two) government owned colleges of education in Anambra State. The sample for the study stood at 200 (academic staff), 100 (non-academic staff) and 500 students randomly selected from the 2 institutions given a total of 800 subjects. Three research questions and three null hypotheses guided the study. Data were collected through questionnaire of 30 items to elicit information on impact of academic staff strike on academic achievement of students in colleges of education in Anambra State. The instrument was validated by expert in education. Reliability of the instrument was determined using Cronbach Alpha and alpha coefficient of 0.79 was obtained. Mean and standard deviation were used to answer the research questions while t-test was used for testing the hypotheses at 0.05 level of significance. Result revealed that academic staff strike wheels tremendous influence on the students' academic achievement. Based on the findings, it was recommended among others that government should give priority to the education sector of the nation, implement to the letter her stipulated document on tertiary education as seen in her National policy on education as well as abide to the last letter all agreement with the academic staff of colleges of education in Anambra State.

Keywords: Academic staff, strike, academic achievement

Introduction

Nigeria is a sovereign nation, more than anything else, the greatest obstacle to the nascent democracy is the neglect of education for Nigerian citizens in nation building, as evidenced by the spate of armed robbery attacks, political assassinations, religious conflicts and federalism coupled with the seeming helplessness of security agencies to handle criminal acts (Uhunmwangho & Epelle, 2011). The situation is worsened by the increasing number of unemployed Nigerians some of whom are ready recruits for criminal activities (Nigerian Tribune, 2002). The above statement from an editorial comment by a national daily in Nigeria indeed epitomizes the central focus of this paper, the aim of which is to analyze the importance of education to democratic sustainability in Anambra State in particular and Nigeria in general.

The history of College of Education Academic Staff Union (COEASU)'s strike can be traced back to 1978, the period of the beginning of the decline in the oil boom, when the country faced the consequences of the failure by its rulers to use the oil wealth to generate production and a social welfare system. Military dictatorship had eroded deeply the basic freedoms in the society. Academic freedom and colleges of education autonomy were casualties of military dictatorship.

The general economic downturn of the 1980s resulted in instability and financial inadequacy for the Nigerian educational system. Crisis between 1979 and 1999 led to several work stoppages. Regular occurrences include unpaid teachers' salaries, the degeneration of educational facilities and infrastructure at all levels and the attendant common place strikes across all tiers of Nigeria education system. Poor financial investment has generally been seen as the plague of Nigerian education system so much so that budgeting allocation has been very low compared to other sectors. The effect of the poor funding on students, apart from fear of increase in tuition fee or its introduction in federal college is that they are mostly ill equipped for self-employment and or entrepreneurship in a context where limited jobs exists to absorb them in the nation. The poor quality of many Nigerian college graduates has accelerated.

The above statement led to incessant closures in academic institution in Nigeria, the effect of these repeated closures of schools and academic programmes on students' learning effectiveness can better be imagined than described. Tertiary education in Nigeria has thus suffered tremendous setback as a result of strikes by both the COEASU and Non-academic staff union of colleges (NASU). This has always subjected the students to pitiable conditions, disrupting academic programs, giving students' underserved extension in their study years, poor students' concentration, performance on academic programmes and poor lecturer-student relationships amongst others. Consequently, students' academic performance has comparatively become so low while various forms of examination malpractice are on the increase (Ebi, 2017).

Colleges of education worldwide are regarded as the citadel of learning, the fountain of intellectual development and a ground for the production of leaders of tomorrow. One major function is that it is a knowledge and value provider, in other words, college of education progresses when it is able to provide knowledge and value and when it is not properly managed by the administrators and staff, it then falls in its function of providing knowledge and value. This according to Nwankwo (2000) explains why merit has been the watchword in the college of education system – an institution in which a student must first be certified worthy in character and learning before being admitted into the Honors Degree.

The role of colleges of education in human capital development, research and technological innovation cannot be under estimated as education is a critical component of national development. Nations today depend increasingly on knowledge, ideas and skills which are produced through researches in the colleges of education. Nations invest colleges of education because society expects it to contribute to national development in three principal ways. First, society expects its College of Education to produce the highly skilled personnel in technology, engineering, management and other professions, secondly universities have the responsibility of producing their own crops of academic personnel that is, the intellectual resource pool that will, through scientific research generate new knowledge and innovation to solve developmental problems and finally, colleges of education produce teachers, administrators and managers for other levels of human resources development institutions.

Education in Nigeria has been recognized as a veritable tool for national development. Education boosts the opportunities for sustainable development and plays a crucial role in the overall development of the individual, society and nation at large. Education is the most important avenue for improving the quality of life of an individual and his/her adaptation to the society. For this reason, the education of Nigerian citizens should be taken seriously. Federal Republic of Nigeria (2013) recognized the importance of education as a bedrock of every nation growth and thus structured her educational system under the following categories:

- Early child care and development aged 0 to 4 years
- Basic education aged 5 to 15years which includes 1year of pre-primary education, 6years of primary education and 3 years of junior secondary education
- Post basic education of 3 years in Senior Secondary Schools and technical colleges and finally
- Tertiary education provided in colleges of education, polytechnics, monotronics and universities.

Colleges of education fall under tertiary education (2021) noted that tertiary education refers to all formal post-secondary, including public and private universities and colleges, technical training institutes and vocational schools. Nina further assert that tertiary education is instrumental in fostering growth, reducing poverty and boosting shared prosperity and it benefits not just the individual, but society at large. Harvey (2022) explained tertiary education as formal, non-compulsory, education that follows secondary education provided through a specialist institution usually labeled as a college , polytechnic or university . Harvey opined that tertiary education may be delivered virtually or at a distance/on -line. Federal Government of Nigeria (2013) explained tertiary education as education given after post basic education in institute such as universities, colleges of education, polytechnics and other specialized institutions such as colleges of Agriculture, Schools of Health and Technology and National Teachers' Institutes (NTI). Federal Government of Nigeria further stated the goal of tertiary education in her National Policy on Education to include among others:

- To foster national development through high level manpower training.
- Provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work.
- Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market.

In the context of this research work, tertiary education is explained by the researcher as the stage of education following secondary education. Students' admission into tertiary education in Nigeria including Anambra State is based on merit in UTME (Unified Tertiary Matriculation Examination). Tertiary education in Nigeria offers courses in education, arts,

sciences, social sciences, medicine and environmental sciences among others with varied duration of courses.

In colleges of Education in Anambra State where this research is carried out, the academic staff from time to time embark on strike as a means of pressing their demand and this to a great extent wheels tremendous influence on the students academic performance. Dakuku (2020) observed that strike have become a familiar and disturbing refrain in the Nigerian body polity they have probably become the greatest threat to the Nigeria tertiary education. It has reduced the quality of education, academic performance and crippled the entire education system.

Awhejeada and Umerionwari (2020) observed that strike means the process by which employees exert pressure on their employers to acceding to their demands. Adavbiele (2015) also noted that strike actions over time have been used as a tool by union leaders in registering their grievance concerning pay and conditions. Adavbiele further observed that strike actions have been a recurring phenomena in Nigeria's education sub-sector and as such, strike actions have led to several grievous consequences in the programme offerings in the nation. Melisa (2021) assert that strike action is a work stoppage caused by the mass refusal of employees to work as a result of certain grievances. Melisa noted that strikes are the most significance aspect of industrial conflict. Supporting the above Okeke and Joe-Akunne (2020) noted that because of mans' imperfection, conflict is inevitable in any human institution. Conflicts are not found only among individuals but it is common in any human interaction such as between employers and employees.

Kamran, Syed and Humna (2017) also observed that conflicts are indispensable part of any organization as a result of variation in goals of the shareholders, managers and other staff members. They maintained that the root cause of dispute within an organization and among organization employee is conflict and this opens up an avenue in which employers hinder colleagues from accomplishing their aims and objectives. One of such disputes in organizations especially in colleges of education in Anambra State manifest as strike action. Academic staff strike in colleges of education in Anambra State are implicated in unmet needs of lecturers ranging from psychological, physiological, social, emotional and intellectual needs. Naturally, when an individual's need is unmet, anxiety, stress and frustration sets in. This is exactly the situation, the academic staff in colleges of education found themselves from time to time and this behavioural defense mechanism in form of strike resulting in indefinite closure of the institutions are often witnessed thus bringing all academic activities to a halt.

Where the academic staff in colleges of education in Anambra State and their employer does not posses adequate conflict management and resolution skills, great distress can erupt leading to strike. Okeke, Anierobi and Ezennaka (2021) noted that government non-chalant attitude and lack of commitment to the welfare of academic staff is contrary to the amazing and wonderful objectives of tertiary education as stipulated in the Federal Government of Nigeria, National Policy on Education. Wahab (2018) observed that close observation of academic staff strike implicates such factors like erosion of institution autonomy and academic freedom, poor remunerative structure and conditions of service, under finding of institutions and poor physical conditions of work in the institutions among others.

The rate/occurrence of strike action in Colleges of Education in Anambra State by the academic staff is alarming and worrisome that it demands urgent attention by all stakeholders

in education to rescue the destinies of the students. Neglect of this very important issue will result in social, behavioural, economic and psychological problems on the students and society at large.

Many authors and researchers have attempted reasons for strike actions in Nigeria. Okeke, Anierobi and Ezennaka (2021) attributed causes of strike action to include denial of academic staff rights entitlements ranging from non-payment of salary, promotion arrears and academic earned allowances, governments dishonesty, rascal, irresponsibility, violation of agreement, low priority for education system and insensitivity to other peoples need. Adavbiele (2015) observed that poor application of collective bargain as well as violation of legislation or rule, has been a notable cause of strike actions in Nigeria. Adavbiele stressed that the employment contract entered into between the employees and employers remains binding as long as the contract is on. When there is breach of contractual agreement by employer, strike action may be triggered. Ogbette, Eke and Ori (2017) concludes that contributing factors to strike between employer and the employee have been largely propelled by historical, economic and political factors which have become institutionalized and embedded in the Nigerian polity thus making the conflict difficult to settle.

The most serious challenge towards the realization of quality education in colleges of education in Anambra State is academic staff strike. There is no doubt that strike actions in colleges of education in Anambra State affect not only the students, but the academic staff and their families, college/institution, community, the students and their academic achievement.

Egwu (2018) writing on the effect of strike action on students in terms of their academic achievement observed that students performance in examination is affected which prompts them into examination malpractice. Egwu further pointed out that strike action disorganizes academic programme and its operations which leads to production of half baked graduates, decrease research and innovation leading to poor staff output. Oden (2015) assert that disruption in academic programme become a natural consequence of each industrial strike. Normal teaching and learning are hindered and therefore most students are exposed to all manner of social evils ranging from sexual immorality, cyber, internet fraud (BETNIGER), internet addiction among others rather than studying.

The primary aim of enrolling in any academic programme ranging from primary, secondary to tertiary education is for acquisition of knowledge and skill that will enhance the individual's fulfillment of his/her potentials and adjustment skills. Teaching and learning activity is measured through quiz, test, projects and examinations administered by the teacher (lecturer) in between or at the end of a term, semester or contact session. The extent of the students' performance is simply his/her achievement. Supporting the above statement, Ahmed, Umrani, Pahi and Shah (2017) assert that one of the primary reasons for getting enrolled in any academic programme is to acquire advanced knowledge for better academic achievement to prepare the students to fit into the global trend where education is an essential development index. Tertiary education programme exposes students' to rigorous academic tasks which require an utmost commitment by students to achieve desired academic results. To get students committed to their academic activities, teachers assign academic tasks to them to get them explore ideas and knowledge which are meant to prepare them for academic success (Anerobi and Unachukwu, 2020).

Academic achievement is the knowledge acquired and skills developed in school subjects usually by test scores assigned by the teacher. Many researcher and authors have attempted different definitions of academic achievement. Mary (2021) and Stainmayr, Meibner, Weidiger and Wirhwein (2017) noted that academic achievement is the extent to which a student, teacher or institution has accomplished their short or long term educational objectives. Mary further explained short term educational objectives as annual scores and long term educational objectives a completion of school programme such as secondary school, diplomas and degree.

The researcher wishes to point out here that academic staff strike affects both short-term and long-term educational objectives as lectures are no longer held, course programmes/contents remain unfinished, semester examination is out of place and students duration of course programme completion is extended.

Steinmayr et al (2017) further explained academic achievement based on the indicators used for assessing the outcome thus they identified two indicators namely: General and cumulative indicators. General indicators include scores from tests, quiz and projects while cumulative indicators include accomplishment of education programmes or certificates.

Academic achievement of students is one of the vital elements through which the whole education system revolves Academic achievement is the knowledge acquired and skills developed in school subjects usually by test scores assigned by the teacher. Anierobi, Okeke and Etodike (2021) observed that the evidence of proper teaching and adequate learning should manifest in students' academic achievement. They view academic achievement as the hub around which teaching and learning revolve and therefore should be the target of every student enrolled in any academic programme. Moore (2019) observed that academic achievement programme was once thought to be the most important outcome of formal educationist experiences as well as indicators of students' well-being and psychological development.

Spinath (2012) asserts that academic achievement is the most important pre-requisite for individual and society prosperity as well as a vital issue both for politics and psychological research. In this context of this research work, the researcher views academic achievement as students acquisition of knowledge and skills in a course programme as it affects their short term educational objectives (end of semester examination, completion of a course programme) as well as their long term educational objectives (performance in a job/career at graduation, further studies and all academic intellectual related activities).

Some authors and researcher have studied the outcome of students' learning on the basis of student, teacher, parent, school and government related factors like family/parental support, students' interest, dedication to study, self confidence, good preparation for examinations and adequate class works influence on students' academic achievement. Manganga (2016) observed that availability of teaching and learning materials, teachers' knowledge, teachers' efficiency, economic status of parents (high economic status) as well as the school environment has effect on students' academic achievement.

Academic staff strike is another factor that can be used to explain academic achievement of students. This study therefore seeks to investigate the effect of academic staff strike on academic achievement of colleges of education in Anambra State.

Statement of the Problem

Students in Colleges of Education in Anambra State are constantly faced with strike action by either the academic or non-academic staff unions of the institutions. Most of these strike actions from review of related literatures are caused by disagreement between the government and the unions of various institutions, arising from non-implementation or partial implementation of former agreements reached. The disagreement or lack of understanding between government and academic community often result in deadlock that usually disrupts academic activities and calendar (programme). Whenever the government and academic staff in colleges of education in Anamba State have conflicts/unresolved conflicts resulting into strike, it is the students who bear the consequence of the conflict.

The aim of any academic programme is to equip students with knowledge and skills vital for adjustment/adaptation in life. This aim is hindered as incessant strikes affect the academic performance of students. This is because scheme of work/course of programme remain uncovered as learning is suspended for a long period. Also students reading abilities fall. Even the prior/earlier knowledge acquired during the learning period is even forgotten by some students. This mostly turns some students into certificate seekers than skill and knowledge seekers.

As mentioned earlier, most protracted strike by the academic staff union of colleges of education in Anambra State disrupt the school calendar. The consequence is prolonged stay in the institution contrary to the stipulated programme periods. To worsen the situation whenever strike is called out, the students experience crash programme which results in acquisition or no little knowledge, lectures are hurriedly delivered for examination to take place irrespective of what is covered or not, or whether students understand or not. This affects the students' academic performance not only within the institution but outside in their various works of life. This is the major reason for inefficiency, no productivity and inexperience among many workers in different fields of life in Nigeria. Against this background, this study therefore sought to investigate the effect of academic staff strike on academic performance of students in College of Education in Anambra State with a view to determining measures capable of taking care of this social menace in order to prevent future occurrences. To give direction to the study, the following research questions and null hypotheses tested at 0.05 level of significance were postulated.

Purpose of the Study

This study sought to investigate the effect of academic staff strike on academic performance of students in colleges of education specifically, the study determined:

1. The possible causes of academic staff strike in colleges of education in Anambra State.
2. The effect of academic staff strike on academic performance of students in colleges of education in Anambra State.
3. Possible measures that could be adopted in reducing the occurrence of academic staff strike in colleges of education in Anambra State.

Research Questions

The following research questions were formulated to guide the researcher through the study:

1. What are the possible causes of academic staff strike in colleges of education in Anambra State?
2. What are the effects of academic staff strike on academic achievement of student in colleges of education in Anambra State?

3. What possible measures could be adopted in reducing the occurrences of academic staff strike in colleges of education in Anambra State?

Hypotheses of the Study

The study was guided by the following research hypotheses stated in null form and to be tested at 0.05 level of significance:

1. There is no significant difference between the opinion of staff and students on the possible causes of academic staff strike in colleges of education in Anambra State.
2. There is no significant difference between staff and students perception on the effects of academic staff strike on academic performance of students in colleges of education in Anambra State.
3. The opinion of the staff and students on possible measures that could be adopted in reducing the occurrences of academic staff strike in colleges of education in Anambra State do not differ significantly.

Methodology

The study was conducted using ex-post-facto research design. This type of research seeks to establish cause effect relationships. The researcher usually has no control over the variables of interest and therefore cannot manipulate them. Indeed, the researchers only attempt to link some already existing effects or observations to some variable(s) as causative agent(s). The study was carried out in Anambra State using the two government (State and Federal) owned colleges of education. The population consists all the academic staff, all the non-academic staff and all the students from the two (2) chosen institutions for the study. A sample of 200 academic staff, 100 non-academic staff and 500 students were randomly selected and used for the study given a total of 800 respondents / subjects.

A researcher-developed instrument titled “Effect of Academic Staff Strike” (EASS) was used for data collection. The instrument has three sections with a total of 20 items. It was structured on a modified 4-point Likert scale ranging from strongly agree, agree, disagree to strongly disagree. Three experts in the Department of Educational Foundations, Ebonyi State University, Abakaliki validated the instrument. The reliability of the instrument was determined using Cronbach Alpha with overall reliability coefficient of 0.79

Three trained research assistants helped the researchers in distributing the questionnaires to the chosen sample for the study. A total of 800 copies of the questionnaire given out were successfully completed and returned. Mean and standard deviation was used in answering the research questions and acceptance point for the items was 2.50 and any mean below 2.50 was regarded as rejected. T-test was used for testing the hypotheses at 0.05 level of significance. When the calculated t value is greater than the critical t-value, the alternative which is “significance” is accepted. But when the calculated t-value is less than the critical t-value, the null hypothesis is accepted and the alternative rejected.

Result

Table I: Mean and Standard Deviation Scores of students and staff responses on the causes of Academic Staff Strike in Colleges of Education in Anambra State.

N = 800

S/N	ITEMS	Students		Staff	
		x	SD	x	SD
1	Violation of academic freedom.	3.27	1.81	3.15	1.77
2	Poor conditions of service.	3.50	1.87	3.03	1.74
3	Poor salary structure.	3.33	1.83	3.80	1.95
4	Poor/under funding of institutions.	3.35	1.83	3.50	1.87
5	Poor/lack of infrastructural facilities in the institutions.	3.67	1.91	3.90	1.97
6	Delay in payment of elongated salary structure.	3.43	1.85	3.20	1.79
7	Conflicting perceptions, conflicting policies and conflicting goals	3.26	1.80	2.73	1.63
8	Violation of agreement/unfulfilled promises.	3.50	1.87	3.25	1.80
9	Personality clashes/clash of values.	3.08	1.75	2.80	1.67
X. AV & SD =		3.38	1.84	3.26	1.80

Result from table 1 above revealed through the mean score of 2.50 and above the following to be among the staff and students perception on the causes of academic staff strike in colleges of education in Anambra State: Violation of academic freedom, poor conditions of service, poor salary structure, poor / under funding of institutions, poor/lack of infrastructural facilities in the institutions, delay in payment of elongated salary structure, conflicting perceptions, conflicting policies and conflicting goals, violation of agreement/unfulfilled promises and personality clashes/clash of values.

Table 2: Mean and Standard Deviation Scores of Students and Staff Responses on the Effect of Academic Achievement of student in colleges of education in Anambra State.

N = 800

S/N	ITEMS	Students		Staff	
		X	SD	X	SD
10	Negate the aim and objectives of tertiary education in Nigeria which include the development of high-levels manpower through teaching, research and community service.	2.23	1.79	2.98	1.73
11	Total disruption of academic programme in institutions	2.87	1.69	3.02	1.74
12	Closure of institutions and thus affect teaching and learning	3.50	1.87	2.59	1.61
13	Courses of study or programmes mapped out are not covered within specified period.	3.20	1.79	3.02	1.74
14	Rush-effect to cover the syllabus which affects students understanding of concepts/contents thus encouraging rote-learning.	3.67	1.91	3.10	1.76
15	Increased incidence of examination malpractice.	3.47	1.86	2.23	1.80
16	Non mastery of contents taught thus hindering transfer of learning/application of knowledge	2.77	1.66	3.65	1.91
17	Hinders completion of course/programme within specified duration.	3.50	1.87	3.09	1.76
18	Hinders knowledge and expertise in a field of study	3.20	1.79	2.93	1.71
19	Breeds inefficiency and unproductivity in future career	3.00	1.73	3.65	1.91
20	Breeds lack of / no contribution/inability to contributing to research development.	3.33	1.83	2.59	1.61
AV X & SD =		3.25	1.80	3.08	1.75

The 2 shows the staff and students mean responses on the effect of academic staff strike on the academic achievement of students in college of education in Anambra State. 11 items has a mean of 2.50 and above. They include negate he aims an objectives of tertiary education in Nigeria which include the development of high level manpower through teaching, research and community service, total disruption of academic programme, closure of institutions and thus affect teaching and learning, courses of study or programmes mapped out are not covered within specified period, rush-effect to cover the syllabus which affect students understanding of concepts/contents thus encouraging rote learning, increased incidence of examination malpractice, non-mastery of contents taught thus hindering transfer learning/application of knowledge, hinders completion of course/programme within specified period/duration, hinders knowledge and expertise in a field of study, breeds inefficiency and unproductivity in future career and breeds lack of/no contribution to research development.

Table 3: Mean and Standard Deviation Scores of Students and Staff Responses Possible Measures that could be Adopted as Effective in Reducing the Occurrences of Academic Staff Strike in Colleges of Education in Anambra State.

N = 800

S/N	ITEMS	STUDENTS		STAFF	
		X	SD	X	SD
21	Federal Government should give priority to education sector of the nation via increased annual budget allocation.	2.70	1.64	2.92	1.71
22	Government sincere implementation of all sections on tertiary education as stipulated in her National Policy on Education document	3.17	1.78	3.55	1.80
23	Prompt and complete fulfillment of every reached and signed agreement	3.54	1.88	3.38	1.84
24	Good administrative/management skilled should be embraced	2.63	1.62	2.88	1.97
25	Good interpersonal/social relationship is vital	3.40	1.84	3.14	1.77
26	Adequate conflict management and conflict resolution skills should be adopted	3.06	1.75	2.62	1.62
27	Re-visiting the salary structure of academic staff	2.17	1.47	2.66	1.63
28	Dialogue should be embraced while strike should be the last option.	2.80	1.97	2.70	1.64
29	Empathy for education, good moral conscience and responsibility in important on the part of the government.	2.50	1.58	3.90	1.97
30	Stakeholders in tertiary education should come to rescue mission in terms of building classrooms, multi-purpose halls, halls of residence and offices.	3.17	1.78	3.20	1.79
AV X & SD =		2.91	1.73	3.10	1.77

Results from table 3 show that 10 items were identified by the staff and students to be among the possible measures that could be adopted in reducing the occurrences of academic staff strike in colleges of education in Anambra State. These include: Federal government should give priority to education sector of the nation, government sincere implementation of all sections on tertiary education as stipulated in her National Policy on Education document, prompt and complete fulfillment of every reached agreement, good administrative/management skills should be embraced, good interpersonal/ social relationship is vital, adequate conflict management and conflict resolution skills should be adopted, re-visiting the salary structure of the academic staff, dialogue should be embraced while strike should be the last option, empathy for education, good moral conscience and responsibility is

important on the part of the government and finally, stakeholders in tertiary education should come to rescue mission in terms of building classroom, multi-purpose halls, halls of residence and offices.

Table 4: Summary of the t-test Analysis on the Students and Staff Perceptions on the Causes of Academic Staff Strike in Colleges of Education in Anambra State.

Source of Variation	N	X	SD	DF	Cal.t.	Crit.t	P<0.05
Students	500	3.38	1.84	798	0.90	1.960	NS
Staff	300	3.26	1.80				

N = 800, P<0.05

From table 4, it was observed that at 0.05 level of significance and 798df, the calculated t of 0.90 is less than the critical of 1.960. H_{01} is therefore accepted and the alternative rejected.

Table 5: Summary of the t-test Analysis on the Students and Staff Perceptions on the Effects of Academic Staff Strike on the Academic Achievement of Students in Colleges of Education in Anambra State.

Source of Variation	N	X	SD	DF	Cal.t.	Crit.t	P<0.05
Students	500	3.25	1.80	798	1.32	1.960	NS
Staff	300	3.08	1.75				

N = 800, P<0.05

Result in table 5 revealed that at 0.05 level of significance and 798df, the calculated t of 1.32 is less than the critical of 1.960. Null hypothesis two (H_{02}) is therefore accepted and the alternative rejected.

Table 6: Summary of the t-test Analysis on the Students and Staff Perceptions on the Possible Measures that could be Adopted as Effective in Reducing the Occurrences of Academic Staff Strike in Colleges of Education in Anambra State.

Source of Variation	N	X	SD	DF	Cal.t.	Crit.t	P<0.05
Students	500	2.91	1.73	798	-1.48	1.960	NS
Staff	300	3.10	1.77				

N = 800, P<0.05

T-test analysis in table 6 show that at 0.05 level of significance and 798df, the calculated t of -1.48 is less than the critical of 1.960. Therefore, null hypothesis three (H_{03}) is accepted while the alternative rejected.

Discussion

The findings of the study identified the following to be among the perceptions of staff and students on the causes of academic staff strike: violation of academic freedom, poor conditions of service, poor salary structure, poor/under funding of institutions, poor/lack of infrastructural facilities in the institutions, delay in payment of elongated salary structure, conflicting perceptions, conflicting policies and conflicting goals, violation of agreement/unfulfilled promises and personality clashes/clash of values.

The findings agree with that of Okeke et al (2020) and Kamran et al (2017) which revealed that the root cause of dispute within an organization and among organizational employees is conflict and this opens up an avenue in which employers hinder colleagues from accomplishing their aims and objectives. They further assert one of such disputes in organizations especially in tertiary institutions manifest as strike action. Wahab (2018)

observed that erosion of academic freedom, poor remunerative structure, poor conditions of service, under funding of universities and poor physical conditions of work are some of the causes of strike in higher institutions in Nigeria.

The findings of the study revealed the following to be among the students and staff perceptions of the effect of academic strike on the academic achievement of student: Negate the aims and objectives of tertiary education in Nigeria which include the development of high level manpower through teaching, research and community service, total disruption of academic programme institutions, closure of institutions and thus affect, teaching and learning, courses of study programmes mapped out are not covered within specified period, rush-effect to cover the syllabus which affect students understanding of concepts/contents thus encouraging rote learning, increased incidence of examination malpractice, non mastery of contents taught thus hindering transfer of learning/application of knowledge, hinders completion of course/programme within specified duration, hinders knowledge and expertise in a field of study breeds lack of/no contribution to research development. This agrees with the findings of Egwu (2018) and Oden (2015) that academic staff strike propels students to indulge in examination malpractice, disrupt academic programme, breeds production of unqualified/half baked graduates, decrease research and innovation resulting in poor staff outputs.

Furthermore, the findings of the study revealed the following to be among staff and students perceptions on possible measures that could be adopted as effective in reducing the occurrences of academic staff strike. These include: Federal government should give priority to education sector of the nation, government sincere implementation of all sectors on tertiary education as stipulated in her National Policy on Education document, prompt and complete fulfillment of every reached and signed agreement, good administrative/management skills should be embraced, good interpersonal/social relationship is vital, adequate conflict management and conflict resolution skills should be adopted, re-visiting the salary structure of the academic staff, dialogue should be embraced while strike should be the last option, empathy to education, good moral conscience and responsibility is important on the part of the government and stakeholders in tertiary education should come to rescue mission in terms of building classrooms, multi-purpose halls, halls of residence and offices.

The findings of this study align with Ogbette et al (2017) that government should open/create a forum for dialogue with tier employees and stakeholders in tertiary education to express their grievances and also there should be increase in the annual budget allocation to education sector. Dakuku (2020) assert that government should learn to keep agreements entered into with her employees. Dakuku stressed that government is a continuum, and an incumbent government should naturally see it that it keeps to commitments made by its predecessors. Government negotiations should put future government revenue projections into consideration before making future funding commitments to avoid default.

Conclusion

Based on the findings of the study, the research concludes as follows:

1. That academic staff strike wheels tremendous influence on the students' academic achievement.
2. At 0.05 percent significant level and 798df, the calculated t-test of 0.90, 1.32, and -1.48 respectively are less than the critical t of 1.960, H_{01} , H_{02} and H_{03} are therefore accepted and the alternative rejected.

Recommendation

Based on the findings of the study, the following recommendations were posited:

1. Academic staff strikes no doubt wheel tremendous influence on teaching and learning as well as research in tertiary institutions as a result of government lack of empathy for education. The researchers recommended that education sector of the economy should top the list of priority in annual budget of the nation as every other sectors namely medical, industrial, political and social revolve around education. Reasonable and proper budget allocation should be given to educational sector to help procure the necessary equipments, infrastructure and facilities needed for proper/effective teaching and learning and research as this will reduce stress and frustration on the part of the academic staff which often trigger strike action.
2. Every reached and signed agreement should be timely and promptly adhered to by the government. Breach in agreement depicts irresponsibility and rascality. Good social skills and relationship management is vital, no party should see herself as superior to the other and therefore too proud to abide by agreement.
3. There should be complete overhauling of the aims and objectives of tertiary education as stipulated by the government in her National Policy education. The National Policy on education with all its fantastic and amazing goals on tertiary education is yet to receive practical steps towards the realization in the country. It is the government's failure to practically and effectively implement all he sectors of the National Policy on Education related to tertiary education that has contributed to academic staff strikes from inception to date.

References

- Adavbiele, J. A. (2015). Implication of incessant Strike actions on the implementation of technical educational programme in Nigeria. *Journal of education and practice*, 6(8) 134 – 138. Retrieved from <https://files.eric.ed.gov>
- Ahmed, U., Umrani, W.A., Pahi, M.H. & Shah, S.M.M. (2017). Engaging Ph.D. Students: Investigating the role of Supervisor Support and psychological Capital in a mediated model. *Iranian journal of management Studies*, 10(2) 283-306.
- Anierobi, E. I. & Unachukwu, G.C. (2020). Achievement motivation and academic optimism as Correlates of academic engagement among postgraduate students in Nnamdi Azikiwe University, (NAU) Awka. *Social Sciences and education research review*, 1(7) 242-263. Retrieved from www.sserr.ro
- Ariful, I. & Sanzida, T. (2021). Analysis of Factors influencing academic performance of undergraduate students: A Case Study of Rabindra University, Bangladesh (RUB). *International Journal of Education*, 9 (3) 127 – 135.
- Dakuku, P. (2020). Striking at the future of the Nigeria youth Retrieved from www.thecable.ng.
- Egwu, S. (2018). Effects of Strike action on qualitative education in tertiary institutions. *World applied sciences journal*, 36 (9) 1038 – 1042. D01:10.5829/idosi. wasj. 2018. 1038. 1042.
- Fajana, S.A. (2000). *Industrial relations in Nigeria: Theories and feature*. Lagos – Nigeria: Labo-Finand Co.
- Fashoyin, T. (2007). *Industrial relations in Nigeria: Development and practice*. Ikeja – Lagos: Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: NERDC Press
- Giame, B.P.S., Awhehefeada, U.V. & Omerionwan, K.E. (2020). An overview of the right to strike in Nigeria and some selected jurisdictions. *Scientific research publishing*. Retrieved from <https://www.scirp.org>.
- Harvey, L. (2022). Tertiary education – Analytic quality, glossary. *Quality research international*. Retrieved from <http://www.qualityresearchinational.com/glossary/>
- Kamren, K. Syed, K. & Humna, I. (2017). Causes, effects and remedies in conflict management. *South East Asian journal management*, 10 (2). Retrieved from researchgate.net. D01: 10. 21002/seam.v1012.7733.
- Manganga, J.H. (2016). Factors affecting students academic performance: A Case study of public secondary schooling Ilala District, Dar-Es-Salaam, Tanzania. Retrieved from <https://respository.out.ac.tz>
- Mary, C. (2021). Academic achievement. Retrieved from <https://www.definitions.net>

- Melisa, S. (2021). An investigation of the causes of strike and its effect on students academic performance. Retrieved from <https://www.projecttopics.org>
- Moore, P.J. (2019). Academic achievement. International Journal of experimental educational psychology, 39 (8). Retrieved from <https://www.landfonline>.
- Nina, A. (2021). Tertiary education overview – World Bank Group. Retrieved from <https://www.worldbank.org>topic>
- Nworgu, B.G. (2015). Education research: Basic issues and methodology (3rd edition). Nsukka – Nigeria: University, Trust Publishers.
- Ogbette, A.S., Eke, I.E. & Ori, O. E. (2017). Causes, effects and management of ASUU Strikes in Nigeria, 2003 – 2013. Open access Journal, 3(3) 2017. Retrieved from researchgate.net. DOI:10.12816/0041765.
- Oden, C. (2015). The influence of strike action on the academic performance of students in Alvan, Ikoku Federal College of Education, Owerri. Retrieved from <https://www.projecttopics.org>
- Okeke, N.U., Anierobi, E.I. & Ezennaka, A. O. (2021). Impact of ASUU Strike on psychosocial development of academic staff in South-East Zone of Nigerian Universities. Journal of Guidance and Counseling Studies, 5(2) 267-279.
- Okeke, N.U. & Joe-Akunne, C.O. (2020). Psychological dimensions of violence and influence on emotional adjustment of adolescents in tertiary institutions in Anambra State. Journal of the Nigerian academy on education, 16 (1) 238 – 250.
- Steinmayr, R., Meibner, A., Weidinger, A. & Wirthwein, L. (2017). Academic achievement. Retrieved from <https://www.oxford.nildiographies.com>. DOI:10.1093/OBO/9780199756810 – 0108.
- Spinath, B. (2012). Academic achievement. Retrieved from researchgate.net DOI: 10.1016/6978 -0-12-375000 – 600001 – X
- Wahab, B. (2018). All the times ASUU has gone on Strike since 1999. Retrieved from <https://www.pulse.ng>.
- Wokoma, C.U. & Iheriohanma, E.B.J. (2010). Interaction between globalization and organizational performance in the third world – Nigeria. Focus studies in sociology of science, 1(2) 72 – 80.