**TITLE PAGE**

**INFLUENCE OF TEACHERS’ STRIKE ACTION ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN UDI LOCAL GOVERNMENT AREA OF ENUGU STATE**

**A PROJECT PRESENTED**

**BY**

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**U16/EDU/POL/023**

**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES, FACULTY OF EDUCATION, GODFREY**

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**JULY, 2018**

**APPROVE PAGE**

This project has been approved for the Department of Political Science Education, Godfrey Okoye University Ugwu-Omu NIKE, Enugu State.

BY

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**CERTIFICATION**

This is to certify that I am responsible for the work submitted in this project. The original work is mine, except as specified in the acknowledgement and references, and that neither the project nor the original work contained therein has been submitted to Godfrey Okoye University Ugwu-Omu Nike, Enugu State for the award of Bachelor of ARTS Education (B.A.Ed) or any other university or institution for the award of degrees.

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**DEDICATION**

This research project is dedicated to God the Father, God the Son and God the Holy Ghost for His mercy which saw me through this difficulty time.

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My gratitude goes to God Almighty, the author of life, knowledge and wisdom, who with his grace made this work possible.

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**Abstract**

*The main aim of this study is to find out the* influence of teachers’ strike action on the academic performance of secondary school students in Udi Local Government Area of Enugu State. *Three specific purposes and three corresponding research questions were raised to guide the study. The literatures related to this study were reviewed under conceptual framework, theoretical and empirical studies. The research design adopted for this study was survey design. The population of the study comprised 11,041 students and 24 secondary schools in Udi Local Government Area of Enugu State. Simple random sampling technique was used to select 200 secondary school. Students were selected from the selected five schools for the sampling. The instrument used to obtain information was a structured questionnaire. The instrument used was validated by two experts from the department of measurement and evaluation in Godfrey Okoye University Enugu. The test-retest reliability procedure was adopted. The reliability index was 0.75. The data collected were analyzed using mean. Therefore, the findings of the study showed that strike action delays students learning and strike action delays completion of academic calendar. Based on the findings, the researcher recommended that the government should stop using threats to the teachers as a solution to strike action rather they should use dialogue to bring a lasting solution*

INTRODUCTION

Background to the study

Could there be any meaningful transformation programme, structural adjustment programme and many point agenda in the absence of education imperative in a country? Education, the process that involves all round development of cognitive, psychomotor and affective ability of individuals in the society in order to promote the advancement of the individuals, society and the world at large should not be relegated to the background in whatever manner. The cacophony between the central authority and the staff unions should not be extended to the point of jeopardizing the success of our education system which will in turn have undesirable effects on the academic achievement of the students. Bearing in mind, no nation can develop beyond the capacity of her citizens. Staff industrial actions in Nigeria University, Polytechnic and College of Education systems have become the common phenomenon with the detrimental effects on the academic commitment and success of Nigeria students.

Despite the fact that tongue and mouth are inseparable, clash between the two is inevitable. As long as the academic staff union and employer (government) represented by politicians are at

variance in belief and philosophy there is bound to be industrial dispute between the two. The action and counteraction of the academic staff union (ASUU, ASUP and COEASU) in recent years to recalcitrant attitude of the federal government towards the past agreement; conditions of service, salaries and allowances, adequate funding as prescribed by UNESCO, University autonomy, integration of polytechnic academic staff payroll had led to frequent industrial action by COEASU, ASUP and specifically ASUU. These unions have resulted to employment of strike as the last resort to balance the power between their staff and the government when the bargaining and consultation failed to yield desirable result. Implying that the only language understands by the government is strike action. The counteraction of the academic staff unions to actions and inaction of the government is not self centered but incited by the quest to resuscitate the acclaimed fall in Nigeria education standard. The specific evidence to this fact are the agitation by ASUU and ASUP between 2013 and 2014 which includes improvement and provision of educational infrastructure in our dilapidated tertiary instructions; fulfilling 26% budgetary allocation to education as prescribed

by UNESCO so that Nigeria education system would be able to turn out the graduates that are capable of taking up the task of national development and be globally competitive like in the 70’s when Nigeria graduates were accorded high esteem at the global stage.

Furthermore, it is incontrovertible that agitations of academic staff unions are to foster the adequate conditions of service which would go a long way in stimulating advantageous atmosphere for students to accomplish the prerequisite curriculum objectives. And, this would reduce to the barest minimum if not to zero level the half-baked graduates or functional illiterates that Nigeria tertiary institutions are turning out lately. Unfortunately, the strike action

that is always embarked upon by the staff unions whenever there is industrial dispute between them and their employer (government) always put students at the detrimental conditions. The reasons for this are not farfetched; they end up having lesser period to prepare for academic exercises before summative evaluation hence possibility of poor academic performance. After the whole struggle, the academic staff salaries and allowances that were withhold during the industrial action would end up being paid.Aside the bad reputation the strikes conferred on Nigeria education system; delayed and extension of duration of students in school in the face of age sensitive or discriminating Nigeria labour market which plummet the economic value of the graduates in Nigeria labour market. And, unjust compression of the syllabus and academic calendar which deprived students of

adequate academic preparation and eventually have undesirable effects on the students achievement of educational objectives as laid down in the prescribed curriculum which paved way for the production of half baked graduates by Nigerian institutions is of great concern to the study at hand. In view of this, the specific objective of this investigative study is to the influence of teacher’s strike on educational system. Student’s go to school daily with happiness, expectations stress and ambition only to be turned back by the school authority because of strike. This study is to investigate the influence of teacher’s strike on academic performance of secondary school students.

Eregha (2001) have expressed his views on the Probable Caused, and solutions have been suggested. The percentage of repeated occurrence of strike has become the concern of parents, psychologist and social workers and all is anxious to eliminate it. The irregular payment of teacher’s salaries by government, which began in November 1981, which led to a strike action, by teacher’s, demoralized and frustrated the teacher’s. The effect of this was seen in the teacher’s borrowing money for feeding with the hope of getting paid in a short time. This ugly situation persisted until teachers became the laughing stock of everyone. From an oral interview carried out by me, it

was seen that many of the teacher’s became Professionals because according to the teacher’s, they could no longer depend on teaching alone for their survival instead of depending on a job which will not bring positive reward at the end of the month, many took to farming, fishing, trading etc in addition to the teaching job.

The action (strike) usually poses a lot of negative effects on the student’s. This is because the period that should have been used to teach the student’s is spent at home all in the name of strike. This makes it impossible to cover the syllabus and at the end of the day the student’s come out of school with lesser knowledge than they ought to have acquired, thereby making it very hard for them to compete with their counterparts that finished from private schools. Parents are also not left out why did I say so? Because when they see their children at home during the period of strike, they tend to be unhappy and very uncomfortable. Basically, the influence of teachers strike on academic performance of student can limit the knowledge of students. Educational system in udi Local Government Area of Enugu State is adverse and cannot be ignored because it is evident in the kind of products that graduate from our schools these days.

. In this vein, there is the need to reduce strike and its effect to improve on the teaching-learning outcomes in our schools.

**STATEMENT OF PROBLEM**

The influence of teacher’s strike on academic performance of secondary school students over the years have been an issue that cannot be overemphasized.

Huge resources are annually put into educational expansion, as an investment intended to help reap corresponding returns. In this type of investment students are the prime inputs, their development is its prime objective, their attitude greatly affect its process and in the end they are its prime output. Since student’s

play an important part in the investment dimension of education, teachers and other parishioners in education have the responsibility of earning effective and efficient teaching and learning outcomes. The problems associated with this study are the lack of provision of fringe benefits of the teacher’s, low salary, and lack of promotion, shorter working days, political Instability and lack of government interest in education. However there has been strike in the system, which affects learning’s process.

The unstable industrial relation climate in Nigeria just within the decades has resulted in all-time record of lost working hours, unprecedented work stoppage as a result of strike action.

By October 1981,both federal and state government were broke, by December, seven out of the nineteen state governments could hardly pay the salaries of their employees; by June 1982,Bendel,Rivers,Cross Rivers, Benue and Imo States were owing teachers two to four months arrears. It was only when junior workers threatened strike action in Cross River state and teachers actually abandoned classes in Bendel State after not receiving January salaries as at April 1982 that both government cleared part of the outstanding amount . Thus we are of the view that strikes have negative influence on the learners. It is necessary that we discuss the effect of strike and learning among secondary schools students

PURPOSE OF STUDY

The main purpose of this study is to attract the attention of both the educationist and non-educationalist to the influence of strike on the academic performance of students, and to also examine the causes of strike by Nigerian Union of Teachers (NUT). The following variables shall be examined;

SIGNIFICANCE OF STUDY

 The importance of this study is to bring to the knowledge of the public; the effects of NUT strike actions on our educational system. The impact of strike on our secondary schools and the academic performance of the students by the academic staffs and the secondary schools in enhancing socio-economic and political development of the nation.

## SCOPE OF THE STUDY

Strike action by NUT is not peculiar to some selected secondary schools in udi L.G.A. alone but to all secondary school in Nigeria. This study intends to carry out a comparative analysis of performance chart of the final year students (SSS III) of some selected secondary school in udi L.G.A. as collected by the examination and this study intends to carry out a comparative analysis of six (6) years performance chart of the final year students SSS III of some selected secondary school in Udi L.G.A. as collected by the examination and this study intends to carry out a comparative analysis of three years performance chart of the SS I and SS II students in Enugu College Secondary Schools in Udi Local Government Area as collected by the examination and class teacher records.

**RESEARCH QUESTIONS**

1. Does teacher’s strike affect the academic performance of student’s?

2. Does increase in the number of school dropout, as a result of strike?

3. Does delay in teacher’s salary lead to strike?

**CHAPTER TWO**

**LITERATURE REVIEW**

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

**Conceptual Framework**

* **Influence Of Strike On Student**
* **Concept of strike**
* **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**

**Summary of the Review of Related Literature**

**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. The June strike of 1949, the civil union strike of 1945, the Enugu Coal Miners‟ strike of 1949, the sit down strike of electricity workers is few examples of strike in the preindpendence era. 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.

**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 M. (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 LabourOrganisation (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 ofpersons who are or have been so employed to continue to work or to accept employment (Saharay, 2013).Labour (AcademicStaff) 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 form or 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).

**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 J. B (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 semester terminal 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 skill and knowledge has 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,

**Influence of Strike on Student**

The principle of universal suffrage tends to guarantee every citizen of age, the right to free speech and vote. He therefore has his part and role in the government of his country in all a most of its political relations, especially relations determined directly by legislation or governmental administration. In dealing with industrial problems, the position of the ordinary workers is exactly the reverse. The employees may not have the freedom to share in decision making and at times have his liberty abridged. The power tussles that normally occur in any organization leads to conflicts. Another case of industrial strike is union over protection or over-indulgence of the workers. Management often complains of its inability to discipline workers misbehaviouring on the job for fear that union would intervene by threatening a job actions. As a result the patter in Nigeria industries is for workers to sleep on the job and even sabotage the production process. Often management refusal to tolerate acts or terrorism or to condone inefficiency precipitate industrial conflict resistance to change by employee at times leads to conflict. In the modern world new technique and approaches are being introduced but some 65 employees view changes as a threat to their job, change tends to threaten these unorthodox. But since most of the workers are poorly educated, change necessarily means their being made redundant. The lucky ones with skills and appropriate education are usually redeployed. It is worthy nothing that

management often expects workers to resist change, it is not the change itself that cause resistance to change is the threat which such changes poses to workers security, status, good working conditions, relationships, habits and routine. In the organizational sector, strikes have these consequences. The idle effects of industrial conflict bear on the workers, organized labour employer and the state. The workers morale may drop in the period of strike especially prolong ones. Thus, if this happens the workers may not be able to produce to its optimum and at times reduce its dexterity. A drop in workers morale may lead to quick labour turnover. The employer of labour suffers a lot in the area of strike. A stop in production will lead to increase in fixed cost of which must be paid for whether there is production or not. The implication of this is that staff already trained at the firm expenses may sell their service to other firm. Strikes have in many ways featured in the educational sectors. 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 the schools

4. Undue interference by government in management of the school.

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 idol

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 is going to be a good student or those that will be causing riot in the school environment, thereby leading to strike action. The main review of related study for this research shall be under the following headings

- Effect of teacher’s strike on student academic Performance

- Effect of teacher’s strike on parents

- Process of promoting institutional peace and stability in Nigeria.

**Effect Of Teacher’s Strike On Student’sacademic 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 junior secondary schools in Ife North 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.

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.

**Effect 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 teacher’s only. If the government argue 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. The Nigeria tribunal of February 1st 1993, which carried out it back page captioned “kwara teacher in dilemma- No salaries for five months. The paper hinted the nation of the suffering of the primary school teacher’s in the local government teas of Kwara State of Nigeria it also mentioned that serious text back of the pupils in the schools would suffer as the teacher had been on strike for the month in question.

According to Usman (1992), has rightly pointed out that he condition of teacher‟s in Nigeria today should be a matter of gear concern to all patriotic Nigerians. The nation 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 branch of the psychological contrast..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 publics 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**

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.

**EMPIRICAL STUDY**

The review of the existing related studies is necessary to determine the positions of the earlier authors which would facilitate the identification of the knowledge gaps inherent in these studies and be able to do justice to it by bridging the identified gaps.

Edinyang S. D and Ubi I. E. (2013) carried out empirical study on the effect of strike action on human development among social studies secondary school students in Uyo Local Government Area of AkwaIbom State, Nigeria. With the objective of assessing the extent which disruption in academic program in secondary schools due to strike affect students’ learning effectiveness in social studies. The methodology adopted by the study is survey inferential research design and the focus of the research is secondary school in Uyo. The study finds out that disruption in academic program resulting from strike leads to closure of schools for a period of time. This period may be specific or indefinite thereby affecting students’ learning of the curriculum, hence their development. Disruptions of academic programme resulting from strike action give students undeserved study year extension.

IgeAkindele (2014) researched on towards the stemming of the tide of strikes in tertiary institutions in Nigeria: stakeholders’ roles and responsibilities. The study used slight descriptive statistics and expository style in its analysis. The study finally recommended that to stem the tide of strike and move tertiary institution forward, an effective administration of tertiary institutions, adequate funding of education/tertiary education by government, orientation of staff of tertiary institutions are necessary.

Osuorji A. N. and David S. (2014) investigated the effect of incessant strikes on academic performance of business education students in Abu, Zaria. Aiming to determine the extent to which the strike action has affected academic performance of business education students in ABU, Zaria; and to assess the perception of students about incessant strikes on academic performance of Business Education in ABU, Zaria. The study adopted descriptive survey research design. The result shows that incessant strikes by lecturers have a resultant effect on the academic performance of the students of business education programme in ABU, Zaria. Olaniyi O. N. and Aina M. A. (2014) worked on the incessant strikes and its effects on business education programme; the study adopted the expository dimension in its analysis and brief survey of what industrial action is. It concluded that failure to resolve and find a lasting solution to the challenges posed by incessant strikes would amount to an evasion of the deeper roots of the problem in Nigeria education. Ayeni O. G. and Kolawole O. (2014) explored the incessant conflicts and strikes and their effect on the achievement of goals of business education in tertiary institution in Ekiti State. It adopted descriptive research survey design. The finding shows that incessant strike contributed immensely to the challenges confronting tertiary institutions in the state. It was also revealed that incessant strikes contributed to the mass failure on the part of the student. And concluded that the study showed that personnel policies have not been effective in preventing conflict and strike behaviours because management are not sincere and committed to matters that concern the staff.

Olupayimo E. O. (2014) examined the impact of incessant strikes on skills acquisition in business education with the aim of selecting the strike action within a specified period to project its impact on skill acquisition in business education programme with the help of survey methodological approach. It is revealed by the study that strike has become the order of the day in Nigeria educational system being the only language understands by the employer (government) and it has a great impact on business education which is essentially based on skill acquisition. The study concludes that incessant strikes had hampered basic skill acquisition business education students were supposed to acquire over the years. Michael Baker (2013) explored Industrial action in schools: strikes and student achievement. The focus of the research is grade 3 and 6 students in Maths, Reading and Writing in 1996/97 academic year. The data used are student’s scores from education quality and accountability

Office (EAQAO). The study concluded that teachers strike in grade 5 or 6 have negative impact on test score growth between grade 3 and 6.Gabrielle Wills (2014) researched on the effects of teacher strike activity on student learning in South African primary schools, the study adopted a cross section analysis using the students fixed effects to eliminate sources endogeneity bias at student’s level. The findings of the study revealed that teachers strike have negative effects on learning of students in South Africa. From the foregoing, the study uncovered the fact that none of the existing studies adopted ExPost facto Analysis and focuses on University of Lagos, Akoka, Nigeria. Moreover, the existing studies adopted descriptive and inferential survey design without representing the academic

performance variable by Grade Point Average (GPA) except the few research works like Michael baker, 2013; Gabrielle Wills, 2014 which their centers of attention are Canada and South Africa respectively.

**Summary Of The Review**

This chapter is concerned with the review of some of the problems of teacher’s strike that is the effect 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. There 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 taking care of by the appropriate authority, then strike will be a thing of the past is the world and especially to Nigeria in particular.