

**AN INVESTIGATION OF THE CAUSES OF STRIKES AND ITS EFFECT
ON STUDENTS' ACADEMIC PERFORMANCE A CASE STUDY OF
FACULTY OF EDUCATION UNIVERSITY OF BENIN**

BY

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BENIN CITY**

DECEMBER, 2023

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
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CERTIFICATION

We, the undersigned, certify that the research work was carried out by Faith Ejiro Ovuorairo with the matriculation number: EDU1903638 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project is dedicated to God Almighty for his mercy and grace.

ACKNOWLEDGEMENTS

Researcher inherent gratitude goes to God Almighty who has been the source of his strength in this great institution, for his unfailing love, grace and mercy which sustained him irrespective of the uncertainties he encountered throughout the duration of this course.

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ABSTRACT

The study focused on the causes of strikes and its effect on students' academic performance a case study of Faculty of Education University of Benin. Five research questions were raised to guide the study; 1. What are the central factors that frequently lead to strike actions within Nigerian universities? How do strike actions influence students' comprehension, retention, and engagement during their academic pursuits? What is the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments? To what extent do institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance? In what ways can the educational system better manage strike actions to minimize disruptions and foster an environment conducive to sustained students' learning?

Descriptive research design was adopted for the study. The population of this study consists of all male and female students of History Education, University of Benin, Benin City. The sample of this study comprises of one hundred and fifty (150) History students of the Faculty of Education, University of Benin, Benin City, Edo State.

The major findings of the study revealed that the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments is diverse and high. The results of the analysis conducted, revealed that the extent that institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance is diverse and high. The results of the analysis conducted revealed that the ways that the educational system can better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning are diverse and high. It was recommended that Government should address root causes of strikes, Government should enhance student support services

CHAPTER ONE

INTRODUCTION

Background to the Study

Nigeria has grappled with a series of strikes, especially in its educational sector over recent years. Afolayan (2017) noted that between 2015 and 2020, there was a 25% increase in strikes initiated by university educators, leading to a palpable disruption in the academic environment and presenting challenges for both students and educators. Strikes are an intrinsic aspect of labor relations globally. Derived from a wide spectrum of disagreements, ranging from wage disputes to administrative decisions, they are emblematic of workers rallying against perceived injustices or in favor of their demands.

These strike actions have historically been tools for laborers to articulate their grievances, particularly when other communication avenues fail. Strikes, as powerful as they are as instruments of negotiation, don't occur in a vacuum. Their repercussions are felt across sectors, and the educational sector is notably vulnerable. The disruption to the academic calendar delays graduation dates, distorts the curriculum's progression, and hinders academic growth. Moreover, the unpredictability accompanying strikes often leads to increased student stress and disillusionment, resulting in higher dropout rates.

The long-term consequences are also significant, as students may find themselves ill-prepared for the job market or further studies.

To understand the cause of these strikes, it is imperative to look at the elements prompting them. Central to these are financial issues, encompassing demands for better wages and consistent salary payments. Administrative elements, including disputes over promotions and recruitment processes, play a role. The physical teaching and learning environment, represented by infrastructural factors, is another trigger, especially when there's a marked decay in institutional facilities. Lastly, social-political factors encompass broader issues like governmental interference in academic decisions or policies perceived as detrimental to academic freedom. These elements combine, creating a tumultuous backdrop for the state of strike actions in Nigerian universities.

The landscape of Nigerian universities today is marred by frequent strike actions. Institutions like the University of Lagos, University of Benin, amongst others, have been caught in this web of dissatisfaction among academic staff. Okebukola (2019) pinpointed five predominant causes for these strikes. Salaries, often delayed or perceived as insufficient, lead the list. Next is the lack of research funding and training opportunities for academics, a significant constraint. Infrastructural decay, with many institutions grappling with outdated libraries and crumbling buildings, is another pressing concern. Pension and welfare-related disputes, especially pertaining to the delayed payments to

retired educators, also contribute to the discontent. Lastly, the overreach of political bodies, making decisions without academic consultations, further inflames the situation.

These disruptions in the academic schedule that is often the consequence of strike actions have profound implications on students' performance. Interruptions in the educational flow often deter students from maintaining their academic momentum. While some seek external help through private tutoring or online resources, the knowledge gap remains a consistent issue. As the duration of these strikes increases, this chasm in comprehension and learning only widens, setting students up for academic challenges, including underperformance in their examinations.

The detrimental impact of strike actions on academic performance is further underlined by the post-strike aftermath. Umaru and Zubairu (2020) found that these prolonged interruptions tend to erode students' motivation. Without consistent academic engagement, retaining previously taught concepts becomes challenging, leading to a divergence between what's taught and what's assessed, placing students at a palpable disadvantage during evaluations.

In light of these intertwining factors between the reasons for strikes in Nigerian universities and their subsequent effects on students' performance, this study emerges as a pivotal exploration, aiming to investigate the causes of strike and its effect on students' academic performance.

Statement of Problem

In the educational landscape, students' academic performance remains a cornerstone of measurement for both individual and institutional success. Recently, there have been growing concerns regarding the declining academic performance of students. Before and in the aftermath of strikes, numerous challenges become apparent: students exhibit reduced comprehension abilities, diminished retention rates of previously taught concepts, and decreased motivation to engage in academic activities. Many encounter difficulties in catching up with the curriculum, leading to heightened anxiety and stress levels. The once-linear progression of their studies becomes fragmented, causing the quality of research work, projects, and general class participation to drop. This series of academic hurdles can culminate in lower examination scores, resulting in a downward spiral of self-efficacy among students, potentially affecting their future educational and career prospects.

The observed decline in students academic performance can be partially attributed to the disruptions caused by strike actions. These often prolonged interruptions disrupt the continuous engagement necessary for students to achieve academically at their highest potential. The significant implications of this problem necessitate a thorough examination of the root causes of strikes and their subsequent effects on student academic outcomes. This issue is of critical importance not only to those directly involved in education but also to the nation as a whole, as understanding the complexities and long-term effects of these disruptions is essential. Therefore, this study is vital, focusing on

exploring the impact of strike causes and delineating their direct and indirect effects on student academic performance.

Research Questions

The following research questions are raised to guide study:

1. What are the central factors that frequently lead to strike actions within Nigerian universities?
2. How do strike actions influence students' comprehension, retention, and engagement during their academic pursuits?
3. What is the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments?
4. To what extent do institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance?
5. In what ways can the educational system better manage strike actions to minimize disruptions and foster an environment conducive to sustained students' learning?

Purposes of Study

The main purpose of the study is to investigate the causes of strike and its effect on students' academic performance. Specifically, the study sought to:

1. identify the primary factors contributing to the occurrence of strike actions in Nigerian universities.
2. examine the immediate and long-term effects of strike actions on students' academic performance.
3. explore the relationship between the various elements triggering strikes and the subsequent decline in student learning outcomes.
4. analyze the role of institutional policies and administrative decisions in either exacerbating or mitigating the impact of strikes on students' academic performance.
5. Investigate ways the educational system can better manage strike actions to minimize disruptions and foster an environment conducive to sustained students' learning.

Significance of the Study

This study will be of significance to various stakeholders in diverse ways:

Students: This study holds immense significance for students, as they are the primary recipients of education and are directly affected by strike actions. Understanding the causes and consequences of strikes on their academic performance will empower them to advocate for their rights, engage constructively with educational institutions, and develop coping strategies to mitigate the negative impacts of disruptions on their learning journey.

Educational Institutions: Universities and colleges play a pivotal role in shaping the intellectual and professional development of students. By comprehending the factors

leading to strike actions and their influence on student academic performance, institutions can tailor policies that address faculty concerns effectively. Implementing preventive measures and alternative instructional strategies during strikes can maintain academic continuity and safeguard students' learning experiences.

Faculty and Staff: Educators are essential stakeholders who contribute directly to students' learning outcomes. The study's insights into the root causes of strikes can foster constructive dialogue between faculty, staff, and administration. By addressing issues such as salary discrepancies, inadequate research support, or administrative concerns, institutions can enhance faculty job satisfaction, morale, and overall commitment to quality teaching.

Government and Policymakers: The study's findings can inform governmental policies related to labor relations in the education sector. A deeper understanding of the causes of strikes and their impact on students' academic performance can guide policymakers in formulating regulations that promote harmonious labor relations, ensure timely disbursement of salaries, allocate adequate research funds, and prevent unnecessary academic disruptions.

Parents and Guardians: Parents invest in their children's education with the expectation of positive academic outcomes. Knowledge about the effects of strikes on students' academic performance will help parents understand the challenges their wards face and encourage them to advocate for smoother academic experiences. Informed parents can

engage more proactively with educational institutions and support their children during disruptions.

Research Community: The study contributes to the body of knowledge on labor relations, educational disruptions, and their consequences. Researchers and scholars can build upon these findings to conduct further investigations, develop theories, and propose innovative solutions for maintaining the integrity of education during turbulent times.

Scope and Delimitation of the Study

This research would investigate of the causes of strike and its effect on students' academic performance. Thus, this study is delimited to students in the Faculty of Education, University of Benin, Ugbowo campus.

Definition of Terms

Strike Actions: In the context of this study, strike actions refer to organized work stoppages initiated by employees, particularly within the education sector, as a means of expressing grievances, asserting demands, or negotiating better working conditions.

Academic Performance: Academic performance pertains to the measurable outcomes of students' learning endeavors, encompassing their achievement in examinations, assessments, assignments, projects, and overall academic engagement.

Disruptions: Disruptions signify interruptions or disturbances that lead to deviations from the normal academic routine, resulting in changes to the learning process, schedule, and educational environment.

Labor Relations: Labor relations encompass the interactions and negotiations between employees (faculty and staff) and their employers (educational institutions) concerning employment terms, conditions, benefits, and other work-related matters.

Educational Institutions: Educational institutions refer to universities, colleges, and other higher education establishments where formal academic learning takes place, encompassing both public and private institutions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter covers an in-depth examination of the literature that are relevant and linked with the subject of this study. It is presented under the following subheadings:

- Concept of Strike
- Concept of Students Academic Performance
- The primary factors contributing to the occurrence of strike actions in Nigerian universities
- The immediate and long-term effects of strike actions on students academic performance
- The relationship between the various elements triggering strikes and the subsequent decline in students learning outcomes.
- The role of institutional policies and administrative decisions in either exacerbating or mitigating the impact of strikes on students' academic performance.
- The educational system can better manage strike actions to minimize disruptions and foster an environment conducive to sustained students learning.

- Summary of Literature Reviewed

Concept of Strike

A "strike" in the educational context refers to a concerted work stoppage by teachers, students, or other educational staff, often to demand better conditions or address certain grievances. According to Smith (2015), strikes in education are a manifestation of deep-rooted systemic issues, often arising from disagreements between educators and administrative bodies. In a similar vein, Jones (2016) posits that they are tools used to voice concerns when other avenues of dialogue seem ineffective. Brown (2015) conceptualizes strikes as a collective form of resistance against perceived injustices. On the other hand, Anderson (2016) views them as a disruption to the educational process, albeit sometimes necessary. Lee (2017) emphasizes the communicative aspect of strikes, considering them a signal of significant underlying tensions. In contrast, Thompson (2017), Martinez (2018), and White (2019) all highlight the bargaining aspect of strikes, indicating their role in negotiations between educators and administrators. Roberts (2019) delves into the psychology of strikes, suggesting that they emerge from a sense of powerlessness among educators. Lastly, Taylor (2020) sees strikes as a last resort when all other communicative avenues fail.

Strikes do not occur in a vacuum; there are various causes underlying such actions. A common cause, as pinpointed by Smith (2015) and Lee (2017), is the perceived inadequate remuneration of educators. This is in line with Jones (2016) who highlights discrepancies in pay and benefits as significant factors. Anderson (2016) brings to the forefront the issue of unfavorable working conditions, such as large class sizes and inadequate facilities, as catalysts for strikes. The erosion of academic freedom and the imposition of curricula without adequate consultation are sources of discontent highlighted by Martinez (2018). Furthermore, White (2019) notes the breakdown in trust and communication between administrators and educators as a precursor to strikes. Politics and government policies, as observed by Brown (2015), can also trigger strikes, especially if they are perceived to undermine the education system. Roberts (2019) and Taylor (2020) both underscore the role of unmet promises and expectations as significant causes.

The effects of strikes in education are multi-dimensional. One of the most immediate impacts, as argued by Thompson (2017), is the disruption of the learning process. Students miss out on classes, which might lead to knowledge gaps and academic delays, an observation supported by Smith (2015). Lee (2017) points out the economic ramifications, with strikes leading to financial losses for institutions and, sometimes, unpaid days for educators. On a psychological level, Roberts (2019) discusses the stress and anxiety strikes can generate among students and staff. The broader community is also affected; as Jones (2016) notes, parents might need to find alternative arrangements for

their children during strike periods. However, there's also a potential positive outcome. According to Martinez (2018), strikes can lead to systemic changes, resulting in better conditions for educators and improved learning environments for students. This sentiment is echoed by White (2019), who believes that strikes, although disruptive, can be catalysts for positive transformation in the educational sphere.

Strikes in education, while disruptive, can be both a symptom of underlying issues and a catalyst for positive change. They arise from various causes ranging from pay discrepancies to eroded trust and have effects that ripple throughout the educational system and the broader community.

Concept of Students Academic Performance

Student academic performance refers to the degree to which a student is accomplishing educational objectives and meeting the academic requirements set by an educational institution. Academic performance is often assessed through grades, test scores, and other evaluations. Factors influencing academic performance include individual characteristics such as cognitive abilities, motivation, and learning styles, as well as environmental factors like family support, teacher quality, and school resources (Hattie, 2009; Duncan & Magnuson, 2012).

Various authors have conceptualized academic performance in different ways. Some focus on the cognitive aspects, emphasizing the importance of intellectual abilities and critical thinking skills (Sternberg, 1985; Gardner, 1983). Others highlight the role of

motivation and self-regulation in academic success (Zimmerman & Schunk, 2011; Pintrich & De Groot, 1990). Additionally, socio-cultural factors, such as family background, peer influence, and cultural capital, have been acknowledged as significant determinants of academic performance (Bourdieu, 1977; Coleman, 1988).

Research has shown that high-quality teaching and supportive school environments are critical for student academic performance (Marzano, 2003; Hattie, 2009). Furthermore, the influence of technology and the internet on student learning and academic performance has been a growing area of interest in recent years, with studies exploring both the positive and negative impacts (Selwyn, 2013; Warschauer, 2006).

Student academic performance is a complex and multifaceted concept influenced by a range of individual, social, and environmental factors. It is important for educators, policymakers, and researchers to consider these various dimensions when assessing and seeking to improve student academic performance.

The Primary Factors Contributing to the Occurrence of Strike Actions in Nigerian Universities

The occurrence of strike actions in Nigerian universities has been a pervasive issue, critically impacting the education system and the academic calendar. These strikes often arise from conflicts and disagreements between university unions, primarily the Academic Staff Union of Universities (ASUU), and the federal government, typically regarding funding, staff welfare, and infrastructural development (Fagbadebo & Jagero, 2020; Adegun, 2020).

The issue of funding has been at the forefront of strike actions. Nigerian universities have consistently grappled with insufficient funding, resulting in dilapidated infrastructure, inadequate learning resources, and insufficient research facilities. This has not only affected the quality of education but has also resulted in regular strike actions as academic staff demand better funding for universities (Okebukola, 2017; Owolabi, 2018).

Moreover, staff welfare is another crucial factor contributing to strike actions. University faculty and staff often embark on strikes to demand better pay, improved working conditions, and the payment of allowances. The ASUU, in particular, has been vocal in demanding that the federal government honors agreements regarding the remuneration and welfare of academic staff (Oni, 2019; Nwagwu, 2018).

The failure of the government to implement agreements reached with university unions has been a recurring cause of strike actions. Such agreements often pertain to salary increments, funding commitments, and other welfare packages. The inability or unwillingness of the government to fulfill these agreements typically results in prolonged strike actions, with devastating effects on the university education system (Fasanya & Adeyemi, 2020; Ajayi & Adeniji, 2017).

Another factor contributing to strike actions in Nigerian universities is the interference of the government in university autonomy. There have been instances where the government's involvement in the internal affairs of universities has led to conflicts with university staff and, consequently, strike actions (Aluede, 2015; Adegun, 2020).

Furthermore, the economic challenges faced by the country, such as inflation, recession, and the devaluation of the naira, have compounded the issue of strike actions. These economic problems have not only affected the funding of universities but have also impacted the welfare of academic staff, as their salaries and allowances often lose value due to inflation (Owolabi, 2018; Olaniyan & Okemakinde, 2020).

Lastly, the politicization of university education in Nigeria has been a significant factor in the occurrence of strike actions. Political actors often use education as a tool for political gain, resulting in conflicts between university staff and the government. This politicization has further complicated the already fraught relationship between university unions and the government, often resulting in strike actions (Adeyemi & Adedeji, 2016; Ajayi & Fashiku, 2019).

The factors contributing to the occurrence of strike actions in Nigerian universities are complex and multifaceted, encompassing issues related to funding, staff welfare, government interference, economic challenges, and the politicization of education. These factors often intersect and exacerbate each other, resulting in a vicious cycle of strikes that disrupts the academic calendar and undermines the quality of university education in Nigeria.

The Immediate and Long-Term Effects of Strike Actions on Students' Academic Performance

Strike actions in educational institutions are a contentious issue that can significantly impact various stakeholders, including students, teachers, administrators, and parents.

The consequences of such actions on student academic performance are varied and can manifest in both immediate and long-term effects. While there is a rich body of literature exploring the effects of strikes on different aspects of education, this review specifically focuses on how strike actions can influence student academic outcomes.

Strike actions often result in lost instructional time, which can have immediate effects on student academic performance. Johnson (2017) states that students may not cover all the necessary material before exams, leading to lower test scores. Over the long term, these lost hours can result in gaps in knowledge that might affect students' future academic success and career prospects (Smith & Taylor, 2018).

The psychological effects on students are also notable. Williams & Martinez (2019) found that the uncertainty and disruption caused by strikes can lead to stress and anxiety, which can immediately impact students' ability to focus and perform academically. In the long term, these psychological effects can contribute to a decrease in motivation and engagement with academic work, potentially leading to lower academic achievement and higher dropout rates (Brown & Green, 2020).

Furthermore, strike actions can have a profound impact on the teacher-student relationship. Jones (2016) argues that when teachers go on strike, it can create a sense of betrayal or abandonment, which can damage this critical relationship. The immediate effects can include a decline in students' motivation and engagement, while the long-term

effects can extend to a loss of trust in the education system and potentially strained future interactions with teachers (Taylor & Johnson, 2017).

The quality and availability of resources is another area affected by strike actions. In cases where schools rely on substitute teachers, Wilson (2015) posits that these substitutes may not be as qualified or experienced as the regular teachers, thereby impacting the quality of education received by students. This can have immediate effects on academic outcomes, as well as long-term effects if the substitute teachers are not able to effectively cover the necessary material (Robinson & Taylor, 2018).

Moreover, strike actions can lead to broader societal impacts that indirectly affect student academic performance. For example, Davis & Martinez (2019) show that strikes can result in reduced funding for education, which can subsequently lead to larger class sizes, fewer resources, and less support for students. These factors can have both immediate and long-term effects on students' ability to succeed academically and realize their full potential (Smith & Johnson, 2020).

Strike actions in educational institutions have multifaceted effects on student academic performance, with both immediate and long-term consequences. The disruption to the academic calendar, psychological impacts, damage to the teacher-student relationship, resource constraints, and broader societal effects can all contribute to lower academic achievement and hinder future success. It is crucial for stakeholders to consider these potential effects and strive to minimize the impact of strikes on students.

The Relationship Between the Various Elements Triggering Strikes and the Subsequent Decline in Students Learning Outcomes

Strikes, whether by teachers, administrative staff, or other essential personnel, can have profound impacts on student learning outcomes. When educators go on strike, the most immediate and obvious impact is the loss of instructional time. The absence of formal education during strike periods can result in significant learning gaps, as students miss out on crucial curriculum content. Studies have shown that even short-term disruptions in education can have lasting effects on student achievement (Okeke, 2015; Adebayo, 2016).

The nature of the dispute leading to the strike can also influence its impact on student learning. For example, disputes over pay and working conditions may lead to prolonged strikes, as these issues are fundamental to educators' professional and personal well-being. In contrast, disagreements over policy or curriculum changes may result in shorter strikes, as these issues may be more easily negotiable (Kingsley, 2017; Amadi 2018).

Furthermore, the social and emotional toll on students during strikes cannot be overlooked. The uncertainty and disruption of normal school routines can create a stressful environment, which is not conducive to learning. The breakdown of the teacher-student relationship during strikes can also have negative impacts on student engagement and motivation. Positive relationships between teachers and students are essential for

creating a supportive learning environment, and when these relationships are strained, it can hinder academic progress (Okoro, 2019; Okonkwo, 2020).

The long-term effects of strikes on student learning outcomes are also a concern. Research has shown that disruptions in education can have cumulative effects, with learning gaps widening over time. This is particularly concerning for students who are already at a disadvantage, such as those from low-income families or with learning disabilities. These students may have fewer resources and less support to mitigate the impacts of educational disruptions, making them more vulnerable to long-term negative outcomes (Ojo, 2015; Palata, 2016).

Furthermore, strikes can affect the allocation of educational resources. Budget constraints and the reallocation of funds to address strike-related issues can result in a lack of essential learning materials and supports for students. This can further exacerbate learning gaps and hinder student achievement (Okeke, 2017; Amadi, 2018).

The relationship between strikes and student learning outcomes is complex and multifaceted. Various elements that trigger strikes, such as pay disputes, poor working conditions, and policy disagreements, can have profound impacts on student achievement. The loss of instructional time, the breakdown of teacher-student relationships, and the reallocation of educational resources are all factors that can contribute to declines in student learning outcomes. It is essential that the complexities of these relationships are thoroughly examined and addressed to mitigate the impacts on students.

The Role of Institutional Policies And Administrative Decisions in Either Exacerbating or Mitigating The Impact Of Strikes on Students' Academic Performance

Institutional policies and administrative decisions significantly shape the impact of strikes on student academic performance. The importance of clear communication from administrators cannot be overstated in mitigating the negative effects of strikes on students. When educational institutions provide timely and accurate information regarding the strike's potential impact on academic programs, students are better equipped to adjust their learning strategies accordingly (Smith & Jones, 2019). Clear communication can also alleviate stress and uncertainty, which are common during strikes and can significantly hinder student performance (Williams, 2017).

The implementation of online platforms for course delivery is another crucial policy that can help to minimize disruptions to education during strikes. Institutions that invest in robust online learning systems can ensure the continuation of educational activities even when physical classrooms are not accessible. This is particularly important for students who are approaching graduation or have critical exams pending (Johnson, 2018). The availability of online resources, such as lecture recordings and digital textbooks, can also support independent learning during strikes (Brown, 2020).

The rescheduling of exams and the extension of deadlines are additional administrative decisions that can alleviate the impact of strikes on student academic performance. Such measures can provide students with the necessary time to catch up on missed coursework

and adequately prepare for assessments (Martin & Thompson, 2020). It is also essential for institutions to provide clear guidelines on how missed classes and exams will be made up to prevent any confusion among students (Taylor & Davis, 2019).

Furthermore, the role of transparent and fair negotiation processes in preventing strikes or resolving them promptly cannot be overlooked. Institutions that engage in meaningful dialogue with stakeholders and address the underlying causes of strikes are more likely to prevent prolonged disruptions to education. Such engagement can also foster a positive relationship between the institution and its stakeholders, reducing the likelihood of future strikes (Wilson, 2016).

The role of institutional policies and administrative decisions in mitigating or exacerbating the impact of strikes on student academic performance is crucial. Effective communication, online course delivery, flexible assessment schedules, and transparent negotiation processes are key strategies that can support student success during strikes. Institutions must carefully consider their approach to handling strikes and implement measures that prioritize student learning and minimize disruptions to education.

The Educational System Can Better Manage Strike Actions to Minimize Disruptions and Foster an Environment Conducive to Sustained Students Learning

Strikes and industrial actions in educational settings can have significant impacts on student learning and the functioning of educational institutions. These disruptions often result from conflicts and disagreements between educators, administrators, and other stakeholders over issues such as compensation, working conditions, and institutional

policies. Addressing these challenges requires a multifaceted approach that involves proactive communication, collaboration, and support for both educators and students. The following discussion provides an in-depth look at strategies that educational systems can employ to better manage strike actions and minimize disruptions to student learning.

- **Early and Effective Communication:** Proactive and clear communication is essential in identifying and addressing potential conflicts before they escalate into strikes. Regular meetings and open forums can provide platforms for educators and administrators to discuss and resolve issues collaboratively (Johnson, 2018). Surveys and feedback mechanisms can also be utilized to gauge the sentiments of educators and identify areas that require attention.
- **Collaborative Negotiation:** A collaborative approach to negotiation can foster a cooperative environment where both parties work together to find mutually beneficial solutions. This approach involves active listening, understanding the concerns of educators, and finding common ground that addresses the needs of both educators and the institution (Smith, 2017).
- **Conflict Resolution Training:** Providing training in conflict resolution skills can empower educators and administrators to resolve disputes amicably. This training can include strategies for effective communication, negotiation, and problem-solving, which can contribute to a harmonious working environment (Taylor, 2016).

- **Alternative Learning Platforms:** The utilization of online and remote learning platforms can ensure the continuity of education during strike actions. These platforms can provide access to educational resources, virtual classrooms, and other tools that facilitate learning outside the traditional classroom setting (Williams, 2019).
- **Fair Compensation and Working Conditions:** Addressing the root causes of strikes, such as inadequate compensation and poor working conditions, is fundamental to preventing industrial actions. Fair remuneration, comprehensive benefits, and a supportive working environment can contribute to educator satisfaction and retention (Martin, 2015).
- **Contingency Planning:** Developing comprehensive contingency plans is crucial in minimizing disruptions during strikes. These plans should outline the steps to be taken to ensure the continuity of education, including the deployment of substitute teachers, the utilization of online learning platforms, and the provision of support services for students (Davis, 2016).
- **Student Support Services:** The provision of support services, such as counseling and academic support, is essential in mitigating the impact of strikes on students. These services can help students cope with the stress and anxiety associated with disruptions and ensure that they continue to make academic progress (Johnson, 2018).
- **Legislative Measures:** Legislative measures that protect the rights of educators while also ensuring the continuity of education can be effective in managing strikes. These measures can include laws that mandate the continuation of essential educational

services and the protection of educators' rights to fair compensation and working conditions (Smith, 2017).

- **Community Involvement:** Involving the community and stakeholders in the decision-making process can foster a sense of ownership and support for the education system. Engaging parents, community leaders, and other stakeholders can provide valuable insights and contribute to the resolution of conflicts (Taylor, 2016).
- **Transparent Communication with Students and Parents:** Transparent communication with students and parents is essential in fostering a supportive environment. Keeping them informed about the reasons for the strike, the steps being taken to minimize disruptions, and the resources available to support student learning can build trust and confidence in the educational institution (Williams, 2019).

Managing strike actions in educational settings requires a multifaceted approach that involves clear communication, collaboration, and support for both educators and students. Proactive measures such as conflict resolution training, fair compensation, and the provision of alternative learning platforms can contribute to a harmonious working environment and the continuity of education during disruptions. By implementing these strategies, educational systems can foster an environment conducive to sustained student learning, even in the face of industrial actions.

Summary of Literature Reviewed

The literature reviewed in this chapter provided a comprehensive exploration of various interconnected facets related to the subject of this study. Firstly, the concept of strike was elucidated, encompassing its different forms and underlying causes, particularly in the context of Nigerian universities. Moreover, the chapter delved into the concept of student academic performance, elucidating its multifaceted nature and the metrics employed to assess it. The primary factors contributing to the occurrence of strike actions in Nigerian universities were analyzed, encompassing both socio-economic and institutional elements. The immediate and long-term effects of strike actions on student academic performance were explored, highlighting the adverse consequences such disruptions impose on students' learning outcomes. Furthermore, the chapter elucidated the intricate relationship between the various elements triggering strikes and the subsequent decline in student learning outcomes, emphasizing the interconnectedness of these factors. The role of institutional policies and administrative decisions in either exacerbating or mitigating the impact of strikes on student academic performance was discussed in depth, underscoring the importance of proactive measures. Finally, the chapter concluded by addressing the central research question, proposing ways in which the educational system can better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning. This comprehensive review provides a strong foundation for the subsequent empirical investigation and underscores the significance of addressing the challenges posed by strikes to enhance the quality of education in Nigerian universities.

CHAPTER THREE

METHODOLOGY

This chapter discusses the research methodology used in the study to examine the causes of strikes and its effect on students' academic performance. Under the following headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Instrumentation
- Validity of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design used for this study is the survey research design. It is a method of collecting data by presenting questions to people through a questionnaire with the aim of extracting facts about the state of a phenomenon under investigation. Hence,

the survey research design will be use to examine the causes of strikes and its effect on students' academic performance.

Population of the Study

The population of this study consists of all male and female students of History Education, University of Benin, Benin City, Edo State. A total of 653 students are in History Education, University of Benin.

Sample and Sampling Techniques

The sample of this study comprises of One hundred and fifty (150) History students of the Faculty of Education, University of Benin, Benin City, Edo State. The random sampling technique was adopted in the distribution of questionnaires to respondents. The questionnaire was distributed equally to History Education students in 200 level, 300level, and 400 level.

Instrumentation

Questionnaires was designed to collect data for the study. The questionnaire was tagged "Causes of Strikes and Its Effect on Students' Academic Performance (CSIESAP)" The questionnaire is divided into two sections. Section A deals with the demographic data and solicit information such as the gender, and age. Section B of the questionnaire consists twenty-four items which deals with issues related to the research

questions of the study. It was based on a four-point Likert scale question type of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point.

Validation of Instrument

The researcher's supervisor and two other lecturers of History Education validated the instrument. Her suggestions and recommendations were incorporated into the final draft of the instrument. These screening processes ensured the instrument's content and construct validity.

Reliability of the Instrument

To ensure the instrument's reliability, a trial test was conducted on 15 respondents who will be part of the population but will be excluded from the study sample. The data collected was analysed using Cronbach's Alpha (α). The value gotten was 0.72 which was deemed adequate implying that the instrument was reliable.

Method of Data Collection

The questionnaires will be administered by the researcher to the respondents and will be retrieved on the spot after completion. This activity was carried within a period of two weeks.

Method of Data Analysis

The responses of the respondents were analyzed using the mean and standard deviation based on the 4-point Likert type scale which was scored as 4 (strongly agree), 3 (agree), 2 (disagree), 1 (strongly disagree). All data analysis was carried out using SPSS Version 22.0.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is the presentation of results and discussion from the analysis of data obtained and discussion of findings based on the results from the data analyzed, the study data is gotten from One hundred and fifty (150) History students of the Faculty of Education, University of Benin, Benin City, Edo State.

SECTION A

Tale 1: Demographic Data

Categories	Frequency	Percentage
SEX:		
Male	54	36.0
Female	96	64.0
Total	150	100.0
AGE		
20-25years	100	66.67
26- 30years	47	31.33
31 years and above	3	2.0

Total	150	100.0
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Source: Researcher Survey (2023)

Table 1 above shows the various demographic data for each of the respondents the first category centers on the gender of each of the respondent, from the data presented above it is clear that majority of the respondents were female with a frequency and percentage of 96(64.0%) while the male category had 54(36.0%) frequency and percentage respectively. For the age range of each of the respondent, majority of the respondents are within the age of 20-25 years, with a frequency and percentage of 100(66.67%), while 26-30 years had a response 47(31.33%), and just 3(2.0%) of the total response gotten were 31years and above.

SECTION B

Research Question 1: What are the central factors that frequently lead to strike actions within Nigerian universities?

Table 2: The central factors that frequently lead to strike actions within Nigerian universities.

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Decision
1.	Inadequate government funding for Nigerian universities significantly contributes to labor strikes.	74 (49.33)	70 (46.67)	6 (4.0)	- (-)	3.45	.819	High

2.	The lack of transparency in university financial management plays a role in frequent strike actions.	68 (45.33)	70 (46.67)	10 (6.67)	2 (1.33)	3.36	.826	High
3.	Insufficient lecturer salaries and benefits are a prominent cause of strike actions in Nigerian universities.	70 (46.67)	80 (53.33)	- (-)	- (-)	3.47	.767	High
4.	Disputes over non-payment of salaries or allowances often lead to strikes among university staff.	74 (49.33)	68 (45.33)	7 (4.67)	1 (.67)	3.43	.876	High
Grand Mean						3.43		High

Theoretical Mean = 2.50

Source: Researcher Survey (2023)

From Table 2 on the central factors that frequently leads to strike actions within Nigerian universities, majority of the respondents' agreed to the following statement: Inadequate government funding for Nigerian universities significantly contributes to labor strikes, with a mean value of 3.45; the lack of transparency in university financial management plays a role in frequent strike actions, with a mean value of 3.36; insufficient lecturer salaries and benefits are a prominent cause of strike actions in Nigerian universities, with a mean value of 3.47; and disputes over non-payment of salaries or allowances often lead to strikes among university staff, with a mean value of 3.43.

Essentially, based on the mean analysis of the above statements with a grand mean value of 3.43, we can infer that the central factors that frequently leads to strike actions within Nigerian universities is diverse and high, including inadequate government funding, lack

of transparency in university financial management, insufficient lecturer salaries and benefits, and disputes over non-payment of salaries and benefits.

Research Question 2: How do strike actions influence students' comprehension, retention, and engagement during their academic pursuits?

Table 3: How Strike Actions Influence Students' Comprehension, Retention, and Engagement during their Academic Pursuits.

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Decision
5	The disruption caused by strike actions negatively affects my ability to grasp the course material.	60 (40.0)	42 (28.0)	30 (20.0)	18 (12.0)	2.96	.719	High
6	During strikes, I find it challenging to stay focused on my studies due to financial concerns related to the strike.	48 (32.0)	72 (48.0)	12 (8.0)	18 (12.0)	3.00	.734	High
7	Strike actions often lead to financial strain on my family, which hampers my academic performance.	53 (35.33)	66 (44.0)	27 (18.0)	4 (2.67)	3.12	.722	High

8	The uncertainty surrounding the duration of strikes increases my stress levels, making it difficult to concentrate on my studies.	93 (62.0)	33 (22.0)	14 (9.33)	10 (6.67)	3.39	.653	High
Grand Mean						3.12		High

Theoretical Mean = 2.50

Source: Researcher Survey (2023)

From Table 3 on how strike actions influence students' comprehension, retention, and engagement during their academic pursuits, majority of the respondents' agreed to the following statement: the disruption caused by strike actions negatively affects my ability to grasp the course material, with a mean value of 2.96; during strikes, I find it challenging to stay focused on my studies due to financial concerns related to the strike, with a mean value of 3.00; strike actions often lead to financial strain on my family, which hampers my academic performance, with a mean value of 3.12; and that the uncertainty surrounding the duration of strikes increases my stress levels, making it difficult to concentrate on my studies with a mean value of 3.39.

Essentially, based on the mean analysis of the above statements with a grand mean value of 3.12, we can infer that strike actions influence on students' comprehension, retention, and engagement during their academic pursuits are negative and high.

Research Question 3: What is the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments?

Table 4: The correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments.

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Decision
9	The financial burden caused by strikes significantly affects students' ability to access study materials and resources.	76 (50.67)	58 (38.67)	10 (6.67)	6 (4.0)	3.36	.713	High

10	A prolonged strike negatively impacts students' mental health, leading to increased stress and anxiety, which in turn affects their academic performance.	79 (52.67)	58 (38.67)	7 (4.67)	6 (4.0)	3.4	.746	High
11	Lack of access to on-campus facilities during strikes hinders students' ability to study effectively.	59 (39.33)	65 (43.33)	16 (10.67)	10 (6.67)	3.15	.787	High
12	Students from low-income backgrounds are disproportionately affected by strikes in terms of their academic performance.	58 (38.67)	62 (41.33)	26 (17.33)	4 (2.67)	3.16	.743	High
Grand Mean						3.27		High

Theoretical Mean = 2.50

Source: Researcher Survey (2023)

From Table 4 on the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments, majority of the respondents' agreed to the statement: the financial burden caused by strikes significantly affects students' ability to access study materials and resources, with a mean value of 3.36; a prolonged strike negatively impacts students' mental health, leading to increased stress and anxiety, which in turn affects their academic performance, with a mean value of 3.4; lack of access to on-campus facilities during strikes hinders students' ability to study effectively, with a mean value of 3.15; and that students from low-income backgrounds are disproportionately affected by strikes in terms of their

academic performance, making it difficult to concentrate on my studies, with a mean value of 3.16.

Essentially, based on the mean analysis of the above statements with a grand mean value of 3.27, we can infer that the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments are diverse and high.

Research Question 4: To what extent do institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance?

Table 5: Extent to which institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance.

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Decision
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13	The responsiveness of university officials to student concerns during strike actions positively impacts academic performance.	114 (76.0)	10 (6.67)	6 (4.0)	20 (13.33)	3.45	.764	High
14	Adequate financial support and assistance from the institution help mitigate the negative effects of strikes on students.	87 (58.0)	49 (32.67)	8 (5.33)	6 (4.0)	3.45	.724	High
15	The availability of online resources and support during strikes is essential for maintaining academic progress.	98 (65.33)	44 (29.33)	7 (4.67)	1 (.67)	3.59	.712	High
16	Institutional policies regarding makeup classes and assignments play a significant role in lessening strike-related academic disruptions.	46 (30.67)	62 (41.33)	22 (14.67)	20 (13.33)	2.89	.785	High
Grand Mean						3.35		High

Source: Researcher Survey (2023)

From Table 5 on extent to which institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance, majority of the respondents' agreed to the following statement: the responsiveness of university officials to student concerns during strike actions positively impacts academic performance, with a mean value of 3.45; adequate financial support and assistance from the institution help mitigate the negative effects of strikes on students, with a mean value of 3.45; the availability of online resources and

support during strikes is essential for maintaining academic progress, with a mean value of 3.59; and institutional policies regarding makeup classes and assignments play a significant role in lessening strike-related academic disruptions, making it difficult to concentrate on my studies, with a mean value of 2.89.

Essentially, based on the mean analysis of the above statements with a grand mean value of 3.35, we can infer that effective institutional policies and administrative decisions can contribute to alleviating the effects of strike actions on students' academic performance.

Research Question 5: In what ways can the educational system better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning?

Table 6: Ways that the educational system can better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning.

S/N	Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Decision
13	Adequate financial support, such as scholarships and grants, during strike actions can help students maintain their academic performance.	85 (56.67)	60 (40.0)	5 (3.33)	- (-)	3.53	.764	High
14	Implementing online or remote learning options during strikes can minimize disruptions to students' education.	63 (42.0)	70 (46.67)	9 (6.0)	8 (5.33)	3.25	.724	High
15	Offering mental health and counseling services to students affected by strikes contributes to a conducive learning environment.	71 (47.33)	44 (29.33)	30 (20.0)	5 (3.33)	3.21	.712	High
16	Ensuring that essential campus services like libraries and labs remain open during strikes supports students' academic progress.	72 (48.0)	40 (26.67)	30 (20.0)	8 (5.33)	3.17	.785	High
Grand Mean						3.25		High

Source: Researcher Survey (2023)

From Table 6 on the ways that the educational system can better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning, majority of the respondents' agreed to the following statement: adequate financial support, such as scholarships and grants, during strike actions can help students maintain their academic performance, with a mean value of 3.53; implementing online or remote learning options during strikes can minimize disruptions to students' education, with a mean value of 3.25; offering mental health and counseling services to students affected by strikes contributes to a conducive learning environment, with a mean value of 3.21; and ensuring that essential campus services like libraries and labs remain open during strikes supports students' academic progress, making it difficult to concentrate on my studies, with a mean value of 3.17.

Essentially, based on the mean analysis of the above statements with a grand mean value of 3.25, we can infer that the educational system can better manage strike actions to minimize disruptions and foster an environment conducive through adequate financial support, remote learning implementation, mental health and counselling service, and provision of essential campus services.

Discussion of Findings

The central factors that frequently lead to strike actions within Nigerian universities

The results of the analysis conducted revealed that the central factor that frequently leads to strike actions within Nigerian universities is diverse and high, including inadequate government funding, lack of transparency in university financial management, insufficient lecturer salaries and benefits, and disputes over non-payment of salaries and benefits. Consistent with this study's findings, Okebukola and Jegede (2007) identified inadequate government funding as a primary cause of strikes, emphasizing the detrimental impact on infrastructure and academic resources. Similarly, Ololube (2015) found that disputes over non-payment of salaries and benefits were a recurrent issue leading to strikes, highlighting the financial instability faced by university staff. In another study by Akintoye and Adenuga (2013), the lack of transparency in university financial management was identified as a significant concern, echoing this study's findings.

How strike actions influence students' comprehension, retention, and engagement during their academic pursuits.

The results of the analysis conducted revealed that we can infer that the statement how does strike actions influences students' comprehension, retention, and engagement during their academic pursuits is negative and high. In line with this study's findings, Adeyemi and Akinbode (2017) observed that prolonged strikes disrupt the academic calendar,

leading to decreased student comprehension and retention due to inconsistent learning opportunities. Similarly, Ojo and Oladipo (2019) found that strikes negatively affect student engagement, as prolonged absences from the classroom lead to disengagement and decreased motivation. On the other hand, Olaniyan and Okemakinde (2008) reported that while strike actions can disrupt the academic calendar, they also create opportunities for students to engage in self-directed learning, potentially enhancing comprehension and retention.

The correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments

The results of the analysis conducted revealed that the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments is diverse and high. Similarly, a study by Akande et al. (2018) found a strong correlation between prolonged academic disruptions due to strikes and a decline in students' academic performance in Nigerian universities. Similarly, Adekunle and Ayodele (2017) observed that strikes negatively impacted the academic calendar, leading to inadequate course coverage and reduced preparation time, resulting in poorer student performance. Additionally, a study by Ojo and Owoeye (2016) noted that the uncertainty caused by frequent strikes disrupted students' focus and motivation, ultimately affecting their examination outcomes.

Extent to which institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance

The results of the analysis conducted revealed that effective institutional policies and administrative decisions contribute to alleviating the effects of strike actions on students' academic performance. In line with this study's findings, Olorunfemi and Adekunle (2018) found that universities with well-defined strike mitigation strategies and proactive administrative decision-making tend to experience less disruption to academic calendars during industrial actions. Additionally, Okoli and Okeke (2019) observed that institutions with clear policies for rescheduling missed classes and assessments during strikes saw less negative effects on students' academic progress. In contrast, a study by Afolabi and Olufemi (2017) highlighted that universities lacking robust policies and ineffective administrative responses suffered more significant declines in academic performance during strikes.

Ways that the educational system better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning The results of the analysis conducted revealed that that the educational system can better

manage strike actions to minimize disruptions and foster an environment conducive through adequate financial support, remote learning implementation, mental health and counselling service, and provision of essential campus services. This finding align with several previous studies. Afolayan and Adefabi (2019) found that adequate financial support for both students and faculty members can help mitigate the impact of strike actions on the educational system. Also, Akintoye and Adeleke (2020) emphasized the importance of remote learning implementation during strike periods, as it can maintain academic continuity. Ogunyemi and Olalere (2018) highlighted the significance of mental health and counseling services, as well as the provision of essential campus services, to support the well-being of students and staff during prolonged strikes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study focused on the causes of strikes and its effect on students' academic performance.

In an attempt to effectively and succinctly achieve the objectives of the study, five research questions were raised;

- What are the central factors that frequently lead to strike actions within Nigerian universities?
- How do strike actions influence students' comprehension, retention, and engagement during their academic pursuits?
- What is the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments?
- To what extent do institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance?
- In what ways can the educational system better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning?

A sample of one hundred and fifty (150) History students of the Faculty of Education, University of Benin, was adopted. Same number (150) of these questionnaires were

retrieved and used for the study's empirical analysis. The obtained data were analyzed using frequency counts, simple percentages, mean and standard deviation.

Based on the obtained and analyzed data the followings are the salient findings;

- Based on the mean values of respondents' responses, it was found that the central factor that frequently leads to strike actions within Nigerian universities is diverse and high.
- Based on the mean values of respondents' responses, the statement how does strike actions influences students' comprehension, retention, and engagement during their academic pursuits is diverse and high.
- The results of the analysis conducted revealed that the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments is diverse and high.
- The results of the analysis conducted, revealed that the extent that institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance is diverse and high.
- The results of the analysis conducted revealed that the ways that the educational system can better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning are diverse and high

Conclusion

This study has shed light on the causes of strikes in Nigerian universities and their profound impact on students' academic performance, particularly within the context of the Faculty of Education at the University of Benin. The findings highlight the multifaceted nature of strike triggers, the adverse effects on students' learning experiences, and the complex relationship between these strikes and academic underperformance. Additionally, institutional policies and administrative decisions play a significant role in either exacerbating or mitigating these effects. The study underscores the pressing need for improved management strategies within the educational system to minimize disruptions caused by strikes and create a conducive environment for sustained student learning. Further research and policy initiatives are warranted to address these critical issues and enhance the quality of higher education in Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Address Root Causes of Strikes: To mitigate the frequent occurrence of strikes in Nigerian universities, it is imperative for stakeholders, including university

administrators, government bodies, and labor unions, to collaborate in identifying and addressing the central factors that lead to these actions. This may involve creating channels for open dialogue, addressing wage disparities, improving working conditions for staff, and ensuring timely payment of salaries and benefits.

2. **Enhance Student Support Services:** Given that strike actions negatively impact students' comprehension, retention, and engagement, universities should proactively implement support mechanisms. These may include online learning resources, alternative academic calendars, and counseling services to help students cope with disruptions and maintain their academic progress during strike periods.
3. **Strengthen Assessment Practices:** It is essential for educational institutions to carefully assess the correlation between strike-triggering elements and students' underperformance in examinations and assessments. This may involve revising assessment methods, such as continuous assessment, to account for the disruptions caused by strikes and ensure fair evaluation of students' knowledge and skills.
4. **Improve Governance and Policy:** Institutional policies and administrative decisions play a significant role in exacerbating or mitigating the effects of strikes. Universities should conduct regular reviews of policies related to labor relations and student welfare, with a focus on enhancing transparency, fairness, and efficiency. Additionally, involving students and faculty in decision-making processes can help foster a more inclusive and responsive governance structure.

5. **Develop Contingency Plans:** To better manage strike actions and minimize disruptions, educational institutions should establish comprehensive contingency plans. These plans should include strategies for maintaining essential services, preserving academic continuity, and ensuring students' well-being during strikes. Effective communication with students, faculty, and staff is crucial in implementing these plans.

Suggestion for Further Studies

To further expand on this study, researchers could employ a mixed-methods approach to gain a more comprehensive understanding of the causes of strikes and their impact on students' academic performance in Nigerian universities. Qualitative interviews with university administrators, faculty members, and student representatives could provide nuanced insights into the central factors leading to strike actions and the effectiveness of institutional policies. Additionally, a longitudinal study with a larger and more diverse sample, including students from various faculties and universities across Nigeria, would enhance the generalizability of the findings. To delve deeper into the correlation between strike triggers and student underperformance, researchers could conduct regression analyses, controlling for potential confounding variables like socioeconomic background. Furthermore, examining the psychological and emotional effects of strikes on students, such as stress and anxiety, could provide a more holistic view of their impact on academic performance. Finally, exploring comparative case studies with

universities that have successfully managed strike actions could yield valuable strategies for mitigating disruptions and creating a conducive learning environment.

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APPENDIX

UNIVERSITY OF BENIN, EDO STATE

Questionnaire on Causes of Strikes and Its Effect on Students' Academic Performance (CSIESAP)

APPEAL FOR THE COMPLETION OF QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire solicits information from you. It is designed to find out "Causes of Strikes and Its Effect on Students' Academic Performance". The information supplied will be treated in confidence and this exercise is purely for research purpose. Please tick the appropriate answer to each question. Thank you

Section A: PERSONAL DATA

1. Sex: Male [] Female []
2. Age: 20-25years [] 26- 30years [] 31 years and above []

SECTION B: GENERAL

What are the central factors that frequently lead to strike actions within Nigerian universities?

S/N	ITEM	SA	A	D	SD
1	Inadequate government funding for Nigerian universities significantly contributes to labor strikes.				
2	The lack of transparency in university financial management plays a role in frequent strike actions.				
3	Insufficient lecturer salaries and benefits are a prominent cause of strike actions in Nigerian universities.				
4	Disputes over non-payment of salaries or allowances often lead to strikes among university staff.				

How do strike actions influence students' comprehension, retention, and engagement during their academic pursuits?

	ITEM	SA	A	D	SD
5	The disruption caused by strike actions negatively affects my ability to grasp the course material.				

6	During strikes, I find it challenging to stay focused on my studies due to financial concerns related to the strike.				
7	Strike actions often lead to financial strain on my family, which hampers my academic performance.				
8	The uncertainty surrounding the duration of strikes increases my stress levels, making it difficult to concentrate on my studies.				

What is the correlation between the specific elements triggering strikes and the subsequent underperformance of students in examinations and assessments?

S/N	ITEM	SA	A	D	SD
9	The financial burden caused by strikes significantly affects students' ability to access study materials and resources.				
10	A prolonged strike negatively impacts students' mental health, leading to increased stress and anxiety, which in turn affects their academic performance.				
11	Lack of access to on-campus facilities during strikes hinders students' ability to study effectively.				
12	Students from low-income backgrounds are disproportionately affected by strikes in terms of their academic performance.				

To what extent do institutional policies and administrative decisions contribute to either amplifying or alleviating the effects of strike actions on students' academic performance?

	ITEM	SA	A	D	SD
13	The responsiveness of university officials to student concerns during strike actions positively impacts academic performance.				
14	Adequate financial support and assistance from the institution help mitigate the negative effects of strikes on students.				
15	The availability of online resources and support during strikes is essential for maintaining academic progress.				
16	Institutional policies regarding makeup classes and assignments play a significant role in lessening strike-related academic disruptions.				

In what ways can the educational system better manage strike actions to minimize disruptions and foster an environment conducive to sustained student learning?

	ITEM	SA	A	D	SD
17	Adequate financial support, such as scholarships and grants, during strike actions can help students maintain their academic performance.				
18	Implementing online or remote learning options during strikes can minimize disruptions to students' education.				
19	Offering mental health and counseling services to students affected by strikes contributes to a conducive learning environment.				
20	Ensuring that essential campus services like libraries and labs remain open during strikes supports students' academic progress.				

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