

TEACHERS' INDUSTRIAL ACTIONS AND MALE AND FEMALE STUDENTS' SOCIAL LIFE ON ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN EDUCATION ZONE B AREA OF BENUE STATE

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Abstract

The study investigated influence of teachers' industrial actions on male and female students' social life and academic performance in Social Studies in Education Zone B Area of Benue State. Two research questions guided the study while two null hypotheses were formulated and tested. The study adopted a descriptive survey research design. From the population of 24,500 Upper Basic II students from 128 Universal Basic Education (UBE) schools in the area of study, 350 students were drawn to constitute the sample size of the study using simple random sampling technique. Teachers' Industrial Action Questionnaire (TIAQ) with a reliability of 0.85 using Cronbach Alpha method was used for data collection. Mean and standard deviation were used to answer the research questions while chi-square and t-test were used to test the hypotheses at 0.05 level of significance. Findings revealed that there is a significant difference in the influence of industrial action of teachers on academic performance of male and female students in Social Studies in favour of male students. The result of the findings further revealed that there is a significant difference between the influence of industrial action of teachers on male and female students' social lives. Based on the findings, it was recommended among others that industrial actions by teachers should be avoided at all cost by the government or school administrators by creating a forum for dialogue and peaceful negotiation on teachers' demands in order to reach an agreement. If this is done, it could go a long way in minimizing teachers' industrial actions thereby enhancing better social lives of students and their academic performance.

Keywords: Teachers', Industrial actions, Students', Academic performance. Social Studies

Introduction

Teachers form a crucial component of any educational system. They implement educational policies and curriculum. Teachers play a significant role in the attainment of the objectives of every educational system across all levels of education. This shows that no educational institution can take place without teachers. Mgbodile (2006) notes that teachers are crucial to the survival of every school system.

Every educational system requires sound intellectual capability of teachers and students to function effectively. Ozigi (2005) opines that the quality of education of any nation depends on the quality of its teachers. This justifies the Federal Government of Nigeria (FGN, 2013) statement in her education policy that there is no educational system that can rise above the quality of its teachers. This shows that teachers are indispensable component of education. With incessant industrial actions by teachers the role and functions of teachers in educational development is hampered.

Industrial action is a condition of protest by teachers as a result of poor condition of service witnessed by teachers which has direct influence on their quality of services. National Teacher Institute (2011) states that teachers' conditions of service in Nigeria are deplorable, demeaning and demoralizing. The common situations in most schools are crack walls and floors, blown-off roofs, windows without shutters, non-existing instructional material, inadequate seats, desks, lack of promotion and prompt payment of salaries among others. This report is no different from what is the situation of teachers and their working environment in most public secondary schools in Benue State.

Teachers' industrial action could be responsible for students' poor academic performance in Social Studies across gender. Adesehinwa (2010) asserts that academic attainment is an important parameter in measuring success in students. Performance is learning outcome of a student in a test or examination that defines the student's strength and weaknesses in a subject or course (Adesehinwa, 2010). The researcher adds that recording high academic performance among students at school related subjects including Social Studies is a herculean task to students. Researchers (Temibiaja, 2009, Adesehinwa, 2010) blamed this on lots of factors especially teachers' industrial action. Temibiaja (2009) notes that students' poor academic performance in Benue State and other parts of the country during and after teachers' incessant industrial action are usually poor. Students play more and pay little or no attention to studies. This could have great influence on their academic performance and social lives across gender.

Developing students' social behaviour is one of the objectives of Social Studies. Social Studies provide a learning ground for students to acquire self-actualization skills, security and responsibilities to self and to others including the society (Federal Republic of Nigeria, 2013). Social behaviour or life refers to the time spent with friends in social interaction. Kockar (2013) asserts that social life is an individual's interpersonal relationship with one another in a social structure like home, school and parties. During teachers' strike action, male and female social relationship with friends that may enhance their academic performance in Social Studies and social behaviour would be hindered. This could affect both male and female social lives and performance in Social Studies.

Drug abuse, prostitution, alcoholism, examination malpractices and other crime related issues are consequences of teachers' industrial action that students may likely suffer as a result of incessant strike action of teachers. Dike (2009) posits that strike action is a

disagreement between the employer and employees due to the employer's inability to meet the demands of the employees. Dike (2009) adds that industrial action has been so frequent among teachers, and that being a teacher in Nigeria is increasingly becoming a curse because teachers are being treated with little or no respect. Students are often victims of this social and intellectual malady.

Male and female students require the knowledge and skills of Social Studies to stay relevant in the society. This is because Social Studies curriculum content reflects the problems and aspirations of Nigerian society (Akubue, 2010). Shamiya (2008) is of the view that Social Studies emphasizes the importance of man and places him/her at the centre of the subject. Therefore, acquiring the knowledge and skills of Social Studies could improve both male and female students' capabilities socially and intellectually. Based on this, the study sought to investigate whether teachers' industrial actions would positively or negatively influence students' academic performance and social lives in Social Studies across gender.

Statement of the Problem

The conditions of service witnessed by teachers are deplorable. Most times, teachers are the last to be paid or not paid at all. They have backlog of accumulated arrears with no hope of when such arrears would be paid. The resultant effect of these treatments is industrial actions aimed at bringing the government to its sense of responsibilities and obligations to teachers as the brain box of the state's economy. Victims of this reaction are the students who are denied schools for months, sometimes for a year. They are left to roam the street. This could have significant impact on their performance intellectually and personality development. Based on this, the problem of this study posed in a question form is: What would be the influence of industrial actions on students' social life and academic performance in Social Studies?

Research Method

The study employed a survey research design. Guided by two research questions and two hypotheses, the study randomized 350 students to form the sample size from the 24,500 Upper Basic II students in Education Zone B Area of Benue State using simple random sampling technique. Teachers' Industrial Action Questionnaire (TIAQ) was used for data collection. The instrument yielded a reliability value of 0.85 using Cronbach Alpha. Mean and standard deviation were used to answer the research questions, while chi-square and t-test were used to test the hypotheses at 0.05 level of significance.

Results

The analysis and interpretation of data in this study were done based on two research questions and two hypotheses.

Research Question One

What is the influence of industrial action on academic performance of male and female students in Social Studies?

Table 1: Mean and Standard Deviation for Influence of Industrial Action on Male and Female Academic Performance in Social Studies

S/N	Item Description	Male			Female		Total		Dec.
		N	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1.	Teachers' industrial actions make students to have poor performance in Social Studies	346	4.04	1.01	4.24	0.92	4.14	0.97	Agreed
21.	Parents lose control over their children during teachers' industrial actions which subsequently affect the performance of students in Social Studies.	346	4.16	0.92	4.26	0.92	4.21	0.92	Agreed
2.	Industrial actions give room for students to hang out with bad friends which subsequently affects their performance in Social Studies,	346	4.11	0.97	4.31	0.92	4.21	0.95	Agreed
	Cluster mean / standard deviation						4.26	0.95	Agreed

Source: Field Study, 2018

Table 1 showed the responses of the respondents on the comparison of mean and standard deviation of the influence of industrial action on academic performance in Social Studies between male and female students. The result indicated that on items 1-2, male had mean scores of 4.04, 4.16 and 4.11 with corresponding standard deviation of 1.01, 0.92 and 0.97 respectively. The female had mean scores of 4.24, 4.26 and 4.31 with corresponding standard deviation of 0.92, 0.92 and 0.92 respectively. The total mean for male and female on item 1-2 was 4.22, 4.26 and 4.31 with corresponding standard deviation of 0.97, 0.92 and 0.95 respectively. Based on the boundary criteria for decision making, it means that all the mean scores were rated above the cut-off point of 2.50. This means that respondents agreed that teachers' industrial actions make students to be involved with bad friends which subsequently affect their performance in social studies. They agreed with the statement that parents lose control over their children during teachers' industrial actions which subsequently affect their performance in social studies. Furthermore, they also agreed that industrial actions give room for students to hang out with bad friends which affects their performance in social studies. The high mean and moderate standard deviation for all the items between the male and female implies that there is a difference in the influence of

industrial actions on academic performance in Social Studies between male and female students.

Research Question Two

What is the difference in the influence of teachers' industrial actions on male and female students' social behaviour/life in Social Studies?

Table 2: Mean and Standard Deviation for Teachers Industrial Action and Male and Female Social Behaviour/Life in Social Studies

S/N	Item Description	Male			Female		Total		Dec.
		N	X̄	SD	X̄	SD	X̄	SD	
3.	Teachers' industrial actions make students to be involved in anti-social behaviours	346	4.18	1.03	4.06	1.07	4.12	1.05	Agreed
4.	Parents lose control over their children during teachers' industrial actions which results in their children's waywardness.	346	3.99	1.27	3.26	1.32	3.62	1.29	Agreed
	Cluster mean/standard deviation						38	1.17	reed

Source: Field Study, 2018

Table 2 shows the responses of the respondents on the comparison of mean and standard deviation of the influence of teachers' industrial action on social lives between male and female students. The result indicated that for items 3-4, male had mean scores of 4.18 and 3.99 with corresponding standard deviation of 1.03, 1.27 respectively. The female had mean scores of 4.06 and 3.62 with corresponding standard deviation of 1.07 and 1.32 respectively. The total mean for male and female on item 3-4 was 4.12 and 3.62 with corresponding standard deviation of 1.05 and 1.29 respectively. Based on the boundary criteria for decision making, it means that all the mean scores were rated above the cut-off point of 2.50. This means that the respondents agreed that teachers' industrial actions make students to be involved in anti-social behavior. Furthermore, they also agreed that parents lose control over their children during teachers' industrial actions. The high mean and moderate standard deviation for all the items between the male and female implies that there is a difference in the influence of teachers' industrial action on social lives between male and female students.

Hypothesis One

Teachers' industrial actions do not significantly influence male and female students' academic performance differently.

Table 3: t-test for Influence of Industrial Action on Academic Performance of Male and Female Students in Social Studies

Variables	Group	N	\bar{X}	SD	t	Df	Sig	Dec.
Difference in academic performance in Social Studies between male and female students	Male	260	4.50	0.64	9.82	344	.000	Sig
	Female	85	3.59	1.00				

Table 3 reveals t-test of 9.82 at $df = 344$, $p = 0.00 < 0.05$. Based on this result, the null hypothesis was therefore rejected. The table also indicates that males student had ($\bar{X}=4.50$, $SD=0.64$) while female had ($\bar{X}=3.59$, $SD=1.00$). This result implies that there is difference in the influence of industrial action on academic performance in Social Studies between male and female students.

Hypothesis Two

There is no significance in the influence of industrial action on social lives of male and female students.

Table Four: T-test for Difference in the Influence of Industrial Action on Social Lives of Male and Female students in Social Studies

Variables	Group	N	\bar{X}	SD	t	Df	Sig	Dec.
Difference in the influence of industrial action on social lives of male and female students	Male	221	4.77	0.42	15.58	344	.000	Sig
	Female	125	3.47	1.10				

Table 4 revealed t-test of 15.58 at $df = 344$, $p = 0.00 < 0.05$. Based on this result, the null hypothesis was therefore rejected. The result also revealed that male had ($\bar{X}=4.77$, $SD=0.42$) while female had ($\bar{X}=3.47$, $SD=1.10$). This result implies that there is significant difference in the influence of industrial action on social lives of male and female students.

Discussions of Findings

The discussion of findings of this study was based on two research questions and two null hypotheses on the influence of teachers' industrial actions on male and female students' social life and academic performance in Social Studies in Education Zone B Area of Benue State.

Result of the findings revealed that there is influence of industrial action on male and female students' academic performance in Social Studies. This finding is in agreement with Ayodele (2010) who found that teachers' industrial actions divert the attention of male and female students to other activities such as armed robbery, thuggery and to indulge in gambling by participating in Naija Bet and watching of satellite television channels during school hours at the expense of their academic performance among male and female students who have stayed too long away from books due to teachers' industrial action strike. Suswan (2006) also found that strike actions by teachers bring about poor academic performance on the part of students and their social development is affected negatively. This implies that

industrial actions by teacher's affects male and female students' academic performance at school related subjects including Social Studies. The social life of male and female students is crucial and it is one of the objectives of Social Studies. If students stay away from school due to teachers' industrial actions, there are dire consequences on students' social behaviour, formation and interaction across gender.

The finding of this study based on male and female students' social lives revealed that there is a significant difference in the influence of industrial action on social lives of male and female students in favour of male students. This could be because male students are known to be highly truant and fond of making new friends easily. This behaviour of theirs enables them to interact with the world and others at different levels and this could influence their social lives positively and negatively. This finding confirms the report of Adesehinwa (2010) that industrial action of teachers' disrupt the moral values of both male and female children. Agocha (2010) also found that teachers' incessant strike actions does not only disrupts but delays academic calendar and influences students negatively in terms of personality development and formation. This implies that teachers' industrial action is one of the factors that influences male and female students' academic and personality development negatively.

The educational implication of these findings is that teachers' industrial action is an academic related factor that slows down academic programme, influences students formation of negative behaviour and keeping students busy with other activities at the expense of their studies. This results in students' poor academic performance in school related subjects including Social Studies.

Conclusion

Based on the findings of this study, it was concluded that teachers' industrial action is a negative factor that influences students' academic performance and social lives negatively across gender. This is because during teachers' industrial action students indulge in other unprofitable activities that rob them of their time for studies. This social behaviour has effect on both on their academic and social lives.

Recommendations

1. The government and school administrators should devise means to cater for the needs of teachers by providing welfare packages such as accommodation, insurance scheme, transportation, job security, regular and prompt payment of salaries among others.
2. Industrial actions by teachers should be avoided at all cost by the government and school administrators. Peaceful dialogue and negotiation should be created to resolve all plights of teachers before they escalate into industrial action.
3. Students should be guided and advise by their parents during teachers' industrial action to pay more attention to their studies rather than other social activities that would not improve them intellectually and socially.

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