

The Use of Storytelling Strategy to Increase Listening Ability of State Secondary School Students in Kupang, Indonesia

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ABSTRACT

Storytelling Strategy is a newly designed strategy to increase the listening ability of State Secondary School Kupang, Indonesia. The problem of this research is to what extent storytelling strategy is useful to increase students' listening ability. The aim of this research is to describe how storytelling strategy is useful to increase students' listening ability. The method of this research is classroom action research. This research study conducted in two cycles in tenth grade of SMA N 9 Kupang in the academic year 2011/2012. The result of the research of the first cycle showed that 12.4 % students whose learning achievements were good and 87.6% students were not good. In the second cycle, the researcher revised the plans and the impact were there were 94.6 % students whose learning achievements were good. Based on the results of this research, the use of storytelling strategy can increase students' listening ability. It is suggested that using storytelling strategy in teaching listening motivate students to increase their listening ability.

KEYWORDS

Storytelling strategy, increase, Listening ability, Kupang, Indonesia

INTRODUCTION

Learning English involves four language skills, namely listening, speaking, reading, and writing. Those skills are the basic skills of learning English as a foreign language. Among these four skills, listening has regarded as a preliminary skill. Anderson and Lynch, (1988:25 in Polly 2002: 6) say that we are listeners long before we are speakers. These are accepted because understanding spoken language through listening is the first activity done by human beings since they were born. Thus, listening becomes a preliminary skill not only in daily life but also becomes in school especially for learning English as a foreign language. Krashen and Terrell (1983 in Nalley 2009:109) say that students listen to a teacher using the target language communicatively from the beginning of instructions, and communicative activities prevail throughout the course. They listen to him throughout the instruction to comprehend his explanation or command.

As stated above, listening as a preliminary skill has a basic knowledge of the listeners to what they hear. Peck (1989 in Cook 2010:7) says that when students listen to a story, they use their critical listening skills and learn the structure of the story. Students understand the spoken language through finding the fact and opinion of the story that they may accept it is true. They think critically as they listen. They compare the idea of the speaker or the storyteller to determine whether that idea is good or bad for them to pursue. Anderson & Foley, 1998; Cooper, 2007; Dupree, 1993 say that in our fast-paced society, storytelling helps children become better listeners and learners. In this term, a listener can be a better listener who critically thinks to what he hears.

SMAN 9 Kupang is located in Jl km 12, Lasiana, Kelapa Lima subdistrict, Kupang Mayor.

FRAMEWORK

Storytelling and Listening

There are some theoretical concepts related to storytelling and listening. About that concept, Peck, 1989 (in Cook 2010:7) said that when students listen to a story, they use critical listening skills and learn the structure of the story. Critical listener understands the spoken language through finding the fact and opinion of the story that he may accept it is true. They think critically as they listen. They compare the idea of the speaker or storyteller to determine whether that idea is good or bad for him to pursue. "In our fast-paced society, storytelling helps children become better listeners and learners" (Anderson & Foley, 1998; Cooper, 2007; Dupree, 1993). In this term, a listener can be a better listener who can critically think to what he hears. Also, Craig et al., 2001(in Cook 2010:10) said that results of the studies regarding storytelling and the

results of the studies looking at read-aloud similarly show that these strategies improve students' listening skills.

Carlson (2008) said that storytelling is used to motivate children to improve listening skills and to introduce young people to good literature. Storytelling provides a good or vivid class situation in which students are motivated to listen because Ellis 1991:1-2 (in Murjani 2010:5) points that story is motivating and fun. Storytelling provides strategies to motivate students to learn. Getrude (1970:81) says that perhaps the most important pedagogical factors are the lack of experience and practice, but teacher establishes an environment, readiness for listening, and children are intrinsic motivators. The difficulty of listening has caused by lack of practice and experience, but the class situation or environment is also important to motivate students to increase their listening ability.

OBJECTIVES OF THE STUDY

This study aimed to examine whether the use of storytelling strategy to increase the listening ability of tenth-grade students of SMA N 9 Kupang was effective to make them successful in their learning. Besides that, it also aimed to provide information whether the class has motivated by using storytelling strategy in in schools especially for increasing the listening ability of the students. The researcher suggested using storytelling strategy to create a comfortable learning so that the students are motivated to learn a listening subject.

METHODOLOGY

The design used in this research is classroom action research. This classroom action research was carried out in SMAN 9 Kupang, which located at Jl. Km 12, Lasiana, Kelapa Lima sub-district, Kupang mayor. This school is a quiet village and near the researcher's place, so it is easy to reach. The researcher has conducted this classroom action research for 2 weeks on 23rd and 27th July 2011. One cycle conducted in one meeting and every meeting had two hours of 90 minutes of classroom activities.

The subjects of this research study are 10th-grade students of SMAN 9 Kupang in the academic year 2011/2012. The researcher chose class C as the subject of the research because students' listening score was low. The mean score of the listening test of 24 students was 2, 12 in which the highest score was 4 and the lowest score was 0. There were 20, 8% students got score 0, 12, 5 % students got score 1 and 2, 41, 6 % students got score 3, and 12, 5% students got score 4. The procedure of this research was as follow:

Planning

The planning of the research consists of some steps: First, making the lesson plan based on the syllabus. All activities while practicing this strategy arranged in the form of a lesson plan. Second, preparing the story. The researcher used a story entitled "Brehmen Town Musician." Next, preparing teaching media such as the picture of the story. Then, preparing a sheet for the classroom observation. Some indicator of the assessments of the observation sheet were pre-learning, learning, a strategy of learning, teaching media, student's motivation, learning assessment and closing. The last, preparing a test. This test consisted of understanding the text and literary concept.

Implementation

The researcher told the story to the students. The researcher gave a short explanation and guided the students to understand the instruction and do the test. The researcher gave a test related to the story that being practiced. The researcher asked the students to answer questions of the test.

Observation

The observation did during the teaching and learning the process. In this step, English teacher of the tenth grade of SMA N 9 Kupang worked as the observer and the researcher as the acting teacher who did the teaching and learning the process. The observer observed all activities happening in the classroom. Some aspects observed namely; pre-learning, learning, strategy of learning, teaching media, student's motivation, learning assessment and closing. The result of the test and the observation analyzed in this section.

Reflection

The researcher act as teacher collaborated with English teacher as the observer to evaluate the teaching strategy that carried out. Both researcher and observer found out the strengths and weaknesses of the strategy that carried out. In this stage, the result of the observation and the result of the test used as a basic consideration to conduct the next action. The researcher revised the plan in the event of the action in the first cycle did not have any improvement in the process of teaching and learning such as students' motivation and participation and their listening test. It can be concluded that the researcher had to do the next cycle.

There were three steps of analyzing the data that have used in this research study. It was described as follow: Identifying actions that support the attainment of listening ability through observation and counting the mean score of each cycle and establishing effective action through reflections based on observation and test results.

RESULTS AND DISCUSSION

This research study has been conducted in SMA N 9 Kupang at the 10th-grade students of Class C..

Cycle 1

Planning

The planning of the research consisted of some steps: Making the lesson plan based on the syllabus. All activities during practicing this strategy were arranged in the form of a lesson plan.

Preparing the story

The researcher chose a fable under the title “Brehmen Town Musician.” This fable consisted of funny events. In preparing classroom observation sheet, there were some indicators of the assessment of the observation sheet. Those indicators were pre-learning, learning, a strategy of learning, teaching media, student’s motivation, learning assessment and closure. When preparing a test, this test related to the story “Brehmen Town Musician.” This test consisted of understanding the text and understanding the literary concept.

Implementation

The researcher told the story “Brehmen Town Musician” to the students. The researcher used different sounds or voices for different characters such as cat’s sound, dog’s sound, cock’s sound and donkey’s sound. The researcher gave the sound of cat mewed, the dog barked, cock croaked and donkey brayed to make the students were interested in listening to the story. After telling the story, the researcher explained some unknown words. The researcher gave a short explanation, guided the students to understand the instruction, and did the test. The researcher gave a test related to the story that was being practiced. The test consisted of understanding the text and understanding the literary concept. The researcher asked the students to answer questions of the test.

Observation

Based on the result of the observation, there were some problems faced by the students. Those problems were the students not ready to listen to the story and those students were not interested in listening to the story. Some students were busy to do the task of another subject. The students were not enthusiastic to learn. They were bored to listen the story.

The result of the mean score of the students that there were 4.1% students got score 0, 4.1% students got score 2, 37.5 % students got score 3, 33.3% students got score 4, 4.1% students got score 5, 12.5 % students got score 6 and 4.1% students got score 7. There were 80.1% of the students whose learning achievements were not good. Based on the result of the test and the observation above, we can conclude that the strategy that was practiced in the first cycle was not successful.

Reflection

Based on the result of the observation and the test above, both the researcher and observer did a reflection and found that there were some weaknesses in the implementation of the action in this cycle: The students were not ready to listen the story. In pre-learning, apperception did not help the students become ready to learn. The students were not interested in listening to the story'. They were busy to do the task of another subject. The students were not enthusiastic to learn. They were bored to listen the story. The mean score of the students was very low. The mean score of the students was 3.79.

The researcher revised the action that can be used to support the attainment of listening ability in the second cycle. Based on the student's mean score and observation result in the first cycle above, the researcher realized this research had to be conducted in the second cycle to get a good attainment of listening ability. Some actions had to be revised in the second cycle such as Apperception in pre-learning. The researcher provided a good apperception to stimulate students to learn. The researcher related to the material of learning to some real events to stimulate students to learn. Teaching Media. The researcher provided teaching media such as the picture of the story so that students were interested in listening to the story. Cheerful and enthusiastic about learning. Building a cheerful and enthusiastic of learning so that students were motivated to listen the story. The researcher used some expressions of the story such as sad expression, happy expression thus the story became more vivid and the class situation were comfortable.

Cycle II

Planning

The planning of the research consisted of some steps: making the lesson plan based on the syllabus. All activities during teaching and learning process were arranged in the form of lesson plan. Preparing the story and teaching media. The researcher still used the same story "Brehmen Town Musician" but preparing a picture of the story as a teaching media. Preparing a sheet for the classroom observation. Preparing a test for the second cycle.

Implementation

In pre-learning, the researcher provided a good apperception to stimulate students to learn. The researcher related to the teaching material to some real events to stimulate students to learn. The researcher told the story to the students. The researcher gave the sound of cat mewed, dog barked, cock crocked and donkey brayed to make the students were interested to listen the story. The researcher used different sounds or voices for different characters. The researcher built a cheerful and enthusiastic about learning through using some expressions of the story such as sad, scared and happy expression. The researcher also used a picture of the story as a teaching media to make students were interested to listen the story. The researcher gave a short explanation, guided the students to understand the instruction, and did the test. In this section, some unfamiliar words were introduced so that students understood the story clearly. The researcher gave a test related to the story. This test consists of understanding the text and understanding the literature. The researcher asked the students to answer questions of the test.

Observation

Based on the observation result, there was any progress of the implementation of the action. The class situation became more vivid and students were enthusiasm to listen the story. They were more active to listen the story.

The result showed that there were 4.1% students got score 5, 8.3% students got score 6, 37.5% students got score 7, 37.5% students got score 8, 12.5% students got score 9. Student's mean score increased from 3.79 in the first cycle to 7.45 in the second cycle. It can be classified as student's progress because the lowest score the students got in the first cycle was 0 increased in the second cycle was 5. The highest score in the first cycle was 7 but in the second cycle was 9. The mean score of the first cycle and the second cycle increased was 3.66. Below the table that represented the result of the test of cycle 1 and 2.

Table 1. The result of the test of cycle 1 and 2.

Cycle	Number of Students	Score			
		Highest	Lowest	Mean	Completeness
I	24	7	0	3.79	12.4%
II	24	9	5	7.45	95.8%
Progress		2	5	3.66	83.4 %

4. Reflection

The researcher collaborated with English teacher as the observer to evaluate the teaching strategy that was carried out. Both researcher and observer found that all

teaching and learning process was good. The class situation became more vivid, and the students were enthusiasm listen to the story. They were more active to listen to the story. Student's mean score increased from 3.79 in the first cycle to 7.45 in the second cycle. It can be classified as student's progress because the lowest score the students got in the first cycle was 0 increased in the second cycle was 5. The highest score in the first cycle was 7 but in the second cycle was 9.

Based on the observation and test result, there was any improvement in the students' listening ability, so it can be concluded that the researcher did not have to do the next cycle. Storytelling strategy that being practiced in the second cycle was successful.

The result of the preliminary observation showed that student's listening ability and student's motivation to learn listening were low. The mean score of the listening test of 24 students was 2.12 in which the highest score was 4 and the lowest score was 0. There were 20.8% students got score 0, 12.5 % students got score 1 and 2, 41.6 % students got score 3, and 12.5% students got score 4. Furthermore, the result of preliminary observation showed that some students did not participate actively in teaching and learning process. They were busy to do the task of another subject. They did not like listening lesson; they were bored with the teaching strategy that was not interesting. This teaching and learning process supported the researcher did an effective learning that made students were comfortable to learn. The researcher decided to use storytelling strategy to increase student's listening ability. At the end of each cycle, the researcher gave a test to know student's listening ability and observed student's motivation.

Cycle I

The researcher did the actions that might solve the problems of student's listening as stated before in research finding. The researcher used a fable "Brehmen Town Musician" which consisted of funny events. The result of the implementation of the action showed that the strategy that was practiced was not successful. It was represented by the result of observation such as the students were not ready to listen to the story. The students were not interested in listening to the story. Some students were busy to do the task of another subject. The students were not enthusiastic to learn. They did not like the story.

The mean score of a listening test was 3.79. There were 4.1% students got score 0, 4.1 % students got score 2, 37.5 % students got score 3, 33.3% students got score 4, 4.1% students got score 5. It can be calculated that there were 80, 1% students whose learning achievement were bad. Based on the result of the test and observation above, we can conclude that the strategy that was practiced in the first cycle was not successful.

Cycle II

The result of the reflection of the first cycle as stated above had some weaknesses such as the students were not ready to listen to the story. The students were not interested in listening to the story. Some students were busy to do the task of another subject. The students were not enthusiastic to learn. They did not like the story.

The researcher established effective actions that were different from the actions in the first cycle such as the researcher provided a better apperception than the first cycle to stimulate students to learn. The researcher related to the teaching material to some real events. The researcher provided teaching media such as a picture of the story so that the students were interested in listening to the story. Building a cheerful and enthusiastic about learning so that students were motivated to listen to the story. The researcher used some expressions of the story such as sad expression, happy expression thus the story became more vivid and the class situation were comfortable.

The observation result of the second cycle showed that the class situation became more vivid and the students were enthusiastic listen to the story. They were more active listen to the story. The result of the test showed that there were 4.1% students got score 5, 8.3% students got score 6, 37.5% students got score 7, 37.5% students got score 8, 12.5% students got score 9. It can be calculated that there were 95.8% students whose learning achievements were good. Based on the result of the test and observation above, we can conclude that the use of storytelling strategy to increase the listening ability of tenth-grade students of SMA N 9 Kupang was successful.

CONCLUSIONS

This classroom action research was conducted to increase the listening ability of tenth-grade students of SMAN 9 Kupang in the academic year 2011/2012 through storytelling strategy. This research study was conducted in two cycles. The implementation of the action in the first cycle was not successful because the students were not ready to listen to the story, the students were not interested in listening to the story. Some students were busy to do the task of another subject. The students were not enthusiastic listen to the story. They did not like the story. Furthermore, there were 16.6% students whose learning achievement were good and 80.1% students were bad. The mean score of the students was 3.79. In the second cycle, the researcher revised the implementation of the action and the impact was the class situation became more vivid and the students were enthusiastic listen to the story. They were more active to listen to the story. Also, there were 95.8 % students whose learning achievement were good. The mean score of the students was 7.45. Considering both observation and test result in the second cycle above, we can conclude that, the use of storytelling strategy to increase the listening ability of tenth-grade students of SMA N 9 Kupang was successful. Based on the result of this research study, the researcher suggested using

storytelling strategy in many schools to increase the listening ability of the students. The researcher suggested using storytelling strategy to create a comfortable learning so that the students are motivated to learn the listening subject. An English teacher can use this strategy to make the class situation become more vivid and increase students' grades.

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Student's perception of Strike Actions on Academic Performance in Nigeria University: Implications for Best Practices and Counselling

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ABSTRACT

The study investigated students' perception of Strike actions on Academic Performance in Nigeria University and its implications for best practices and counseling. The researcher stratified the participants into different strata of gender, academic level, institution attended. Simple random sampling technique was employed to select 1000 participants from four randomly selected Universities. The impact of Strike actions on Academic Performance Questionnaire (ISAAPQ) was administered to the respondents to collect relevant data. The t-test, Analysis of Variance (ANOVA) and Chi-Square statistics were used to analyses the data collected. The major findings show that there is no significant difference in undergraduates' expressions on the impact of strike actions on academic performance based on gender and academic level while, there is the significant difference in undergraduates' expressions on the impact of strike actions on academic performance based on institution attended. The result of the findings also revealed the significant relationship between strike actions and students' academic performance in higher institutions of learning. Based on the conclusions of the study, recommendations has made that the Government should develop actions such as organizing meetings and interactive sessions; that will help to check incessant industrial action in the education sector in Nigeria; there should

be a reduction of bureaucracies to enhance effective communication between ASUU officials and government bodies.

KEYWORDS

Perception; Strike actions; Academic Performance; Nigeria Universities; Best Practices; Counselling, Nigeria, Africa

INTRODUCTION

The formation of the Academics Staff Union of Universities (ASUU) in 1978 has brought about some changes and challenges in the academic system of Nigerian universities. The academic member's staff see the union as a general body through which they can dialogue and channel their request and grievances to the school management and government. ASUU emerged as an intellectual force to challenge the powers that be and offer a credible alternative for our country (Umagbalasi, 2013). But in most cases when the expectations of the members of the AASU have not met by either the school authority or government, they often resort to industrial action without considering the negative multiple ripple effects on students, parents and the society at large. These are why some people in the society may see the activities of the union especially the industrial actions as an attempt to frustrate academic pursuit of Nigerian undergraduates.

In Nigeria, numerous industrial actions had been embarked on by the union to compel the government to meet the needs of public universities lecturers and schools especially in the areas of wages, allowances and infrastructural facilities in tertiary institutions. During such industrial actions, schools were to shut down for months; academic activities have paralyzed, and students and parents were frustrated. It should, however, be stressed that some of the numerous actions of the ASUU were intended to improve the welfare of the public university, lecturers, students and society at large. For instance, the union has actively involved in the struggles against the military regime during the 1980s. In 1988, the union organized the national strike to seek the increase in wages and University autonomy. As a result of that industrial action, the union has banned on 7th August 1988, and all its properties have seized. It is on record that several industrial actions had been embarked on after the ban lifted in 1990. The last one took place in 2013, and it lasted for almost six months.

These strike actions always lead to disruption of academic programs which may expose students to disjointed learning and it may encourage poor study habit among students. According to Odubela, (2012), an effective learning or an enhanced academic performance is achieved by the successful covering of the course outline before the examination. Maliki and Ekpekin-Ekanem (2011) opined that quality and quantity of

students' learning determined by individual study habit. During strike actions, some students may engage themselves in unproductive activities such as sexual immorality, cyber scam, pool betting, playing video games, gossips, watching films and reading comic materials for entertainment purposes rather than reading the school notes. These may affect their academic performance. According to Arukaino (2013), the idling youths at home could cause security problems. Isangedighi (2011) opined that the way a stimulus excites or impacts on an individual would trigger his/her responses. These are an indication that students may lose the skill for preparedness and readiness to learn at the time of the strike. Hence their educational attainment becomes adversely affected.

Odubela (2012) also observed that disruption in academic program occasioned by strike action breeds disappointment, frustration, emotional and psychological trauma, unpreparedness on the part of the students and lack of motivation, which sum up to a non-conducive environment for active learning in Nigerian Universities, a situation that dampens human development.

However, little attention is given to the impact of strike actions on the academic performance of students in Nigerian universities. This study, therefore, intends to examine the impact of strike actions on the academic performance of undergraduate students.

The university worldwide is regarded as the citadel of knowledge, the fountain of intellectualism, the most appropriate ground for the incubation of leaders of tomorrow. However, over the last thirty years in Nigeria, the University system has witnessed unprecedented industrial actions than other social institution.

Statistics from the National Universities Commission (2002) revealed that from 1992 up to the present, ASUU had embarked on strikes over 23 times to drive home its demands. The last one in 2013 lasted for more than six months. The table below shows the records of AASU strike.

Table 1. AASU Strike by Year

Year of Strike	Duration
1999	5 months
2001	3 months
2002	2 months
2003	6 months (ended in 2004)
2005	3 days
2006	1 week
2007	3 months
2008	1 week

Year of Strike	Duration
2009	4 months
2010	5 months & 1 week
2013	2 months, 2 weeks
2014	6 months
2015	-
2016	3 days

These numerous strike actions that always led to the disruption of academic school calendar may be one of the factors responsible for falling standard of education in Nigeria, and it could be responsible for reasons while many Nigerians students prefer to attend the tertiary institution in neighboring countries, especially in Ghana. This research, therefore, examines the impact of strike actions on academic performance as expressed by undergraduates in the south-west, Nigeria.

OBJECTIVES OF THE STUDY

1. To determine the impacts of strike action on academic performance as expressed by undergraduates;
2. To find the difference in undergraduates' expression on the impact of strike actions on academic performance based on gender;
3. To determine difference in undergraduates' expression on the impact of strike actions on academic performance based on academic level;
4. To examine the difference in undergraduates' expression on the impact of strike actions on academic performance based on the institutions attended;
5. To trace the significant influence of strike actions on students' academic performance in higher institutions of learning.

METHODOLOGY

Descriptive survey method was adopted for the study. The target population for this study consists of undergraduates from public universities in South-west Nigeria. The undergraduates were chosen because they are always at the receiving end during a strike.

The researcher was employed simple random sampling technique in selecting four public universities in South-West, Nigeria, while (50) students were selected from each of the schools. Two hundred (200) participants formed the sample for the study. The instrument used for data collection is a researcher self-developed questionnaire titled "Impact of Strike Action on Academic Performance." (ISAAP). The questionnaire is

a four point scale of Strongly agree” (SA), “Agree” (A), “Strongly disagree” (SD) to “Disagree” (D) with the value of 4, 3, 2, 1” respectively. It has two sections. Section A was used to collect demographic data of the respondents while section B consists of 20 items on an impact of strike actions on academic performance.

Frequency counts, simple percentage, and charts were used to analyze the demographical data of the participant, while t-test, ANOVA, and Chi-square were used to analyze the research questions raised to guide the study.

RESULTS AND DISCUSSION

The number of male students sampled was 500 while that of the female was also 500 amounting to 50% each. It can be seen that 280 (28%) out of the total number of the participant were 100 level students while 180 participants representing 18% were in 200 level. The table and the figure also reveal that 245 undergraduates representing 24.5% were in 400 level. It can be seen that 755 out of the total number of the undergraduates were running a 4-year program which represents 77.5% while 210 undergraduates, representing 21% of the respondents, were doing a 5-year course. It reveals that 680 undergraduate students, representing 68% had experienced ASUU strike while 320 (32%) students had not witnessed it. Same 120 out of the total number of the undergraduates had witnessed a strike action that lasted for about 3 months which represents 17.7% while 75.7% (515) of the students had experienced a strike action of about 6 months. The table and the figure also reveal that 20 undergraduates had witnessed a strike action that lasted for about a year.

Table 2. Impacts of strike action as expressed by undergraduates

S/N	Items –	SA	A	D	SD	Mean	S.D
1	The constant ASUU strike experienced in the educational system is caused by irresponsiveness of government to the needs of academic staff.	810 81%	165 16.5%	20 2%	5 0.5%	3.78	.49
2	ASUU strike paralyses all activities in schools.	710 71%	260 26%	25 2.5%	5 0.5%	3.67	.54
3	Strike always leads to disruption in the school calendar.	790 79%	190 19%	20 2%	- -	3.77	.46
4	ASUU strike has been a major factor why some students go to private university.	650 65%	270 27%	60 6%	20 2%	3.55	.69
5	The frequent strike actions contributed to the decline in the quality of education in Nigeria higher education.	660 66%	270 27%	45 4.5%	25 2.5%	3.56	.69
6	Lecturers rush the course outline, tests, and assignment when the schools resume from ASUU strike.	690 69%	250 25%	35 3.5%	25 2.5%	3.60	.67

S/N	Items –	SA	A	D	SD	Mean	S.D
7	Strike actions always affect students CGPA.	425 42.5%	295 29.5%	235 23.5%	45 4.5%	3.10	.91
8	Poor quality of graduates produced is due to frequent strike actions by ASUU.	450 45%	340 34%	165 16.5%	45 4.5%	3.19	.87
9	The disruption of the school calendar always has influence on academic performance of students.	520 52%	360 36%	75 7.5%	45 4.5%	3.35	.80
10	ASUU strike is always based on Academic staff selfish Interest.	255 25.5%	260 26%	205 20.5%	280 28%	2.49	1.15
11	Strikes can be avoided if lecturers and government can come into mutual agreement.	495 49.5%	450 45%	30 3%	25 2.5%	3.41	.67
12	ASUU members are to be blamed for incessant strike actions	100 10%	350 35%	315 31.5%	235 23.5%	2.31	.94
13	ASUU Strike actions always increase failure rate of students.	165 16.5%	495 49.5%	263 26.5%	75 7.5%	2.75	.81
14	Strike actions always affect students study habit.	190 19%	590 59%	175 17.5%	45 4.5%	2.92	.73
15	Students engage in deviant behavior like prostitution, stealing, and raping during strike action.	305 30.5%	520 52%	120 12%	55 5.5%	3.07	.80
16	Students find it difficult to concentrate on their studies after the strike action.	190 19%	510 51%	250 25%	50 5%	2.84	.78
17	Students are not given enough time to prepare for examination after the strike action.	380 38%	475 47.5%	105 10.5%	40 4%	3.19	.78
18	Fresher's are affected more by the strike action than satellites	305 30.5%	395 39.5%	230 23%	70 7%	2.93	.90
19	Students are not motivated to attend classes after the strike action.	190 19%	540 54%	210 21%	60 6%	2.86	.78
20	Federal government should abolish ASUU.	195 19.5%	265 26.5%	340 34%	200 20%	2.45	1.02

Table 2 revealed that 975 representing 97.3% of the undergraduates agreed that the constant ASUU strike experienced in the educational system as caused by the responsiveness of government to the needs of the academic staff while 970 representing 97% of the undergraduates indicated that ASUU strike paralyzes all activities in schools. The table also reveals that 98% (980) of the undergraduates agreed that strike always leads to disruption in the school calendar while 92% (920) of the respondents agreed that ASUU strike had been a major factor why some students go to private university. It can also be seen in the table that 930 (93%) of the undergraduates agreed that the numerous strike actions contributed to the decline in the quality of education in Nigeria higher education. Also, 880 (88%) of the respondents agreed that disruptions of the school calendar always have the influence on the academic performance of students.

Table 3. Summary of t-test Analysis of significance difference in undergraduates' expression on the impact of strike actions on academic performance based on gender

Gender	N	X	SD	DF	T	Sig.	Remark
Male	100	63.700	6.701	998	1.896	.059	Not significant
Female	100	62.000	5.959				

*Denote significance at $P < 0.05$

The results of the findings in Table 3 revealed that there is no significant difference in undergraduates' expression on the impact of strike actions on academic performance based on gender ($t = 1.896, df = 998, p > 0.05$). These implied that the expression of male undergraduates on the impact of strike actions on academic performance is not significantly different from that of their female counterparts.

Table 4. Summary of Analysis of Variance on the significant difference in undergraduates' expressions on the impact of strike actions on academic performance based on academic level.

Source: Academic Levels	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	389.054	5	77.811	1.956	.087	Not significant
Within Groups	7716.446	994	39.775			
Total	8105.500	999				

*Denote significance at $P < 0.05$

The results in Table 4 show that there is no significant difference on undergraduates expressions on the impact of strike actions on academic performance based on academic level ($F(5,994) = 1.96, p > 0.05$). These implied that the expressions of undergraduates on the impact of strike actions on academic performance are not significantly different based on academic level.

Table 5. Summary of Analysis of Variance on the significant difference in undergraduates' expression on the impact of strike actions on academic performance based on the institutions attended

Source: Institutions attended	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	394.080	4	98.520	2.491*	.045	Significant
Within Groups	7711.420	995	39.546			
Total	8105.500	999				

*Denote significance at $P < 0.05$

Table 5 shows that there is a significant difference in undergraduates expression on the impact of strike actions on academic performance based on institutions attended ($F(4,995) = 2.491, p < 0.05$). These implied that the expression of undergraduate students on the impact of strike actions on academic performance is significantly different based on institutions attended.

Table 6. Summary of Chi-square analysis on the relationship between strike actions and students' academic performance in higher institutions of learning

N	X	S.D.	D.F.	χ^2 Cal.	Sig.	Remark
1000	3.143	.779	285	59.920*	.009	Significant

*Denote significance at $P < 0.05$

Table 6 reveals the result of the significant relationship between strike actions and students' academic performance in higher institutions of learning. The result shows that there is a significant influence of strike actions on students' academic performance in higher institutions of learning ($\chi^2 = 59.92, df = 285, p < 0.05$). These implied that the academic performance of students in higher institutions of learning has significantly influenced by the industrial actions embarked upon by ASUU.

The findings of the study revealed that 97.5% (975) of the undergraduates agreed that the constant ASUU strike experienced in the educational system is caused by the responsiveness of government to the needs of academic staff while 970 (97%) of the undergraduates indicated that ASUU strike paralyzes all activities in schools. The table also reveals that 98% (980) of the undergraduates agreed that strike always leads to disruption in the school calendar while 92% (920) of the respondents agreed that ASUU strike had been a major factor why some students go to private university. It can also be seen in the table that 930 (93%) of the undergraduates agreed that the numerous

strike actions contribute to the decline in the quality of education in Nigeria higher education. While 880 (88%) of the respondents agreed that disruptions of the school calendar always have influence on academic performance of students.

The finding of the study is in line with the finding of Kazeem and Ige (2010) that disruption in an academic program resulting from strike led to a closure of universities for a period thereby affecting the academic activities of universities. The study also corroborates the observation of Edinyang & Ubi (2013), and Olusegun (2014), that instability in school calendar through strike elongates study period and hampers the academic activities.

Another finding of this study shows that there is no significant difference between male and female undergraduates on the impact of strike actions on their academic performance. These implied that the perception of male undergraduates on the impact of strike actions on their academic performance is not significantly different from that of their female counterparts. The findings of this study are in consonance with Kazeem and Ige (2010), that, during strike action, no academic activity takes place at the institutions and upon resumption students at most times are not given the opportunity to make up for the lost times.

It was also revealed in this study that there is no significant difference among various levels of academic sessions of undergraduate students on the impact of strike actions on their academic performance. These implied that the perception of undergraduate students on the impact of strike actions on their academic performance is not significantly different based on their various levels of academic sessions. This result is supported by Edinyang and Ubi (2013) that, effective learning is always hampered by an inability to complete the curriculum and or syllabus before the examination. Adesulu (2014), submitted that ASUU strike has affected the quality of graduates from Nigerian universities as the time lost for lecture delivery due to strikes was not gained after the strike. Similarly, Olusegun (2014) reported that one of the negative impacts of ASUU strike was the lowering of quality of graduates from Nigerian universities as the time that should have been used for teaching the curriculum was lost during the strikes.

Findings in Table 3 revealed that there is a significant difference among undergraduate students on the impact of strike actions on their academic performance based on the institutions attended. These implied that the perception of undergraduate students on the impact of strike actions on their academic performance is significantly different based on the institutions attended. The reasons for the difference in the expressions of undergraduates on impacts of strike maybe because some universities experience strike actions than others especially when it has to do with the internal problem then is not general to all universities.

Furthermore, the result of this study also revealed that there is a significant influence of strike actions on students' academic performance in higher institutions of learning. These implied that the academic performance of students in higher institutions

of learning is significantly influenced by the strike actions embarked upon by the university workers (academic and non-academic staff). The outcome of the study was similar to that of Iheanacho (2002) and Isangedighi (2007), who reported that effective learning has achieved when students are emotionally and psychologically stable. They stressed that during strike action, students become emotionally and psychologically unstable especially on the perception that it would cause them to stay at the institution longer than expected. Hence, it affects their learning habit.

The findings of the study also supported the reports of Edinyang and Ubi (2013) that disruption in academic program through strike action affects the quality and quantity of students' learning habit. The disruption affects their concentration, interaction with fellow students and teachers. The finding of the study is also in agreement with the belief of Isangedighi (2011) that strike action has the negative effect on students' learning ability. He added that students lost preparedness and readiness to learn at the time of the strike.

Hence, their educational attainment becomes adversely affected. Similarly, the finding of the study is in line with the report of Edinyang and Ubi (2013) that disruptions in academic programs serves as the non-motivational factor to the students as it hinders their learning habit. The study also supported the findings of Gabriel (2014), that during a strike, the enthusiasm of reading habit of students would be lost.

Implications for Best practices in Education and Counselling

1. The government should develop actions such as organizing meetings and interactive sessions; that will help to check incessant industrial action in the education sector in Nigeria.
2. There should be the reduction of bureaucracies to enhance effective communication between ASUU officials and government bodies.
3. ASUU officials should always try to avoid any of their decisions that will lead to strike actions.
4. The school management should be sensitive to the needs of ASUU.
5. Counselors in Nigerian Universities should be organizing the capacity workshop on how to improve negotiating and dialogue skills for academic staff.
6. The school counselors should help the students to develop good study habit skills to enable them to study inside and outside the school.

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