

PASSIVE IMPACT OF INCESSANT STRIKE TO THE DEVELOPMENT OF PHYSICAL AND HEALTH EDUCATION.



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Abstracts

This study gave the concept of strike in Nigeria and the timeline of recent striking activities of tertiary institutions in Nigeria including the history of Physical and Health education in Nigeria. This study also delves into the multifaceted repercussions of strike on education and society, as assessed by a survey of respondents, with 3 missing data points, representing a total of 67 participants. The data collected from 70 respondents who responded to a modified 4-point Likert's scale questionnaire, were analyzed to derive insights into the effects of the strike. The population for the study was 190. The mean, standard deviation, and percentages were calculated for each item to quantify and understand the respondents' viewpoints. From the findings majority of respondents (87%) accept that the strike negatively affected the quality of physical and health education. The findings reveal that the strike has significantly affected the quality of physical and health education in schools, with a noticeable decrease in motivation among both students and educators. Curriculum and implementation have been disrupted, raising concerns about the long-term impact on educational standards. Moreover, the strike has heightened the risk of health problems among students and teachers. Beyond education, the strike has had broader societal implications. It has eroded social cohesion and trust among different groups, and damaged the nation's reputation and competitiveness in the global market. Additionally, the strike has raised concerns about an increase in violence and a potential threat to democratic values. This research provides valuable insights into the complex web of consequences resulting from a major strike, and the importance of addressing not only the immediate educational disruptions but also the broader societal implications. It underscores the need for proactive measures to mitigate the adverse effects and maintain the integrity of education and society as a whole.

Introduction:

One of the unique integral roles of Science Teacher, Engineering and Mathematics (STEM) education in national development is universally recognized. Although, Nigeria's education landscape has been marred by persistent strikes, which cast a shadow over the growth of STEM disciplines. The development of health, education and economy in Nigeria has been adversely affected by the impact of incessant strikes by various groups of workers, especially academic and medical staff. These strikes disrupt the delivery of essential services, hamper the realization of youths' ambitions and dreams, create psychological and emotional trauma for parents and students, and damage the reputation of Nigeria's education system. Moreover, these strikes reflect the poor wages and working conditions, infrastructural deficiencies, personal safety and security, frequent policy changes, and poor leadership that plague the health and education sectors in Nigeria. Therefore, there is an urgent need to address the systemic issues facing these sectors and find a lasting solution that will ensure universal health coverage and quality education for all Nigerians.

Concept of strike in Nigeria

Strikes have been used by workers, students, lecturers, and other groups to demand better working conditions, higher wages, political reforms, and social justice. Some of the most notable strikes in Nigeria include:

The Lagos strike of 1897, which was the first major labour strike in Nigeria. It was triggered by a reduction in the wages of workers by the colonial governor. Henry McCallum. The strike lasted for 10 days and involved about 5,000 workers from various sectors. The Nigerian general strike of 1945, which was the first nationwide strike in Nigeria. It involved an estimated 200,000 workers and 17 labour unions. The strike was sparked by the refusal of the colonial government to increase the cost-of-living allowance for workers after World War II. The strike lasted for 45 days and resulted in some concessions from the authorities.

The Udoji salary award strike of 1975, which was a protest against the implementation of a salary review commission headed by Jerome Udoji, Okechukwu (1976). The commission recommended a uniform salary structure for all public servants, but the government selectively applied it to some sectors and not others. This led to widespread discontent and a series of strikes by workers in education, health, transport, and other sectors.

The anti-SAP riots of 1989, which were a reaction to the structural adjustment programme (SAP) imposed by the International Monetary Fund (IMF) and the World Bank on Nigeria. The SAP involved austerity measures such as devaluation of the currency, removal of subsidies, and privatization of public enterprises. These policies led to high inflation, unemployment, and poverty. The riots erupted in several cities and towns across Nigeria and were met with brutal repression by the military regime of Ibrahim Babangida.

The End SARS protests of 2020, which was a movement against police brutality and corruption in Nigeria. The protests were sparked by a viral video showing the killing of a young man by officers of the Special Anti-Robbery Squad (SARS), a notorious unit of the Nigerian police. The protest grew into a nationwide campaign calling for the disbandment of SARS and wider reforms in the security sector. The protests were largely peaceful but were marred by violence from hoodlums, counter-protesters, and security forces. The protests reached a climax on October 20th, 2020, when soldiers opened fire on unarmed protesters at the Lekki toll gate in Lagos killing at least 12 people.

These are some of the major episodes of strike action in Nigeria, but there are many more that

have shaped the country's socio-economic and political landscape. Strikes have been a powerful tool for expressing grievances and demanding change in Nigeria, but they have also faced challenges such as repression, co-optation, fragmentation, and fatigue.

Recent timelines of strike by some unions in tertiary Institutions in Nigeria.

1. **ASUU: Academic Staff Union of Universities** is a Nigerian union of university academic staff, founded in 1978. ASUU is an offshoot of the Nigerian Association of University Teachers (NAUT) which was established in 1965. Wikipedia (2023). Below is the recent striking activity by the union from 2007-2022.

ASUU strike chart (2007-2022)

ASUU Strike		
S/N	Year	Duration
1	2007	3 months
2	2008	1 weeks
3	2009	4 months
4	2010	5 months
5	2011	59 days
6	2013	5 months
7	2017	1 month
8	2018	3 months
9	2020	9 months
10	2022	8 months

Source: Wikipedia (2023)

2. **COEASU: The Colleges of Education Academic Staff Union (COEASU)** is a union of academic staff in Nigerian colleges of education. Here are some of the major strikes that COEASU has embarked on from 2009 to 2023:

COEASU Strike		
S/N	Year	Duration
1	2009	
2	2013	6 months
3	2018	2 weeks
4	2020	
5	2022	2 months

3. ASUP: Academic Staff Union for Polytechnics strike in Nigeria in a table format.

ASUP Strike		
S/N	Year	Duration
1	2013	3 months
2	2014	10 months
3	2017	15 days
4	2018	65 days
5	2020	1 week
6	2021	1 month

The history of physical and health education in Nigeria

The history of physical and health education in Nigeria can be traced back to the precolonial era. when physical activities were part of the traditional education system that aimed to develop children's latent physical skills and build their character (Fafunwa, 1974). However, the British colonial administration introduced a new curriculum that neglected the indigenous forms of physical education and sports, and focused on academic subjects and religious instruction (Omolewa, 1996).

After Nigeria gained its political independence in 1960, there was a renewed interest in promoting physical and health education in schools, as well as developing national sports programs. In 1957, the Nigeria College of Arts, Science, and Technology, Zaria, established a specialized College of Physical Education for the professional preparation of physical education teachers (Laoye and Ackland, 1981). The National Policy on Education, first published in 1977 and revised several times since then, also recognized physical and health education as an integral part of the school curriculum at all levels of education (Ajala et al. 2001). PHE plays a crucial role in addressing some of the major health problems in Nigeria, such as obesity, diabetes, hypertension, cardiovascular diseases, malaria, HIV/AIDS, and mental disorders. PHE also contributes to national economy by providing employment opportunities, generating income, enhancing productivity, promoting tourism, and fostering social cohesion (Ojeme & Ojogwu, 2014). Physical and health education is not only important for improving the students' physical and mental health, but also for developing their skills, values, attitudes, and knowledge that are relevant for their personal and social development (Hardman & Marshall, 2009). Without physical and health education, the students are more likely to suffer from obesity, diabetes, cardiovascular diseases, depression, anxiety, and other health problems that can impair their academic performance and future prospects. The military regimes that ruled the country for most of its post-independence history neglected the education sector and diverted resources to other areas. The poor economic situation in the country also affected the quality and availability of physical and health education programs. Moreover, there is a lack of coordination and collaboration among the various agencies and stakeholders involved in the administration of physical and health education and sports in Nigeria (Alla and Ajibua, 2012).

Therefore, there is a need for more effective and efficient organizational structures and policies to enhance the development of physical and health education in Nigeria. Physical and health education plays a vital role in improving the health, well-being, and productivity of Nigerians, as well as fostering national unity and identity through sports. As Ojeaga (2010) suggested, physical and health education should be given more attention and priority by the government, the

private sector, and the civil society.

Causes of Strikes

Breach of Agreements with Union: Academic strike in Nigeria has disrupted the physical and health education development of many students and has negative implications on the national economy. One of the main causes of this strike is the breach of agreements between the government and these various unions namely ASUU, COEASU and ASUP. According to Ogunyemi (2020), the ASUU has accused the government of failing to honour the Memorandum of Action signed in 2019, which included provisions for funding, revitalization, earned academic allowances, and university autonomy. The ASUU has also rejected the Integrated Payroll and Personnel Information System (IPPIS), which the government imposed on the University claiming that it violates the principles of academic freedom and undermines the quality of education. The ASUU has demanded that the government implement the University Transparency and Accountability Solution (UTAS), which is a payroll system designed by the union to address the specific needs of the universities. However, the government has not shown any willingness to resolve these issues, leading to a prolonged and indefinite strike that has affected millions of students and lecturers across the country.

Inadequate Infrastructural Facilities: One of the major causes of strike actions in Nigeria is the inadequate infrastructure that hampers the delivery of public services and the development of the economy. Nigeria lags behind most of the world in key infrastructure classes. According to McKinsey (2019), poor state of infrastructure affects various sectors, such as health, education, agriculture, and industry, and undermines the quality of life and well-being of the citizens. Moreover, the lack of infrastructure investment hinders the growth potential of the country, which is projected to have a quadrupled demand for electricity by 2040 (McKinsey, 2019). Therefore, many workers and unions resort to strike actions to demand better infrastructure and working conditions from the government and other stakeholders. However, infrastructure development in Nigeria remains ad hoc and highly reactive, without a clear masterplan or an integrated approach (Oyedele, 2019). By improving its infrastructure governance and enabling environment, Nigeria can unlock the flow of investment that is essential for its economic development and social stability.

Poor Funding of Public Tertiary Institutions: The recurrent strike actions by academic staff of public tertiary institutions in Nigeria have been a major source of concern for the government, the students, and the society at large. The main reason for these strikes is the poor funding of these institutions by the federal and state governments, which affects the quality of education, research, and infrastructure. One of the areas that suffers from this situation is physical and health education (PHE), which is vital for the promotion of health and wellness, prevention of diseases, and development of human potentials. According to the UNESCO Institute for Statistics (2020), Nigeria has the highest number of out-of-school children in the world, with about 10.5 million children not enrolled in primary education. The situation is worse at the tertiary level, where only about 10% of the eligible population have access to higher education (World Bank, 2018). This low enrollment rate is partly due to the inadequate funding of public tertiary institutions in Nigeria (Okebukola, 2017). The federal government allocates only about 7% of its annual budget to education, which is far below the 26% recommended by UNESCO (Babalola, 2010). As a result, public universities face challenges such as poor infrastructure, inadequate facilities, low staff salaries, lack of research grants, and overcrowded classrooms all of these is because of poor funding.

Inconsistent Payment of Salaries: Another major reason for the recurrent academic strikes in Nigeria is the inconsistent payment of salaries to the lecturers by the government. The Academic Staff Union of Universities (ASUU) and its sister unions have been demanding a better welfare package and improved facilities for Tertiary institutions across Nigeria since 2009, but the government has failed to fulfil its promises (Salako, 2022). The lecturers have also rejected a government payroll system that they claim does not capture certain allowances and leads to discrepancies in salaries. They have proposed an alternative payroll software called the University Transparency and Accountability Solution (UTAS), but the government has not adopted it (BBC, 2022). Moreover, the funds that are allocated are often delayed, diverted, or misappropriated by corrupt officials, leaving workers unpaid for months or even years, this situation creates frustration, dissatisfaction, and demotivation among workers, who resort to strike actions as a means of expressing their grievances and demanding their rights. These issues have resulted in prolonged strikes that have disrupted the academic activities and careers of hundreds of thousands of students in tertiary institutions. Some students have lost interest in education or migrated to other countries with affordable tuition fees (Sanni, 2022). The strikes have also eroded the confidence in Nigeria's public tertiary education system and affected the quality of research and innovation (Nature, 2022). Therefore, it is imperative that the government and ASUU resolve their differences and ensure a consistent payment of salaries to the lecturers as a way of restoring normalcy and stability to the institutions.

Integrated Payroll and Personnel Information System (IPPIS): The Integrated Payroll and Personnel Information System

(IPPIS) is a policy implemented by the Federal Government of Nigeria to ensure prompt and accurate payment of public servants, collect and keep their data for personnel cost and budgeting, and mitigate problems associated with salary' payment of public servants' wages and salary in Nigeria (Ogbeide, 2020). However, the Academic Staff Union of Universities (ASUU) has opposed the use of IPPIS for payment of salaries of all teaching staff in federal universities in Nigeria, arguing that it violates university autonomy and that it is antithetical to the peculiarities of the university system (Uzoh, 2020). ASUU has also developed its own alternative payment platform, known as University Transparency and Accountability Solution (UTAS), which it claims will better take care of the peculiarities in the university system. The disagreement between ASUU and the Federal Government over IPPIS has led to a series of strikes by ASUU, which have disrupted academic activities and affected the development of university education in Nigeria (Ogundipe & Ogunwede, 2018).

Poor Conditions of Service: One of the factors that contribute to the frequent strike actions in higher institutions in Nigeria is the poor conditions of service of the academic staff. According to Oluwafemi and Adebayo (2018), the academic staff union of universities (ASUU) has been demanding for better remuneration, improved facilities, academic freedom, and autonomy from the government. However, these demands have not been met adequately, leading to dissatisfaction and frustration among the lecturers. The poor conditions of service affect the quality of teaching, research, and learning in the higher institutions, as well as the motivation and morale of the academic staff. Therefore, the strike actions are seen as a means of expressing their grievances and putting pressure on the government to address their issues. Secondly, they have affected the economic growth of Nigeria by reducing the supply and demand for goods and services. On the supply side, the strikes have reduced the output and income of PHE teachers and other workers in the education sector who depend on their salaries for consumption. On the demand side, they have reduced the spending power of parents and students who have to pay extra fees for private tuition or alternative education options. The reduced consumption has led to lower demand for goods and services produced by other sectors of the economy such as agriculture, manufacturing, trade, transport, and communication. This has resulted to lower profits, lower investment, lower employment and lower tax revenue for the government (Adeyemi & Ekundayo, 2010). Thus, the strikes have created a vicious cycle of low growth and low development in Nigeria.

Poor collective bargaining: Another notable cause of strike action is the poor application of collective bargaining. Collective bargaining has become an important mechanism for setting the procedures for the settlement of industrial disputes and also for resolving dispute when they inevitably occur. For instance, the Nigerian Labour Congress went on a warning strike in August, 2011 over non implementation of the new minimum wage (Adavbiele, 2015). The 2013 ASUU and ASUP strike action were based on the poor application of the provisions of collective bargaining. The COEASU strike of 2014 that affected all federal colleges of Education also resulted from the failure of implement the provision of collective bargaining (Adavbiele, 2015). A study by Tomori (2022) found that strikes in Nigerian public universities have negatively impacted scientific productivity and collaboration, as well as student learning outcomes and employability. Therefore, there is an urgent need for the government to fulfil its agreements with the academic staff union and increase its investment in public universities to ensure their sustainability and competitiveness.

The objective of the work is to examine the many strike actions associated to our tertiary education systems. Specifically, the work was planned to:

1. Determine the impact of incessant strike on the development of physical and health education and national economy.

Research Questions: The following research questions were answered in the work

1. What are the impacts of incessant strike on the development of physical and health education and national economy?

Methods and Materials

The ex-post facto research design was adopted in this study because the information required was already in the domain of the respondents. A set of questionnaires designed by the researcher was used to obtain information from the respondents to investigate the effects of strikes on physical and health education, as well as broader societal implications. A modified 4-point Likert's scale survey was used to gather data from the respondents. The population for this study includes all the staff and students of the department of Physical and Health Education, Federal college of Education, Zaria which total is 190. Out of this population a sample of 70 was selected through the purposive sampling technique and to whom the questionnaire was administered however 3 of the questionnaires were missing. 67 responses were collected and used for data analysis. Quantitative analysis of responses to determine agreement levels and mean scores. Mean calculated for each item was used to understand the central tendency of respondents' opinions. Standard Deviation: Assessed the variability in responses. Percentages was used to quantify the distribution of responses across different categories (SA, A, D, SD).

Research Question 1: What is the impact of incessant strike on the development of physical and health education?

S/N	ITEMS	SA	A	D	SD	Mean	Std	Percentages
1	The strike has negatively affected the quality of physical and health education in schools.	3	58	6	0	2.17	1.02	4.29% SA 82.86% A. 8.57% D. 0% SD
2	The strike has reduced the opportunities for students to participate in physical activities and sports.	2	32	29	4	2.36	0.92	2.86% SA. 45.71% A, 41.43% D. 5.71% SD
3	The strike has increased the risk of health problems and diseases among students and teachers.	3	49	14	1	2.14	0.95	4.29% SA, 70% A. 20% D. 1.43% SD
4	The strike has disrupted the curriculum and assessment of physical and health education.	13	47	6	1	1.90	0.88	18.57% SA. 67.14% A. 8.57% D. 1.43% SD
5	The strike has lowered the motivation and interest of students and teachers in physical and health education.	34	20	10	4	1.69	0.93	48.57% SA. 28.57% A. 14.29% D. 5.71% SD
6	The strike has harmed the national economy by causing losses in productivity and income.	3	50	10	4	2.20	0.92	4.29% SA. 71.43% A. 14.29% D. 5.71% SD
7	The strike has damaged the reputation and competitiveness of the country in the global market.	5	40	3	19	2.57	1.09	7.14% SA. 57.14% A. 4.29% D 27.14% SD
8	The strike has weakened the social cohesion and trust among different groups in the society.	13	26	26	2	2.40	0.97	18.57% SA.37.14% A. 37.14% D 2.86% SD
9	The strike has increased the level of violence and crime in the country.	19	40	3	5	2.07	0.98	27.14% SA 57.14% A, 4.29% D, 7.14% SD
10	The strike has undermined the democratic values and principles of the country.	9	50	3	5	2.09	0.89	12.86% SA 71.43% A. 4.29% D, 7.14% SD

Source: Researcher fieldwork 2023

Discussions of the Finding

The table presents survey responses regarding the impact of a strike on physical and health education in schools, categorized as "Accepted" (SA and A) and "Rejected" (D and SD).

1. Quality of Education (Item 1): The majority of respondents (87% - SA and A combined) Accept that the strike negatively affected the quality of physical and health education. This indicates widespread concern among stakeholders about the impact of the strike on educational standards.
2. Student Participation (Item 2): While 48.57% (SA and A combined) of respondents accept that the strike reduced opportunities for student participation in physical activities and sports a significant portion also rejects this impact (47.14% - D and SD combined).

- 3 Health Risks (Item 3): A majority (74.29% - SA and A combined) accept that the strike increased the risk of health problems among students and teachers. This points to a substantial concern for health and safety.
- 4 Curriculum Disruption (Item 4): A significant majority (85.71% - SA and A combined) accept that the strike disrupted the curriculum and assessment in physical and health education. This is consistent with Okeke and Nwali (2019) who affirmed that strikes by teachers have detrimental impacts on the curriculum delivery, the assessment and evaluation of learning outcomes, the motivation and interest, health and safety of students and teachers, and the reputation and image of the country
- 5 Motivation and Interest (Item 5): A significant majority (77.14% - SA and A combined) accept that the strike substantially lowered the motivation and interest of students and teachers.
- 6 Economic Impact (Item 6): Respondents are divided on the economic impact of the strike, with 75.29% (SA and A combined) accepting harm to the national economy which agreed with Oyelere (2017) who stated that it reduces the human capital and productivity of the workforce.
- 7 Global Reputation (Item 7): The strike is perceived as damaging to the country's reputation and competitiveness globally by 64.28% (SA and A combined) of respondents. This is inline with Okeke and Nwali (2019) who stated that strikes by teachers have detrimental impacts on the reputation and image of the country
- 8 Social Cohesion (Item 8): Most respondents (55.71% - SA and A combined) accept that the strike weakened social cohesion and trust among different groups in society.
- 9 Crime Increase (Item 9): A majority (84.28% - SA and A combined) accept that the strike increased the level of violence and crime in the country.
- 10 Democratic Values (Item 10): The strike is perceived to have undermined democratic values and principles by a significant majority (84.29% - SA and A combined) of respondents.

Conclusion:

The conclusion that was drawn from this paper was that strike has negative impact on physical and health education teachers in Nigeria and requires a collaborative and constructive approach from all stakeholders. The strike has not only affected the quality and delivery of physical and health education, but also the health and well-being of students and teachers, as well as the economic, social, and political aspects of the country. Therefore, it is imperative that a peaceful and lasting solution is found to ensure that physical and health education can resume its vital role in promoting holistic development, lifelong learning, and active citizenship. These solutions, if implemented effectively, would improve the conditions of service for PHE teachers, enhance their motivation job satisfaction, performance, and retention, and reduce the frequency and duration of strikes. This would in turn improve the quality and quantity of PHE teaching and learning, improve the health and well-being of students and teachers, and boost the productivity and growth of the economy. It is hoped that this paper will stimulate further discussion and action among policy makers, educators, researchers, and practitioners to improve the situation of PHE in Nigeria and enhance its contribution to national development.

Recommendations:

Some of the recommendations that were made were as follows:

1. The government should engage in constructive dialogue with the teachers' union and address their grievances in simplicity and sincerity, such as low salaries, inadequate funding, poor working conditions, lack of resources, and inadequate training.
2. The government, the education authorities, the PHE teachers' unions, and other stakeholders at all levels should work together to implement these solutions and ensure the development of PHE in Nigeria and the national economy.
3. The schools should revise their physical and health education curriculum and assessment to make up for the time lost and ensure that students achieve the learning outcomes to ensure the continuity of students' learning.
4. The students should participate in alternative physical activities and sport, such as community based or online programs, to maintain their fitness and health.
5. To address the decline in motivation and interest, strategies should be developed to re-engage students and teachers in physical and health education.
6. Measures should be taken to minimize the perceived economic and social consequence, of the strike, such as providing support to affected individuals and sectors.
7. Policymakers should consider the potential impact on the country's global reputation and competitiveness and take steps to mitigate any damage.

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