DIMENSIONS OF EDUCATIONAL UNCERTAINTIES IMPACT ON ECONOMICS UNDERGRADUATE ACADEMIC EFFICACY IN SELECT POST SECONDARY INSTITUTIONS IN IMO STATE-NIGERIA.

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Abstract

This study investigated the dimensions to educational uncertainties impact on economics undergraduate academic efficacy in select post-secondary institutions in imo state-Nigeria. The study has two research questions and two hypotheses. The study was also designed using a survey that adopted the inferential method. The population of the study is 57.881 students from Alvan Ikoku Federal College of Education and Imo State University, Owerri. The sample for this study will comprise of 400 respondents comprising of 200 students from IMSU and 200 students from AIFCE. This sample was selected using simple random and cluster sampling techniques. The research instrument used is a rating scale titled: Dimensions to Educational Uncertainty impact on Economics Undergraduate Academic Efficacy Scale (DEUEUAES). The reliability of the instrument was established at 0.80 using Cronbach alpha statistics. Mean score and standard deviation statistics were used to answer the research questions. Independent sample t-test was used to test hypotheses at 0.05 level of significance. It was found that the dimensions educational uncertainties impact attendance to school activities of Economics students is high; and the dimensions educational uncertainties impact attitude to school of Economics students is high. Based on these findings, the study recommended among others that, government should be a good listener and also make use of dialogue as an instrument for peaceful resolution, as was practically used in resolving strike action embarked upon by mostly Academic Staff Unions of Tertiary Institutions

Keywords: Dimensions, Educational Uncertainties, Economics, Academic Efficacy, Post Secondary, Imo State, Nigeria.

Introduction

The ardent pursuit of academic efficacy in higher education is a complex endeavor, this is greatly influenced by numerous factors. In the context of economics post-secondary students in Imo State, Nigeria, educational uncertainties can significantly impact academic efficiency through performance. This research explains the dimensions of educational uncertainties and their impact on academic efficacy among selected economics post-secondary students in selected post-secondary institutions in Imo State. By evaluating the correlated relationship between uncertainty and academic outcomes, this research aims to provide valuable information into the challenges faced by students and inform methodological strategies for improvement in the various schools.

The school is a formal institution set aside by the society for the purposes of learning. The learning process in the school is conducted in a very formal manner. It must be stated that as a society gets more complex, the home which has the parents as teachers can no longer cope with the learning process of the child. The arduous task is passed on to school; the school thus receives the child and brings him up in attitude, norms and values acceptable by the society. It is worthy to note that healthy relationships among the stakeholders in education (government, teachers/lecturers and students) facilitate the learning process in universities and colleges of education. Tertiary institutions including the university worldwide are regarded as the citadel of learning, the fountain of intellectual development and a ground for the production of leaders of tomorrow. According to Ike (1999) a university fulfills one major function, it is a knowledge and value provider, in other words, a university progresses when it is able to provide knowledge and value and when it is not properly managed by the administrators and staff, it then fails in its function of providing knowledge and value. This according to Nwankwo (2000) explains why merit has been the watchword in the university system. An institution in which a student must first be certified worthy in character and learning before being admitted into the honours degree. Colleges of education on the other hand ensure that competent and qualified teachers are produced for manpower development.

Review of Literature

Educational Uncertainties

Educational uncertainties can significantly and to a large extent impact academic efficacy among post-secondary students. This research X-rays various dimensions of these uncertainty, they include the following; Pedagogical Uncertainty, this explains Inconsistent teaching methods and lack of clarity as an amplifier to hinder student understanding and engagement according to (Kember, 2001). Also, According to Hativa, 2013, Uncertain assessment criteria and feedback can affect student motivation and self-efficacy. In the same vein, environmental uncertainty refers to less or dilapidated Institutional infrastructure, resources, and support services that can impact student learning outcomes.

Impact on Academic Efficiencies and Efficacy

Educational uncertainties can lead to decreased academic self-efficacy, motivation, and overall performance according to (Multon et al., 1991). Uncertainties can also impact students' ability to develop critical thinking, problem-solving, and decision-making skills (Facione, 2011). On one hand, socio-economic factors, such as poverty and family obligations, can impact student academic efficacy and achievement. Students' self-doubt, anxiety, and stress can negatively impact academic efficacy in students. On the other hand, Uncertainty about career prospects and future opportunities can affect student motivation and engagement (Lent et al., 2000). The earliest accounts of uncertainties, actions or strikes are in the bible. The Old Testament to be precise. In Gen. 11:9 workers who were engaged in the construction of the Tower of Babel quit their project after GOd (Yahweh) decreed that people will have many languages rather than one. Towards the end of the 20th dynasty, under Pharaoh Ramses 111 in ancient Egypt on 14

November 1152 BC, the artisans of the Royal Necropolis at Deirdre el-Madinah organised the first known strike or workers uprising in recorded history. The event was reported in detail on a papyrus at the time, which has been preserved and is currently located in Turin (Silver, 2003). Academic staff union of universities ASUU was formed in 1978, a successor to the Nigerian association of university teachers formed in 1965 and covering academic staff in five foremost universities in Nigeria. Its concerns were funding, salaries, autonomy and academic freedom, the brain drain, as well as the survival of the university system.

During the military period, ASUU had problems with the government over, the survival of the university system - This composed of the conditions of service (salary and non-salary), funding and university autonomy/academic freedom; the defense of the right to education; broad national issues such as anti-military struggles, the struggle against military rule, the struggle against privatization, against the Structural Adjustment Programme (SAP) and the World Bank's attempt to take over universities. For example, the World Bank's 120 million loan under Babangida's military government and the Nigerian Universities Innovation Project (NUSIP). During Obasanjo's regime, the struggle was against the re-colonization of Nigeria and debt peonage. On the basis of the above, ASUU organized a national conference in 1984. The conference was on the state of the Economy. ASUU diagnosed the ills of the Nigerian economy and proffered solutions. According to Ogunsaju (2004) the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations. Blumende (2001) corroborated this view when he reported that the decline in quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. According to Nwagwu (2009) the managers of an education system can lose grip of the control of inputs, processes and outputs because of the snowballing pressures upon both the education system and the socio-economic system. Another study by Seymour and Hewitt discovered in approachability of professors as one or the reasons undergraduates drop out from science programme (Agajanian et al, 2006).

According to the Fair Work Act (2009), educational uncertainty or academic instability include strikes, stoppages of work, work bans, lock-outs and the performance of wor by an employee in a manner different from that in which it is customar performed. Ojeh (2005) asserts that strike or academic instability is collective stoppage of work by workers undertaken in order to bring pressu bear on those who depends on the sale or the use of products and or servi the work. Frequency of academic instability depends on variety of ranging from a countries political system, its history and the role of unions. Ogunbameru and Oribabor (2000) agreed that academic in occur whenever clash interest/objectives exist in worker-management relations and streeed that it is expressed in different terms such as strikes, industrial unrest, industrial disharmony, etc.

Ankomah (2010) also sees strike as a concerted withholding of labour supply in order to bring economic pressure to bear upon the employee's and/or the union's demand. It is simply a refusal by employees to work. Strike is a work stoppage; the concerted refusal of employees to perform work that their employer has assigned to them in order to force the employer to grant

certain demanded concessions, such as increased wages or improved employment conditions (http://legal-dictionary.the free dictionary.com/strike).

In South Africa, strike action by nurses refers to the withholding of nursing/midwifery care in accordance with the legal requirements of Labour Relations Act in relation to a protected strike (Muller and Cur, 2001). Therefore, ASUU resolved and painfully directed all members of ASUU in all branches nationwide to proceed on a total, comprehensive and indefinite strike, beginning from the midnight of Sunday, 4th December, 2011. For the avoidance of doubt, a total, comprehensive and indefinite strike means: no teaching, no examination, no grading of scripts, no project supervisions, no inaugural lectures, no appointment and promotion meeting, no statutory meetings (Council, Senate, Board etc) or other meetings directed by government or their agents (Olugbenga, 2011).

Academic efficacy

The education sub-sector especially secondary schools in Nigeria have witnessed in recent time incessant closures due to strike actions. The effect of these repeated closures of schools and academic programs on students' learning efficacy can better be imagined than described. Secondary school education in Nigeria has thus suffered tremendous setbacks as a result of teachers' strike actions. This has always subjected the students to pitiable conditions, disrupting academic programs, giving students' undeserved extension in their study years, poor students' concentration on academic programs and poor teacher-student relationships amongst others (Edinyang anc Ubi, 2013). Consequently, students' academic efficacy has comparatively become so low while various forms of examination malpractice are on the increase. The situation has assumed such an alarming dimension that it transits to tertiary institutions.

Simply put, academic instabilities like strike is workers' refusal to work as protest for inadequate service or poor condition (Edinyang and Ubi, 2013). In the education sector, teachers' strike can be compared to students' examination malpractice, corruption and other social vices in the society. Strike is a social ill not different from corruption because it eats into students' time which makes it difficult for students to be fully and properly 'baked' within the designated educational time frame. As a result, 'products' that are ill-equipped in both character and learning are turned out to the society.

Asaolu (2010) opined that effective learning in school occur when the stakeholders adequately perform their roles. This means that effective learning can be hindered when there is conflict among the stakeholders especially when one fails to perform its required responsibility and disrespect others' rights. Good human relations are important to teachers and students' wellbeing as well as effective learning (Asuquo, 2010). However, conflict in the school setting disrupts academic progress and adversely affects effective learning among the students. Disruption occurs when academic activities are substantially interrupted or impeded as a result of strike action (York University, 1996). According to Kazeem and Ige (2010), disruption in academic program resulting from strike leads to closure of schools for a period of time. Olukunle (2011) in his assessment asserts that disruption in academic program as caused by strike gives students undeserved study years extension. Isangedighi (2007) and Iheanacho (2002) agreed that

effective learning is achieved when students are emotionally and psychologically stable. But on the contrary, when disruption in academic program occurs from strike action, students become emotionally and psychologically unstable especially on the perception that it will cause them to stay at school longer than expected. This feeling negatively affects their learning in school. Odubela (2012) concluded that an effective learning or an enhanced academic performance is achieved by successful covering of the subject syllabus timely and before the examination.

Theoretical Review

Conflict and Functional Theory

Conflict theory is derived from the classical work of Karl Marx. The foot of conflict is social inequality in the society; social conflict emerged as of struggle among segments of society over valued resources. Social conflict is the outcome of struggle among social groups. This study focuses on interunion conflict in organizations and its implications on industrial harmony. The conflict theory is useful for this study as it reveals causes of conflict song competing groups which industrial unions represents as in the case of this analysis in education institutions. This study hopes to discover how industrial harmony can be enhanced in the face of possible conflict between and among industrial unions which conflict theory may be inadequate. In view of the inadequacy noted above, the study also made use of functional theory in terms of Merton's dynamic equilibrium postulation (Merton, 1968). Education organizations are open-social systems and can be analyzed using the structural functional theory. Universities which are education institutions are formal organizations with various parts (Departments and Units, as well as work groups and unions).

Methodology

This study covers the lecturers and Economics students of two tertiary institutions in Imo State. It investigated the dimensions of educational uncertainties' impact on Economics undergraduate academic efficacy in selected post-secondary institutions in imo state-Nigeria. The study compared the above variables in Imo State University, Owerri (IMSU) and Alvan Ikoku Federal University of Education (AIFUE), Owerri. In this study educational uncertainty, academic instability or strike actions are used interchangeably. Its contents focus on how educational uncertainty influence students' academic efficacy towards attendance to school activities and also attitude to school.

This study adopts survey research using the inferential method. The study examined dimensions of educational uncertainties' impact on Economics undergraduate academic efficacy in selected post-secondary institutions in imo state-Nigeria. In this study, the researcher collected relevant data, analyzed them, described and inferred the results in a systematic manner. Ololube (2009) defined survey design as research which aims at gathering data from a sample on existing phenomena or attributes in order to describe and infer the results to the entire population. To achieve this, the researcher used a rating scale to collect the data, after which the data were analyzed using descriptive and inferential statistics. The area of this study is Imo State. The research study was carried out in selected tertiary Institutions (Alvan Ikoku Federal University of Education and Imo state University) in Imo State. Imo state is one of the 36 states of Nigeria and

lies in the south eastern of Nigeria with Owerri as its capital. Imo state has 27 LGA's and it is bordered by Abia state on the east, by River Niger, and Delta on the west, by Anambra state to the north and River's state to the south state has many Institutions of higher learning which are Imo state university, Owerri and Imo state polytechnic, Umungwo. Federal University of Technology, Owerri and Alvan Ikoku Federal college of Education, Federal technic, Nekede and FECOLART. The population of the study is 57,881 students (which comprised 25560 male and 32321 female) from Alvan Ikoku Federal College of Education and Imo State University, Owerri. (Source: records obtained from the registrar of each of the Institutions, 2017),

The sample for this study will comprise of 400 (third year) respondents comprising of 200 students from IMSU and 200 students from AIFCE. This sample was selected using simple random and cluster sampling techniques. With this simple random sampling method, the researcher ensured a fair way of giving each member of the population and equal chance of being selected. The cluster sampling was done by grouping the two institutions (AIFCE and IMSU). The instrument for data collection is a rating scale-questionnaire developed by the researchers.

RESULTS AND DISCUSSION

Research Question

To what extent does educational uncertainty influence attendance to school activities of economics students?

Hypothesis

There is no significant difference between the mean scores on the extent of educational uncertainty influence on attendance to school activities of economics students in IMSU and AIFCE.

Table 1

Rate the following with regards to academic instability

S/N	Item statement	X	S	Remark	**IMSU n=200** X	S	**AIFCE n=200** Remark
1.	Most students engage in irrelevant activities that might not necessarily have connection with their development	2.65	0.91	High Extent	2.66	1.01	High Extent
2.	Student engages in gambling attending night clubs/parties, engaging in criminal activities	2.69	1.01	High Extent	2.67	1.02	High Extent
3.	It leads to other immoral activates could detract students focus their academics	2.64	1.03	High Extent	2.63	.99	High Extent

	which disrupts their development					.96	High
4.	Strikes make students to abandon their term papers, project and seminars	2.67	.88	High Extent	2.62		Extent
5.	Most students travel during strike abandoning their text books for revision	2.66	94	High Extent	2.65	93	High Extent
	Cluster mean	**13.31**			**13.26**		
	Mean of item means	**2.662**			**2.652**		

Table 2

Sample (n) Mean Score (X), Standard Deviation (S), and independent sample t-test statistics of significant difference between the means

Institutions	n	X	S	df	T_{eal}	T_{tab}	Decision
IMSU	200	13.31	2.21	398	**0.24**	**1.96**	Fail to reject HO
AIFCE	200	13.26	2.17				

Table 1 above shows that considering the criterion item mean of 2.50, items 11-15 were rated as high extent. The mean of item means were 2.662 and 2.652 for IMSU and AIFCE respectively. The standard deviation shows that the scores in the distribution were close to each other and were far from the mean. The result therefore indicates that the extent of educational uncertainty influence on attendance to school activities of economics students is high.

The table 2 further indicated that the t-cal of 0.24 less than 1.96, since t-cal is less than t-tab, you accept the null hypothesis, leading to the conclusion that there is no significant difference between the mean scores on the extent of educational uncertainty influence on attendance to school activities of economics students in IMSU and AIFCE.

Research Question 2

To what extent does academic instability influence attitude to school of economics students?

Hypothesis 2

Ho_4: There is no significant difference between the mean scores on the extent of educational uncertainty influence on the attitude to school of economics students in IMSU and AIFCE.

Table 3

Rate the following with regards to academic instability

S/N	Item statement				IMSU n=200		AIFCE n=200
		Ẋ	S	Remark	X	S	Remark
6.	Going to school becomes discouraging to the students	2.62	0.94	High Extent	2.60	1.00	High Extent
7.	Students usually feel tense to go to school	2.61	1.00	High Extent	2.62	1.01	High Extent
8.	Students often have low morale to study on their own	2.63	1.01	High Extent	2.61	.97	High Extent
9.	Students have low interest to school activities	2.62	1.08	High Extent	2.62	.96	High Extent
10.	School activities become ill-motivating	2.661	1.05	High Extent	2.62	92	High Extent
	Cluster mean	**13.09**			**13.07**		
	Mean of item means	**2.618**			**2.614**		

Table 4

Sample Size (n), Mean Score (X), Standard Deviation (S), and independent sample t-test statistics of significant difference between the mean

Institutions	N	X	S	df	T_{eal}	T_{tab}	Decision
IMSU	200	13.09	3.09	398	**0.06**	**1.96**	Fail to reject HO
AIFCE	200	13.01	3.11				

Table 3 above shows that considering the criterion item means of 2.50, items 16-20 were rated as high extent. The mean of item means were 2.618 and 2.614 for IMSU and AIFCE respectively. The standard deviation shows that the scores in the distribution were close to each other and were far from the mean. The result therefore indicates that the extent academic instability influence attitude to school of economics students is high.

The table 4 further indicated that the t-cal of 0.06 is less than 1.96, since t-cal is less than t-tab, you accept the null hypothesis, leading to the conclusion that there is no significant difference between the mean scores on the extent of academic instability influence on attitude to school of economics students in IMSU and AIFCE.

Findings

Dimensions to Educational Uncertainties Impact on attendance to school activities of Economics Undergraduate:

It was revealed that the extent educational uncertainty influences attendance to school activities of Economics students is high. The inference is that there is no significant difference between the mean scores on the extent of academic Instability influence on attendance to school activities of Economics students in IMSU and AIFCE. Disruption occurs when academic activities are substantially interrupted or impeded as a result of strike action (York University, 1996). According to Kazeem and Ige (2010), daruption in academic program resulting from strikes leads to closure of schools for a period of time. This period may be defined to be specified or indefinite. Bath explains that at such periods, no academic activity takes place at schools and upon resumption students in most times are denied opportunity to make up for lost times.

Dimensions to Educational Uncertainties Impact on attitude to school of Economics Undergraduate:

The study revealed that the extent educational uncertainty influences the attitude of school of Economics students is high. The inference is that there is no significant difference between the mean scores on the extent of educational uncertainty and the influence on attitude to school of Economics students in IMSU and AIFCE. Another effect is that the frequent dislocation and disability of our universities gives a very poor public image to our public universities. The effect is loss of revenue as students will no longer pay their fees and other charges during this period and any university depending on collection of fees from dudents to grease the system will not be able to overhaul the system anymore (Ajayi, 2014). Besides many students will find their way to neighbouring African countries like Ghana, Cameroun, Benin and Togo to mention a few, this means millions of scarce foreign exchanges will be lost in the process. Also, there is financial loss to the universities and the nation because staff will eventually be paid for time not utilized for teaching. The effect is psychological on the part of students and staff who have to stay idle at home.

Recommendations

Based on data analysis and findings, the following recommendations were made by the researcher;

1. Undergraduate when agitating for what is right for them should endeavor not to take the laws into their own hands through violence demonstrations but rather student leaders should at all time make use of reasonable round table dialogue to resolve any conflicting issues.

2. There is no doubt that teachers use industrial action to press home their needs, but dialogue should be used in its places because industrial action is the highest causal factor of educational instability.

3. Finally, there should be laws, enacted by the government to fight or ameliorate cultism and all forms of social vices that will breed instability in schools.

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