

**STRIKES AND THEIR EFFECTS ON EDUCATIONAL INSTITUTIONS: THE CASE
OF ACCRA COLLEGE OF EDUCATION**

BY

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DECLARATION

I, Philomina Gomashie, declare that this work is the result of my own research, carried out in the Department of Sociology, University of Ghana, under the supervision of Prof. Akosua Darkwah. This thesis, either in whole or in part has not been presented elsewhere for another degree. All sources that I have used or quoted have been fully acknowledged by means of complete references.

I bear sole responsibility for any shortcomings.

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DEDICATION

My utmost desire is to dedicate this work to the Almighty and merciful God for His divine enablement, insight, sustenance, protection and strength throughout my studies.

I again dedicate this write-up to my loving and caring husband Reverend Father Fred Osei Tutu for his immense support, encouragement and regular checks on me throughout my study.



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Last but not the least, to my loving family, I say thank you for supporting and standing by me through it all.



ABSTRACT

Strikes within the educational sector have been a topical issue as most governments across the globe try to resolve the grievances of teachers in order to stabilize the educational system. Ghana is no exception as tutors in the colleges of education recently embarked on a month-long strike disrupting academic work. This study explored the causes of the strike in the Accra College of Education. In addition, it examines the effects of strikes on teaching, learning research and marking of assignments.

A mixed methods approach was adopted for the study. Specifically, explanatory sequential mixed method was adopted to examine strikes and its effects on Accra College of Education. This mixed methods approach is in two phases. First, the quantitative study followed by the qualitative study. As a result, the data for the quantitative study was collected and analyzed first, and the result was used to design the qualitative study, which complemented the quantitative result. The data collection techniques employed included self-administered questionnaire for the quantitative method and an interview guide for the qualitative method.

The study revealed that all the respondents had at least experienced a strike action ever since they came into contact with the college of education. In addition, respondents identified payment of salaries, delay in the payment of the book and research allowance and government's inability to fulfill promises made to teachers as the leading causes of the recent strike that lasted for a month. Also, the strike affected learning as students were put under pressure when the tutors resumed. All the respondents admitted that strike actions disrupted the academic calendar and negatively affected teaching and learning.

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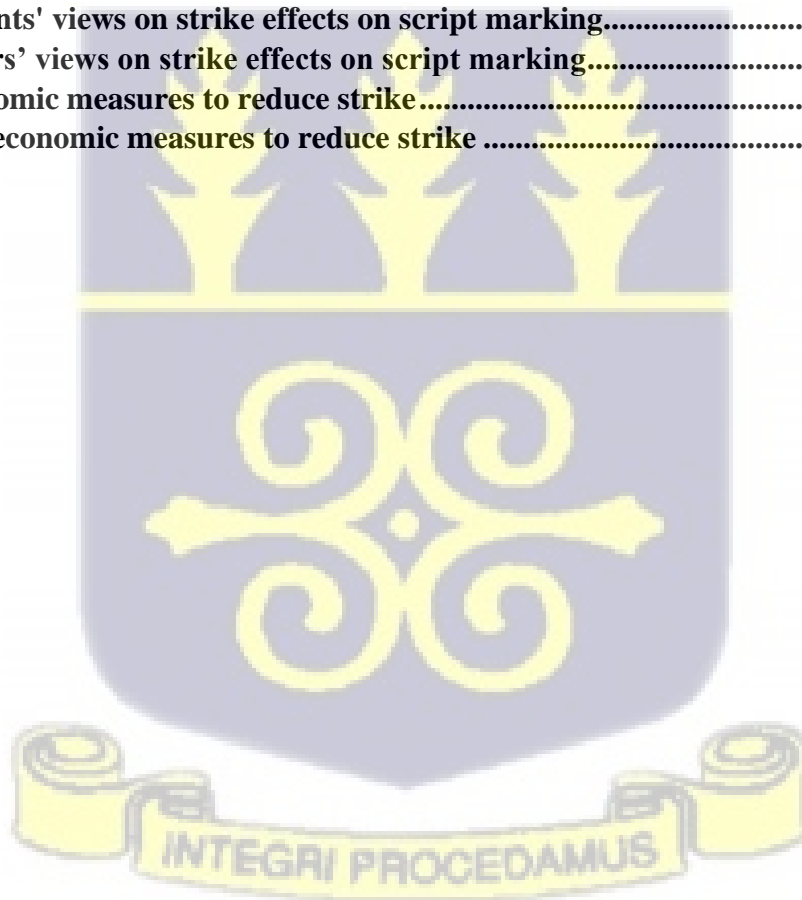
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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Since independence Ghana has experienced several changes in governance. As a result, the country has been through periods of colonial, civilian and military rule. Prior to independence, the powers of labour unions were ineffective (Nimoh, 2015). This changed after independence. Accordingly, when Ghana gained independence, trade union activities became active due to their close alliance with the government of the first Republic. This close alliance resulted in the enactment of the Industrial Relations Act 1965, which gave legal backing to workers who felt dissatisfied with their jobs and employees to embark on industrial actions like strike.

Issues regarding labour unrest have been a major concern for both present and past governments. Available statistics at the National Labour Commission show the number of strikes recorded mainly by workers in the public service. From 1957 to 1966, the country recorded a total of 207 strikes involving 66,262 workers (Arthiabah & Mbiah, 1995). Similarly, a total number of 293 strikes involving 157,170 workers were recorded from 1966 to 1971. In 1966 and 1967, for instance, there were 58 strikes involving 21,454 workers and the country lost 32,537 man-days (PRAAD, 1970). In 1968, there were 38 strikes involving 35,606 workers and the country lost 59,231 man-days. In 1969, there were 51 strikes involving 38,369 workers and the country lost 148,404 man-days. During the first six months of 1970, there were 37 strikes involving 7,333 workers and the country lost 109,060 man-days. For the first three quarters of 1971, the Industrial Relations Department of TUC recorded 80 work stoppages (Arthiabah & Mbiah, 1995). Also, from 1972 to 1979, 285 strikes involving 160,408 workers were recorded (Panford, 2008). Furthermore, from 1980 to 1983 a total of 157 strikes involving 160,508 workers were

recorded. In an attempt to forestall these labour agitations, governments resorted to infiltrating the rank and file of the labour unions as well as using the Police and Military force to quell labour unrest in the Country.

Like other sectors of the economy, Ghanaian teachers are not only pillars to the educational system, but also of great importance to the political fabric of the nation. Their role which involves inculcating social values and norms into the future generation makes them indispensable. In view of this, the State views them as social control agents for national development. Nonetheless, recent developments within the education sector point to the fact that while much is expected from the teachers as agents of change for developments, the State rewards to them in terms of remuneration is nothing to write home about (Amoako-Gyampah, 2015). Even though teachers' remuneration has improved since the beginning of the new millennium, most of them continue to complain about their monthly salaries. Aside the poor remuneration, others complain about working under very stressful conditions. Their classes are overcrowded, some teach under trees and some even work in remote communities where they lack basic social amenities.

Due to these conditions that most teachers are exposed to, the education sector has experienced some strikes in recent times. For instance, the College of Education Teachers Association of Ghana (CETAG) in 2014 embarked on a strike over their migration to the Single Spine Salary Structure (Kale-Dery, 2014). Per the migration of their schools to tertiary statuses following the passage of the Colleges of Education Act 847 in 2012, the teachers were expected to be paid the salary difference between their previous salary levels and the new salaries from January 2012 to September 2017 (Ansah, 2017). Unpaid salary difference between their previous salaries and the new salaries from January (2012) to September (2017) resulted in a nationwide strike in 2016.

As a result of this strike, teacher trainees at the Colleges of Education were affected negatively (Mohammed, 2017).

Undoubtedly, strikes within the education sector is one single act that affects the quality of education. Considering its ubiquitous nature, strikes within the education sector have motivated many multidisciplinary studies within the social sciences. This study was done to investigate the causes of strike and their effects on Accra College of Education. The first part of the study focused on the factors that give rise to strike actions with emphasis on Accra College of Education. The second part focused on how strike actions affected teaching, learning, research as well as marking of scripts in Accra College of Education in Ghana. Finally, it explored measures that would help to reduce the occurrences of strikes in the college of education.

1.2 Statement of the Problem

Indeed, industrial action by faculty and non-faculty staff and its effects on education has received considerable interest in literature. Nonetheless, most of these studies available are European and North American based (Baker, 2013; Miller, Murnane & Wilett, 2008). As a result, very little is known across the campuses in sub-Saharan Africa in general and Ghana in particular. Most of these studies increasingly focused their attention on how teacher industrial actions affected students' academic achievements mostly in the primary and secondary schools. This makes empirical data on the effects of teacher strikes on education, especially at the higher educational level very scanty. In spite of its prevalence in literature, studies on industrial action by teaching and non-teaching staff have mostly been linked to students' performance in class (Ohiwerei & Onimawo, 2016 and Ajayi, 2014).

This study investigates the factors that give rise to strike in Accra College of Education, the effects that such strikes have on teaching, research, marking of scripts and the measures taken to reduce the occurrence of strikes in the college of Education in Ghana.

1.3 General Objective

The main objective for this study was to examine causes of strike and their effects on Accra College of Education in Ghana.

1.4 Specific Objectives

The specific objectives of the study were as follows:

1. To find out the factors that give rise to strikes in Accra College of Education.
2. To examine the effects of strikes on teaching and learning.
3. To examine the effects of strikes on research and assessment of students' academic work.
4. To explore measures that will help to reduce strikes in the College of Education.

1.5 Research Questions

1. What are the causes of strike in Accra College of Education?
2. How do strikes affect teaching and learning?
3. How do strikes affect research and marking of scripts?
4. What measures are adopted to reduce strikes in Accra College of Education?

1.6. Definition of Concept(s)

Strike for the purpose of this research has been considered as the temporal withdrawal of services such as teaching, research, and marking of script by tutors within the college of education in order to get their grievances resolved.

1.7. Significance of the Study

Industrial actions have been a major concern for all governments in the past. Workers organize themselves to press government in order to get their grievances resolved. The educational sector has witnessed several strikes in the past from the basic level through to the tertiary level. This study will go a long way to enlighten readers on strikes embarked upon by tutors particularly within the Accra College of Education. The factors that gave rise to them as well as the effects on teaching and learning. In addition, the study brings to light the challenges that tutors go through as they discharge their duties. Information from the study will help policy makers to address these challenges.

1.8. Theoretical Framework

1.8.1 Theory of Relative Deprivation

Several theories have been used to explain workers labour unrest and relations within the Social Sciences. Among these theories are the Conflict theory, the process theory, the collective bargaining theory and the Herzberg two-factor theory. Relative Deprivation (RD) and Expectancy theory were considered the most appropriate to underpin the study. The theory will help to explain the causes of strikes by tutors within Accra College of Education and its effects on the activities of tutors and that of students.

According to Walker and Pettigrew (2011), the original idea of RD is that “persons may feel deprived of some desirable thing relative to their own past, another person, persons, group, ideal or some other social category” (p.14). The theory was initiated with a study among American soldiers by Stouffer and his peers (1949), then by Davis (1959) and Runciman (1966). However, it was Runciman (1966) who used the theory for an intergroup comparison. He did this by differentiating between fraternal and egoistic RD. In view of this, egoistic RD is driven by

an individual's feelings of being treated unfairly compared to others in their group. For example, an employee may protest because of the feeling that they should have gotten a promotion that went to another employee within the same group. Fraternalistic RD on the other hand is often associated with massive group social movements like the Civil Rights Movement, workers unions among others. It is the feelings of being treated unfairly compared to others in other social groups. For example, CETAG members embarking on strike because of the feeling that their colleague lecturers such as University Teachers Association of Ghana (UTAG) are receiving better treatment from the government than them.

Runciman (1966), extensively studied British working class and found out that his respondents usually drew comparisons between their relatives and peers within their own social category rather than broad social comparisons between their group and other groups. As a result, findings of his study produced only egoistic RD. Nonetheless, Runciman argued that it was only fraternalistic RD which was the feeling of social injustice that could activate social action. This conclusion has however, received considerable support from other studies such as Street and Legget (1961), Caplan and Paige (1968) and Caplan (1970).

1.8.2 Expectancy Theory

In addition to the Relative Deprivation theory, the Expectancy theory (Vroom, 1964) guided the study to explain the effects of strikes. The theory provides explanation to what one goes through before making a choice. It also proposes that any action taken leads to a consequence which could be either positive or negative. In addition, proponents of the theory's attention on the relationship between behavior and objectives are influenced by changes in job payments and working conditions. Thus, when the change made benefitted workers, they tend to take decisions that yielded positive outcomes and vice versa. This theory is applicable in this context since the

study sought to examine the effects of teaching, learning, research and marking of scripts. Employers (Government) expect teachers within the public colleges of education to be at post to teach, conduct research and train potential teachers. However, teachers would be punished severely when they fail to discharge their duties. As a result, teachers may strike when they feel they are not appreciated and motivated enough. This could adversely affect teaching, learning, research and marking of script in the colleges of education. Furthermore, when teachers expect good salaries and working conditions and they fail to get them from the government, they get disappointed and this can degenerate into strike which affects teaching, research and performance of students.

1.9 Organization of the study

This thesis is organized into seven chapters. Chapter one introduces the study. The chapter focuses on the background information of the study by giving historical evidence generally on strike. In addition, the chapter touches on the statement of problem, the objectives of the study, research questions and significance of the study. The chapter ends with the theoretical framework underpinning the study.

Chapter two presents the literature review. The chapter focuses on the body of work on the subject matter by identifying the gap in the literature and how the study intends to address it. In addition, the chapter shows the connection in the literature by bringing out the similarities and differences in ideas within the literature.

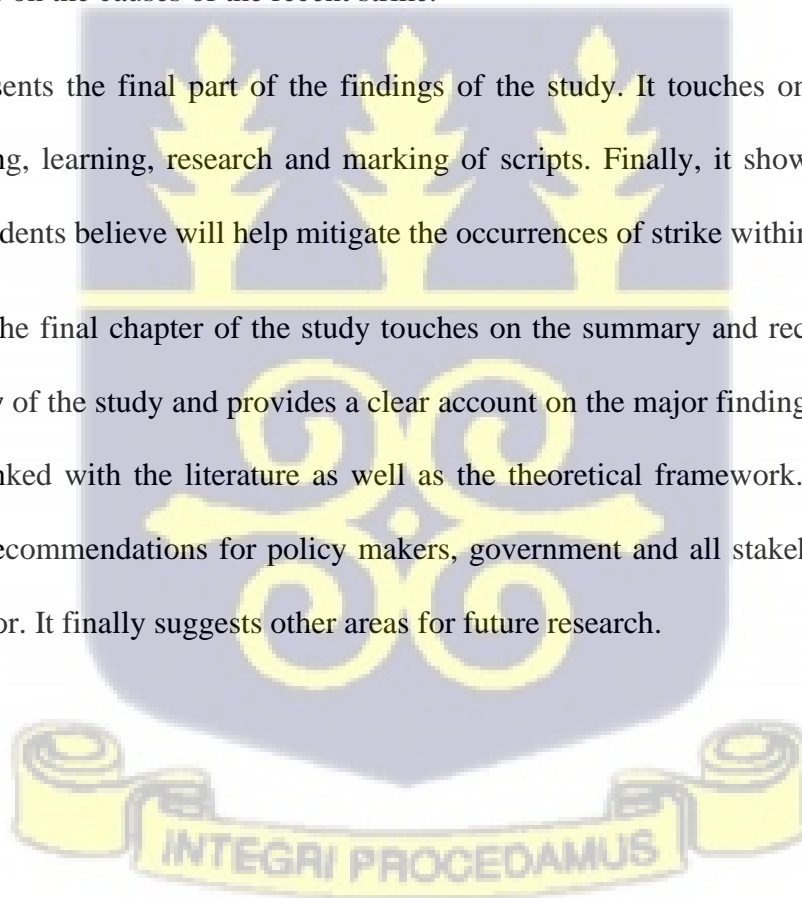
Chapter three takes a historical look at strikes actions among teacher unions in Ghana's education sector before and after Independence. It then continues to look at the legislative instruments put in place to curb the phenomenon from happening.

Chapter four focuses on the research methodology used for the study. It gives an account on how the study was carried out. It briefly describes the study area and study design adopted to conduct the study. The sampling procedure, data collection methods, data analysis and the ethical issues are discussed. In addition, the chapter gives account on the researcher's experience on the field as well as the challenges encountered. It ends by looking at the demographic data of the respondents of the study.

Chapter five gives a report on the first part of the findings of the study. It basically focuses on respondents' experiences and involvements in the recent strike within the College of Education. It finally touches on the causes of the recent strike.

Chapter six presents the final part of the findings of the study. It touches on the effect of the strike on teaching, learning, research and marking of scripts. Finally, it shows the findings on measures respondents believe will help mitigate the occurrences of strike within the college.

Chapter seven, the final chapter of the study touches on the summary and recommendations. It gives a summary of the study and provides a clear account on the major findings of the study and how they are linked with the literature as well as the theoretical framework. The chapter also presents some recommendations for policy makers, government and all stakeholders within the educational sector. It finally suggests other areas for future research.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Globally, strikes are a prevalent feature of every society. Many strikes have taken place in Ghana too. A number of researchers have focused their attention on the study of strike specifically within the educational sector. Wills (2014), for instance, asserted that South African teacher unions have engaged in some high-level strike activities as compared to other unions. For instance, in fourteen (14) years (1995-2009), the South Africa Democratic Teachers' Union (SADTU), which is the main teacher union in the country with over 250,000 members, was mainly responsible for 42% of the total work day lost. A study in Kenya also concluded that majority (92.1%) of unionized teachers participated in the strikes organized by their unions in January and October, 2015 (Mugho, 2017). Furthermore, between June, 2009 to February, 2010 all academic staff were on strike affecting all federal and state-owned universities in Nigeria (Onimawo & Ohiwerei, 2016). It is in this view that this chapter focuses on the body of work on strike and its related issues. The chapter begins with an analysis of the various scholarly definitions of the concept of strike. It continues by looking at the scholarly perspectives on the concept, the various types in the literature, teachers and students' experiences, the causes and the impact of this activity on the educational sector.

2.2 Definitions of Strike

Several meanings have been assigned to the concept of strike in the body of works available. While some of these definitions were broad, others were narrowly defined with limited applicability. As a result, it has become quite difficult to settle on one universally acceptable definition of the concept of strike. For instance, according to Beale (2007) "strike is an act of

employees resulting in the discontinuation of work, thus, breaking their contract of employment (p.20). Dessler and Verrkey (2007), on the other hand simply defined it as “withdrawal of labour” (p.14). From the interpretation of the Labour Act 2003, Act 651, sub-section (175): “strike means any action by two or more workers acting in consent which is intended by them to restrict in any way the service they normally provide to the employer or diminish such service with a view to applying coercive pressure upon the employer. It includes sympathy strike and those actions commonly called work to rule, go slow or a sit-down strike”.

In addition, Strike is defined as “a consented withholding of labour supply in order to bring economic pressure to bear upon the employee’s or the union’s demand” (Mickovich & Boudreau, 1997; p. 23).

The last two definitions similarly suggest that strikes are collective efforts on the part of employees to withhold their services to their employers with the intention to put pressure on the latter. In addition, the two definitions are broad bringing out the key concepts in the definitions as compared to the first two definitions by Beale (2007) and Dessler and Verrkey (2007)

2.3 Scholarly Perspectives on Strikes

Generally, economists have a common view of strikes as a deliberate refusal of members of a labour union to work (Lipsey, 1983; McEachern, 1988). Mankiv (2001), also believes that “strike is the organized withdrawal of labour from a firm by a union” (p. 425). Labour unions all over the world are powerful organizations and have earned the right to bargain the wages and working conditions on behalf of its members. According to Lipsey (1983), their power in the employer-employee relationship stems from the unity that exists among them and the use of strikes as a means to press for their demand.

Wages can be above the market equilibrium level all because of the power that labour unions wield. According to Mankiv (2001), economic studies on labour unions usually conclude that workers who belong to unions earn 10 to 20 percent more than their colleagues who do similar jobs but do not belong to any union. Accordingly, unions are able to achieve this feat because of their solidarity and ability to withhold workers from employers by declaring a strike.

On the other hand, a strike leads to reduction in production, sales as well as profit and any firm threatened with this challenge is likely to adjust the wages of its workers upward. According to Lipsey and Harbury (1988), a union is likely to be stronger when “a higher proportion of workers in the industry are its members, has a greater support of its membership, has a higher financial resource to enable it withstand prolong strike action” (p.243).

McEachem (1988), pointed out that strikes are tools union leaders employ in the bargaining relationship. Industrial action in most cases disrupts production and forces employers to accept the positions of striking workers since it imposes cost on them. Thus, the success of any union during any strike action hinges on its ability to make the employer feel the financial loss during the period.

Sociologists, on the other hand, have a quite different view on strikes and its effect on society. According to Durkheim (1960), basically work connects people together creating the platform for social integration. In view of this, Mohammed et al (2009) opined that:

beyond the mere provision of income to cover basic needs, it is through the social bonding of work which links individuals to society, gives them social standing and status, serves as a basis for the construction of their personal identity. Given our cultural heritage, work is for most an existential necessity, providing livelihood and meaning in life (p.37).

A cursory analysis of these views of work proves that work in essence is a very important social activity which provides people with a sense of belongingness in society, a sense of one's self-worth as well as a sense of livelihood.

Accordingly, an incessant stoppage of work as a result of strike alienates a worker from the colleagues in the work place leading to the breakdown of the socialization function of work. Several sociological scholars have highlighted the concept of alienation of workers from work (Mills & Form, 1956; Berger, 1964). This concept can be defined as "the feeling of aimlessness, boredom and frustration generated by monotony of assembly line production" (Mills & Form, 1956; p. 368). From this view point, strikes as well as other related labour disputes could be explained as 'instrumental' behavior (ibid.). According to McNeil and Townley (1986) they "express the worker's discontent, lack of commitment to the company and lack of job satisfaction" (p.297).

Strike also paints a bad image of both the employer and the employee and cast a social stigma on them (Fashoyin, 2007). Thus, frequent and prolonged strikes lead members of the society to have negative judgments about the parties involved. For instance, NAGRAT in the early 2000s were considered to be looking at their selfish interest as a result of their protracted strikes in 2005 and 2006. On the other hand, the government was labeled as insensitive.

Regardless of their different views on strike, Franzosi (1989) reviewed both sociologists and economists "aggregate strikes into time series and seek independent variables that correlate with variation in strike frequency from year to year" (p. 355).

2.4 Types of Strikes

There is no consensus on the types of strikes. For instance, according to Shaw and Clark (1973), industrial strikes essentially take four different forms. These include: recognition strikes, jurisdictional strikes, strikes during the term of an agreement and economic strikes. In their view, while recognition strikes are embarked on with the intention of compelling management to recognize a labour union, jurisdictional strikes occur when workers agree not to work in order to affirm their rights to a particular job assignment and to demonstrate against the assignment of work to another union or to an unorganized employee. Further, they describe economic strike as disputes over salaries and financial benefits. Dessler and Verrkay (2005), however, expanded the classification by identifying five different types of strikes that can occur in an organization. They classified strikes into; economic strikes, unfair labour practice strikes, wildcat strikes, jurisdiction strikes and sympathy strikes. Economic strike occurs when parties involved in a collective bargaining fail to reach an agreement. Unfair labour practice strike occurs when workers refuse to work over what they feel is an illegal treatment from their employers such as refusal to bargain. Jurisdiction strikes occur when workers stop working to coerce their employers who assign work to them instead of others. Wildcat strike occurs without the knowledge of union leaders. In a wildcat strike, a no-strike clause that exists in a labour contract is violated and it occurs normally during the life of a collective bargaining agreement without the consent of union leaders. Finally, a sympathy strike occurs when one union lays down their tools in solidarity of another union.

They intimate that workers' rights depend on the type of strike that occurs. In an economic strike, for instance, employers are at liberty to hire other worker to replace the striking workers

while with an unfair labour practice, workers who want their jobs back have the right to be reinstated (Reeves, 1997).

It is clear that the economic type of strike is the most common type and exists in all the classifications. Undoubtedly, most strikes within the education sector are economic related. Both academic and non-academic staff are aggrieved and stage strikes because of low salaries. For example, NAGRAT strikes in 2005 and 2006 were as a result of government's reluctance to increase their salaries and improve their conditions of service.

2.5 Students Protests within Educational Institutions

Strikes in educational institutions are a worldwide phenomenon. Often, both teachers and students embark on strike. Students, especially those in universities face many challenges on campus. In a bid to state their dissatisfaction, they sometimes protest against university authorities or government. Many students have organized themselves into groups to fight for improvements in their living and studying conditions. They have also fought for the freedom to express their views, partake in the management of the university and form unions (Konings, 2002). This struggle has become endemic, occurring from time to time. Federici and Caffentzis (2000) has documented chronologically the struggles between African university students and their authorities between 1985 and 1998.

One of such students protests which resulted in violent clashes between students and law enforcement agencies occurred in Cameroon. According to Nyamnjoh, Nkwi and Konings (2012), the university students' strike which begun in May 2005 from the country's capital gradually spread to other regions of the country. The protests involved students from the University of Yaoundé, Buea, Douala and Dschang. Prior to this strike, university students in

Cameroon organized themselves into unions to demand for improvement in their living and working conditions as well as to promote democracy both in school and the entire university.

However, these attempts resulted in violent clashes between the students and the law enforcement agencies (Konings, 2002). The 2005/2006 strike, which is believed to surpass all students strike in Cameroon, begun with some few students who called on university authorities and government for “the formulation of a student status, the reintroduction of scholarships (at least for research students), the election of rectors, deans and other university officials, and the creation of a national body to oversee competitive government examinations” (Nyamnjoh, Nkwi, & Konings, 2012;10).

Another student strike which is of western origin occurred on 13th February, 2012 in which post tertiary students in Quebec, a province in Canada, embarked on a massive protest against the increment of their academic user fees (Laurin-Lamothe, 2015). In response to the Liberal government 75% increment in their academic user fees from \$2,168 to \$3,793 over a period of five years, the students began one of the biggest series of protest in the history of Canada (Jacques & Scott, 2016). Lasting for two years, it was estimated that about 200,000 students took part in the strike in the form of protest between March and June 2012 (Warren, 2013). According to Jacques and Scott (2016), the protest ended in September following the defeat to the Liberal Government in an early election.

Various views are held in the literature considering the staggering number of students that took part in the strike action. While some scholars were of the view that students turned out in their numbers because of their own self-interest (Lacombe, 2013), others asserted that the students were influenced by some ideological considerations such as support for social justice, protesting access to education as well as the commercialization of education (Jacques & Scott, 2016).

Meanwhile some scholars believed they acted generally against austerity measures (Pineault, 2012)

2.6 Causes of Strike

Studies reveal that there are several causes of strike actions. One of the causes of strike is remuneration. Teachers all over the world regardless of their level within the educational sector are entitled to salaries, allowances and arrears that are due them as a result of their promotion. However, this becomes a major problem when they do not get what is due them. According to Lyimo (2014), the emergence of teacher payment problems was in the mid-1980s when many countries in Sub-Saharan Africa began the implementation of the Structural Adjustment Program (SAP). The SAP forced most governments within the region to significantly reduce public spending. It affected the educational sector and payments made to teachers to the extent that they were denied many allowances such as rent, transport and extra teaching allowances (Lyimo, 2014). On several occasions their meager salaries were delayed (Chagonda, 2012; Konings, 2005; Lambert, 2005). Teachers in many countries called on their employers (especially government) for increment. These confrontations between the teacher unions and government often resulted in strikes (Mugho, 2017). Slocum (2018), reported that on February, 2018 teachers in West Virginia embarked on strike for almost two weeks due to persistently low salaries. According to them, the teachers demonstrated their displeasure by creating signs and messages which were exhibited on roadsides, their communities and in the media. Similarly, in 2005 and 2006, the National Association of Graduate Teachers (NAGRAT) in Ghana embarked on a nationwide strike lasting for two months because of the governments' reluctance to improve their salaries (Amoako-Gyampah, 2015). Rossouw (2012) reported that the 2010 education sector

strike in South Africa was mainly as a result of salary increment and other socio-economic benefits denied the educational sector workers.

In 2018, the Coalition of Concerned Teachers (CETAG), Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) warned the government about their intention of embarking on a strike action if immediate steps were not taken to pay members their arrears accrued from 2013 to 2018. The arrears amounting to over GH¢50 million (Carbonu, 2018).

However, The Single Spine Salary Structure (SSSS) was proposed by the former president John Agyekum Kufour to help address the issues of salary differentials in the public service and thereby help reduce the number of strikes over wages in the country. Despite all the social intervention policies, the formal sector labour force remained uneasy and in constant conflict with the government (Britwum, 2007. p. 61).

Not only do low amounts or delays in the payment of teachers' salaries give rise to strikes, but governments' low adherence to collective bargaining agreements also causes many employees including teachers within the education sector to participate in strike activities. In Kenya, 92.5% of teachers were convinced to participate in a nationwide strike organized in January and October 2015 by the teacher unions due to governments' lack of adherence to collective bargaining agreements agreed on (Mugho, 2017).

Again, government delay in promoting teachers is another factor that has led to strikes within the education sector. According to Mugho (2017), 90% of the participants in his study were influenced to join a strike action in Kenya due to delayed in their promotions.

Moreso, poor working conditions is another cause of strikes in the education sector. According to Onimawo & Ohiwerei (2016), poor working conditions demoralizes teachers and this forces them to embark on strike. These poor working conditions includes; lack of infrastructure, poor sanitation conditions and lighting systems (Barnetson, 2010). Consequently, Mugho (2017), concluded in his study that teachers who indicated that there were poor working conditions also showed the likelihood to embark on strike.

Another factor that gives rise to strike is weak administration in schools. Hoxby (1996), pointed out that, weak administration in schools affects the school functionality and student achievement. Strike actions are more frequent in areas where teachers attempt to secure better job conditions for themselves. Strikes increased in schools where school administrators were incompetent. Strikes were more prevalent among South African teachers in 2007 due to weak administration (Wills, 2014).

2.7 Effects of Strike

According to Rossouw, van der Watt, and Rossouw, (2001), one of the effects of strike in any organization is management giving in to the demands of workers. In their view, since management always depends on the efforts of workers to get the work done and to increase productivity, they reluctantly give in to the demands of their workers, which eventually leads to high cost of production. Accordingly, the increase in the cost of production as a result of decision taken by management during union negotiations also affects shareholder value (Amegee, 2010). Thus, during the negotiations, managements always are left with two options: either they meet the demands of workers midway or allow the workers embark on strike.

Apart from management giving to the demands of workers, strikes also leads to loss of productivity. According to Murwirapachena and Sibanda (2014), for workers to be successful

with their demands, they must hit their employers in an area it affects them the most, which is production. As a result, a lot of productive hours are lost, when workers are picketing, during sitting as well as during negotiations as management and the representatives of worker are locked down in long arguments with management offering lower wages and workers demanding for more. Hence, the more strikes last, the more production hours are lost.

In addition to the lost in production, strikes also reduces the share price of the affected company. According to the findings of a study conducted by Nelson, Amoako-Adu and Smith (1994), in Canada, the market anticipates strikes and share prices drop before the strike action, and after the strike some shareholder value is lost overall. According to a South African study, the longer a strike last, the more it affects shareholders value (Bhana, 2007). According to Bhana (2007), “strikes that lasted longer than 10 days had a significant negative effect on shareholder value, as opposed to those strikes which lasted less than 10 days, which had a more significant effect” (p. 34).

Furthermore, strikes can lead to a decline in customer retention and loyalty. According to Addison (2014), employees whose problems are unresolved are not motivated to perform their duties and roles in ensuring customers are satisfied. As a result, they neglect the care given to customer and do not interact with them well. This leaves a bad impression about the organization on the minds of customers (Addison, 2014).

Within the education sector, students in most cases happen to be at the receiving end whenever there is a strike. To the students, strike actions have all the time produced adverse effects. During these periods the academic process seriously suffer major setbacks (Onimawo & Ohiwerei, 2016). Its effects have been devastating, affecting the psychological and social lives of students (Aletan, 2012). According to Onimawo and Ohiwerei (2016), “in the light of the definite strike

embarked upon by the academic staff union of universities, each time an academic session was abruptly interrupted, the school system paralysis, the students lost concentration, resulting in poor academic performance and students spend longer years in school e.g., a student spent six years for a programme meant for four years” (p. 81). In addition, in the short-term, the closure of schools as a result of strike disrupts arrangements to care for students and in the long-term may affect their learning (Barnetson, 2010).

Also, Offem, Anashie, and Aniahm (2018), pointed out that education strike forces tutors to put pressure on students and compress academic programmes. For instance, some years ago, St. Lawrence College students in Toronto (Canada) called for an end to a 5-week long education strike. The students said it overloaded and interfered with their free periods (Davis, 2017). Besides, Oladipo (2012), stated that strike would result in the academic calendar being compressed and parts of the curriculum skipped, some topics would not be treated and the student would have to write exams, resulting in poor performance and decline in quality of education.

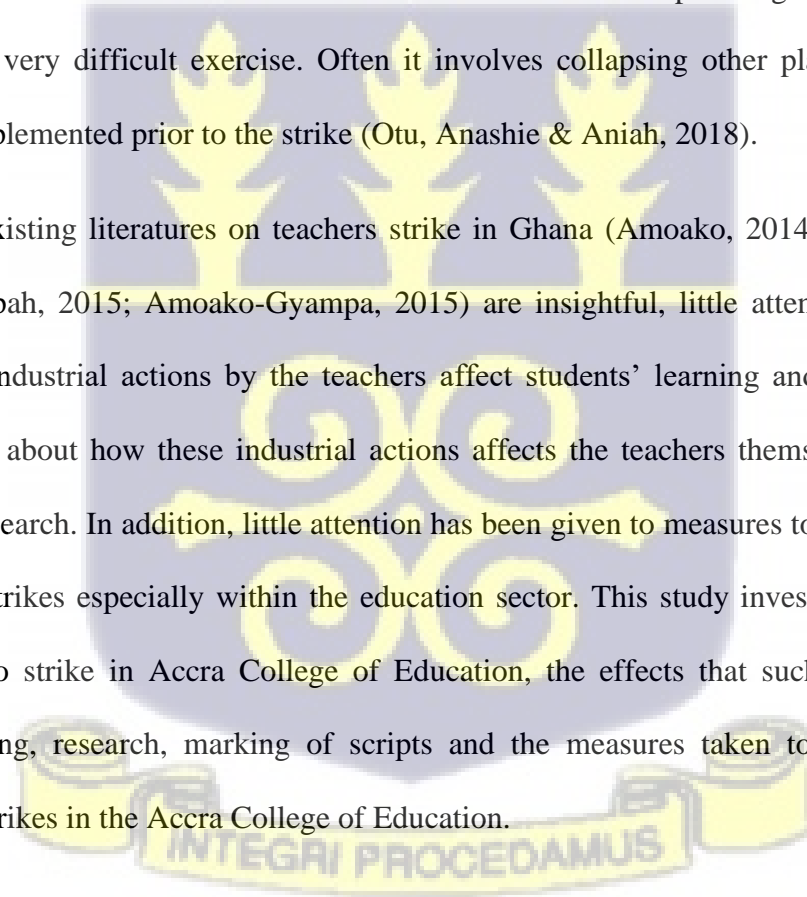
Furthermore, according to Wills (2014) strike activities occasionally are characterized by violence and riot protests. Even though these violent protests have been condemned, they end up destroying public peace and properties.

In addition, Zolke-Ere (2014) indicated that effects of educational strikes are undoubtedly long lasting. He opined that, some of these effects originated from teachers in basic schools who were unable to finish their syllabuses end up producing half-baked students (unqualified graduates). These half-baked students get to the Senior High School and are confronted with the same issue of strikes and are not able to get the required knowledge impacted to them. It does not end there, they get into the polytechnic, college or university and complete the process of partial education

there because of the persistent strikes. Unfortunately, these are the graduates we send out into the job markets and streets. Amadi & Urho (2015), also placed emphasis on academic activities of schools which are distorted as a result of strike. University and college strike usually affect the quality of graduates produced in the various fields of study.

Strikes also poses difficulty in record management. Some workers (Academic or non-academic) in charge of record keeping may, misplace, lose or forget the locations of students' vital records in their possession due to the period away from duties as a consequence of strike. Strikingly, all the functions of management cannot be performed during strike periods where a significant portion of the workforce and students are absent. This makes the re-planning of school activities after a strike a very difficult exercise. Often it involves collapsing other plans that were not successfully implemented prior to the strike (Otu, Anashie & Aniah, 2018).

Although the existing literatures on teachers strike in Ghana (Amoako, 2014; Amoako 2014a; Amoako-Gyampah, 2015; Amoako-Gyampa, 2015) are insightful, little attention was paid on whether these industrial actions by the teachers affect students' learning and academic work. Little is known about how these industrial actions affects the teachers themselves in terms of teaching and research. In addition, little attention has been given to measures to help mitigate the occurrence of strikes especially within the education sector. This study investigates the factors that give rise to strike in Accra College of Education, the effects that such strikes have on teaching, learning, research, marking of scripts and the measures taken to help reduce the occurrence of strikes in the Accra College of Education.



CHAPTER THREE

STRIKES IN THE EDUCATION SECTOR IN GHANA

3.1 Introduction

This chapter takes a historical look at strikes among teachers in Ghana's education sector before and after independence. The chapter then continues to look at the legislative instruments put in place to curb the phenomenon from happening.

3.2 Teachers Strike in Ghana before independence (Gold Coast)

Strikes by teachers in Ghana dates back to the colonial era. In 1955 the first education sector strike was embarked upon by teachers under the umbrella of the National Union Teachers (NUT) in the then Gold Coast (Amoako, 2014). The strike, which was the first of its kind, was in demand for 'equitable pay, better teachers' qualification and better conditions of work. According to the NUT, the Erzuah Committee (a committee set up in 1947 to review the salaries of non-government teachers) recommended little increment in the salaries of teachers in mission schools while nothing was recommended to improve the condition of teachers in public schools. They also accused the committee of recommending an unsatisfactory pension scheme. According to Amoako (2014), NUT underwent a restructuring program in 1948 of which they submitted a number of memoranda to the government for redress. As a result, one of the memoranda was submitted to the Erzuah committee in 1951 seeking an improvement in their working condition and wages. However, the committee refused to meet the representatives of the teachers' union. Rather, they recommended that NUT should merge with the Gold Coast Teachers Union (GCTU) to form a single teachers' union, which will negotiate with the education department on behalf of all teachers.

In response, NUT declared a labour dispute in the first month of 1954 but this never yielded fruits. As a result, they officially declared another strike in October, 1955. According to Amoako (2014), even though GCTU disapproved the approach adopted by NUT, they shared concerns raised as legitimate. Meanwhile, the education ministry was also against the teachers strike and, in their view, the teachers failed to negotiate with authorities. The department therefore asked the striking teachers to return to the classrooms and warned them that failure to do so would lead to their suspension (Amoako, 2014). In response to the ministry's warning, NUT stated that "the National Union of Teachers does not and will not take the notice of the warning made and will continue the strike until the conditions stipulated in the notice of the 5th October were attended to ..." (Amoako, 2014; p. 63). The disposition of the striking teachers infuriated the authorities of the ministry and on the 14th of October 1955, all the striking teachers were requested to vacate their posts. Interestingly, the striking teachers were resolute and, in the process, won the hearts of the public (Amoako, 2014).

According to reports, the strike involved a total of 350 teachers from all the public schools within the colony (West, East, Asante, Mampong) with the exception of teachers in the Northern territory and the Tran-Volta Togoland (Amoako, 2014). Regarding the membership of NUT, both government and NUT seemed to have different figures. While NUT was claimed to have a total membership of 15,000, the government reported that there were 16,551 teachers in public primary and middle schools. According to Amoako (2014), "based on the number of schools that were involved and the total number of public-school teachers from which NUT drew its members, the number of striking teachers could have been more than the figure the government presented" (p.64).

The Gold Coast Youth Council and the Federation of Gold Coast Women eventually intervened to end the strike. The government agreed to resolve the teachers' grievances and to reinstitute a negotiating committee but on condition that all the teacher unions united under one umbrella. Subsequently, the striking teachers called off the strike after four days of their dismissal. Contrary to the agreed terms, the government caused nine days wages to be deducted from the salaries of the teachers who went on strike and refused to negotiate with NUT. In addition, teachers were requested to submit their grievances individually to officers at the regional level. In response, NUT once again declared another labour dispute on 12th December, 1955. To avert another strike, the education ministry established a negotiation mechanism but it needed NUT and the GCTU to come together (Amoako, 2014).

Two points can be raised about these strike actions and how they were handled by the government. Firstly, the 1955 strike by the NUT teachers across the country showed that members of NUT were more radical in their approach towards their agitation as compared to their counterparts in GCTU who were more conciliatory. However, the latter shared the concerns that led to the strike. Second, the government's approach in handling the strike was dictatorial and uncompromising.

3.3 Education Sector Strikes after Independence

Between Ghana's independence in 1957 and when the country returned to constitutional rule in 1993, Ghana witnessed six different governments with three of these governments coming into power through a military coup. Despite the political instability during this period just like many other African countries, one of the major functions of Ghana's police force and the Labour department was to spy on workers and union activities in order to control strikes and unions political actions (Kraus, 1979). As a result, during the six years of Nkrumah's government,

National Liberation Council (NLC) a military government (1966-69), the civilian Busia regime, as well as the National Redemption Council (NRC) a military government, employed anti-strike laws to prosecute leaders of strike and instances of the violent repression of strikes (Kraus, 1979). In addition, when the country began the Structural Adjustment Program (SAP) in the 1980s to restructure the economy, the memberships of most labour unions reduced and that led to a decline in the strength in their bargaining power (Panford, 2008). In view of this, the number of strikes generally within the country also declined in the 1980s.

Within the education sector, there was evidence of growing tension between GNAT and the PNDC regime by the middle of 1983 and this led to some teachers embarking on a wildcat strike in some parts of the country (Amoako, 2014b). According to the teachers, the main cause of the strike was the PNDC law 42, which abolished the Ghana Education Service Council, an independent body established by National Redemption Council (NRC) to serve as the governing body of the Ghana Teaching Service. In addition, the striking teachers were not happy about the compulsory retirement of some directors of education by the PNDC government and the regime's failure to pay legitimate entitlements. In summary, the striking teachers were generally not happy with the pension scheme (Amoako, 2014).

Furthermore, Amoako (2014b), revealed that even though GNAT threatened the PNDC regime in 1985 and 1986 as a result of the regime's reluctance to resolve teachers' grievances, these threats never materialized due to the repressive atmosphere under the PNDC government. In view of this, just like other workers during this period, the teachers were careful to exercise any radical action such as protest or strike against the government when presenting their grievance since the regime will quickly deploy the state's coercive power to prevent any social unrest.

In addition to the wildcat strike by some teachers during the 1980s, university students also embarked on demonstrations. According to Kraus (1995), “by 31 December 1981, when the PNDC seized power, Ghana had been in a state of economic decline. Inflation averaged 50% per annum during 1976-81, government minimum wage had dropped by 80% between 1975 and 1981, the real wages of lower ranking government workers had dropped by 74% and senior managers wage by 90%” (p.22). This development generated raging workers’ strike actions and students’ demonstrations throughout the country.

3.4 Teachers Grievances and Strikes in Ghana since 1990s

Organized teachers in Ghana were one of the first groups among organized labour to raise concerns in the early 1990s when the country was in the process of transitioning to democratic rule (Amoako-Gyampah, 2018). With a more relaxed political atmosphere, the Ghana National Association of teachers (GNAT) embarked on a nationwide strike in March 1990. The strike which lasted for two weeks was in demand for “improvement in basic salaries and allowance, establishment of a joint negotiation committee for regular determination of salaries and associated benefits, the establishment of the Ghana Education Service Council which the Provisional National Defence Council (PNDC) regime had abolished in 1982 and the full implementation of all existing conditions of service” (Amoako, 2014a; p.18). As a result, the (PNDC) regime succeeded in getting the teachers back into the class rooms while it searched for a lasting solution (Amoako, 2014a).

Again, the failure on the part of both the PNDC and the ‘new’ National Democratic Congress (NDC) government in 1992 to resolve teachers’ concerns forced the teachers to embark on another strike in May 1994 to force government to address their grievances (Amoako-Gyampah, 2018). This time around, apart from their demands for “the payment of ex-gratia awards to

retrenched ‘pupil teachers’ who had served in the Ghana Education Service for a period of five years” (Amoako, 2014a; p.20), Ampaw (1995), asserted that “all the other grievances which necessitated the 1994 strike action were concerns that teachers had raised since the 1980s which the PNDC regime had failed to address” (p. 29-30).

Furthermore in 1999, GNAT embarked on another strike, which lasted for almost a week (Amoako-Gyampah, 2018). The teachers during this period were demanding for an increase in their salaries as well as the payment for their arrears and it involved close to 50,000 teachers nationwide (ibid). Also in 2000, The National Association of Graduate Teachers (NAGRAT) declared a strike involving a total of 5000 teachers across the country. According to Amoako (2014a), the graduate teachers were pressing on government “on a separate entry level on the Ghana Education Service scale to reflect level 15 of the Ghana Universal Salary Structure (GUSS)” (p. 23). In all, the graduate teachers were asking for higher pay since their new placement on the salary structure meant an automatic increase in their pay. This dispute was resolved by placing them on level 14 of the GUSS (Amoako-Gyampah, 2018).

In view of these strikes, two key reasons can be concluded as to why a strike was an important tool employed by workers during the early years of the fourth Republic. Firstly, it could be concluded that the stiffness on the part of PNDC/NDC government coupled with delay tactics they employed during teachers’ agitation mostly forced the teachers to declare strike actions (Amoako, 2014b). Secondly, just like other government employees, the teachers were driven by deteriorating economic conditions (Amoako-Gyampah, 2018).

After two successive terms of the NDC government, the New Patriotic Party (NPP) took over in January 2001 after a December 2000 election. It was the NPP administration that enacted and promulgated the new labour law (Labour Act 651), which had been in discussion since late

1990s. Invariably, the Act was hailed by organized labour and considered as a major landmark in country's labour history. Subsequently, though both GNAT and NAGRAT threatened the government to lay down their tools on 1st October, 2001 and 28 April, 2004 respectively, the NPP government did not experience any strike action within the education sector in their first term. According to Amoako-Gyampah (2018), both threats were withheld since according to the teachers "government's position on their grievances sounded reasonable and acceptable" (p. 363).

Ostensibly, this harmonious relationship that existed between government and its employees within the education sector lasted only until the latter part of 2004. In 2005 and 2006, the education sector in Ghana observed one of the most protracted labour disputes in Ghana's history. This time around, NAGRAT led the agitation for issues affecting not only graduate teachers but non-graduate teachers as well. In view of this, some GNAT members also declared a sporadic strike in support of NAGRAT even though their leaders distanced themselves from their members' stance (Amoako-Gyampah, 2015).

In response to government's reluctant attitude in resolving teachers' problems, NAGRAT on the 6th of May 2005 declared strike, which lasted for almost a month, for reasons which included; "failure of the Ghana Education Service (GES) to address teachers demands for increased responsibility allowance, the reluctance of the Ministry of Education and the GES to approve and fix dates for promotion of assistant directors and grades above those, the GES delay in issuing letters to teachers who had been promoted to the grades of Superintendents and Principal Superintendents, the failure of the GES and the West African Examinations Council (WAEC) to pay full supervision allowances to teachers" (Amoako-Gyampah,2018, p. 363-364).

Again, government's failure to fully resolve the teachers' grievances in 2005 resulted in another NAGRAT strike action on 1st September, 2006 which lasted for almost two months (Amoako-Gyampah, 2015). "Apart from the demand for the government to implement all outstanding grievances on which Memorandum of understanding had been reached (these included, invigilation allowances, payment of responsibility allowances, issuance of letters of conversion to all graduate teachers, irrespective of whether they were professionals or not)" (Amoako-Gyampah, 2018, p.364), the graduate teachers association also demand to have a representations on all GES committees, panels as well as the GES council, the latter which is the governing body of Ghana's education sector (Amoako Gyampah, 2015).

3.5 The Labour Act (Act 651)

The labour Act, 2003 (Act 651) of Ghana was enacted with intention to help regulate labour unrest to its barest minimum. The Act which is a modification of the Industrial Relations Act 299 was intended to improve employer-employee relationship. Regardless of the efforts made to improve the laws in order to curb labour unrest, strike activities are still widespread affecting most part of the economy. Admittedly, the causes of strike in any economy are multifaceted and its effects detrimental (Murwirapachena & Sibanda, 2014). The International Labour Organization (ILO) has pointed out that industrial conflict between employers and their employee arise as a result of a dead lock in the negotiations for collective agreements or from day-today workers' grievances, as well as from the interpretation of collective agreements (Amegee, 2010). Similarly, Johns and Saks (2001), in their study concluded that even though the causes of labour unrest are multifaceted, most of these labour disputes come about as a result hinges on a combination on the following goals, facts and procedures. Furthermore, Obeng-Fosu (2009) identified the following causes of strike in his study in Ghana; "delay in negotiation of

collective bargaining agreement, demand for the removal of a management staff, salary increase, delay in payment of salary, payment of severance pay, improved working conditions and payment of salary arrears” (p.56).

According to Obeng-Fosu (2009), before the beginning of the new millennium, all stakeholders in labour related issues had a common need to amalgamate the various enactment on labour into one statute, bring those laws in conformity with the 1992 constitution which gave birth to the 4th Republic as well as all International Labour Organization (ILO) standards of which Ghana is signatory to. It was this felt need that led to the enactment and promulgation of the new labour law in 2003, Labour Act 651. Since its enactment, the labour Act has sought to establish the National Labour Commission and has introduced provisions to reflect ratified ILO conventions.

Act 651 also regulates the behaviour and attitude of the members of the industrial organization, namely workers and employers. It applies to all workers and employers except the Armed Forces, the Police Service, the Prison Service, and the Security and Intelligence Agencies specified under the Security and Intelligence Agencies Act 1996

Act 651 is a consolidation of Ghana’s labour legislation and ILO Conventions to which Ghana is signatory and good labour practices (Obeng-Fosu, 2009). It is a social legislation that seeks to serve not only the interests of employees but that of employers, and to ensure social justice. The Act decriminalizes labour issues and provides for a more responsible and flexible legal regime that will allow for a proactive treatment and resolution of labour issues, disputes and strikes.

Hodges and Baah (2006), sees the Act as requiring people to do things that will improve employees’ condition and promote economic growth, though continuing to be protective. It is often designed to promote socio-economic development. Act 651 among others, decriminalizes

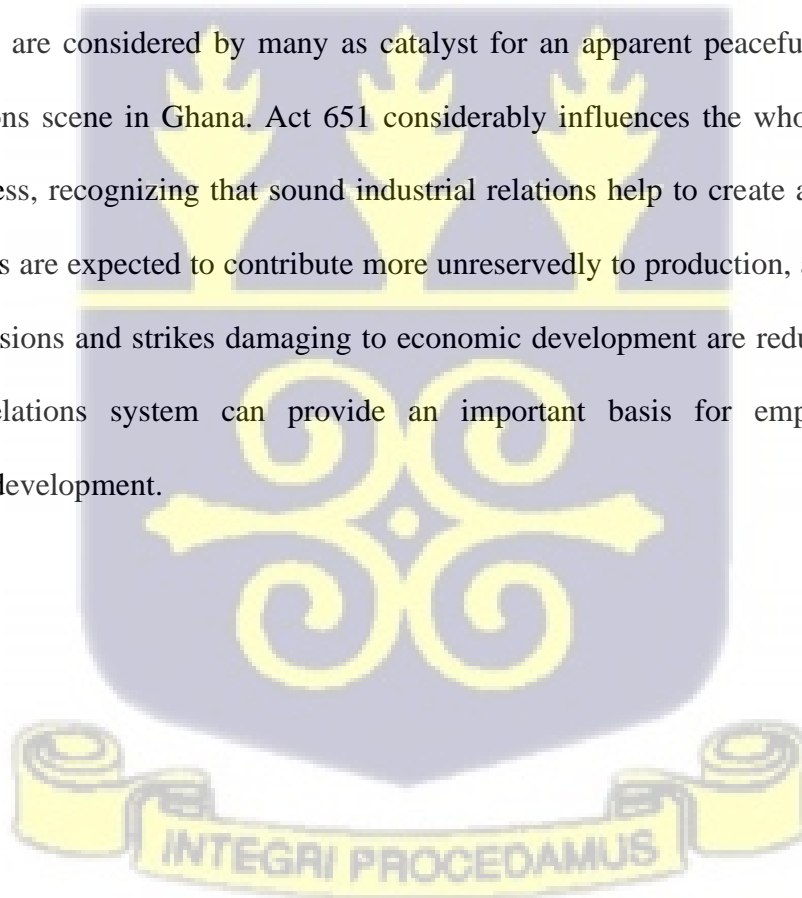
labour issues such as the prison sentence imposed on employees by the repealed Industrial Relations Act of 1965 (Act 299) for the offence of resorting to illegal strikes. However, it places responsibility on employees who embark on strikes not to cause loss or damage to property or life during such actions otherwise they will pay for the full cost of such losses or damages. Act 651 emphasizes the right of every employee to form or to join a trade union of his/her choice for the promotion and protection of his/her economic and social interests. With this, unionization of college of education teachers' association of Ghana (CETAG) is guaranteed. Other resolutions of importance are special provisions relating to casual, temporary and permanent employees. The establishment of a National Labour Commission with powers to settle industrial disputes, and to work towards prevention of strikes (Obeng-Fosu, 2009).

The Act which is a codification of most of Ghana's labour laws is divided into twenty parts, which including general conditions of employment, fair and unfair termination, protection of workers remuneration, collective bargaining, unfair labour practices and disputes resolution procedures. With those provisions, among others, the Act is expected to play a critical role of guiding the employer-employee relationship (Obeng-Fosu, 2009). This is in congruence with the views of Blackburn (2006), that understanding the role of the contract of employment is fundamental to understanding labour law and the condition of the worker in relation to the employer. Ghana's labour laws are derived from international labour standards, which are treaties that establish labour provisions, with the aim of promoting or improving working and living conditions of workers. The laws are boosted by the 1992 Constitution of Ghana. This Constitution underlines the importance of social justice as follows:

Article 24 clauses; (1) every person has the right to work under satisfactory, safe and healthy conditions, and shall receive equal pay for equal work without distinction of any kind. (2) Every worker shall be assured of rest, leisure and reasonable limitation of

working hours and periods with pay, as well as remuneration for public holidays. (3) Every worker has a right to form or join a trade union of his choice for the promotion and protection of his economic and social interest. (4) Restrictions shall not be placed on the exercise of the right conferred by clause (3) of this article except restrictions prescribed by law and reasonably necessary in the interest of national security or public order or for the protection of the rights and freedoms of others.

Blackburn (2006) argues that labour security is necessary to correct the imbalance of power between the employee and the employer, and to further prevent working conditions being pushed below levels, the society deems unacceptable, and thus act against outbursts of strikes, for example. Labour Act 651 is influenced by International Labour Standards (ILO, 1983). This, together with the influence of some of the Recommendations had contributed to a collection of labour laws that are considered by many as catalyst for an apparent peaceful and harmonious industrial relations scene in Ghana. Act 651 considerably influences the whole conduct of the productive process, recognizing that sound industrial relations help to create a social climate in which employees are expected to contribute more unreservedly to production, an environment in which social tensions and strikes damaging to economic development are reduced. Moreover, a good labour relations system can provide an important basis for employees-employers participation in development.



CHAPTER FOUR

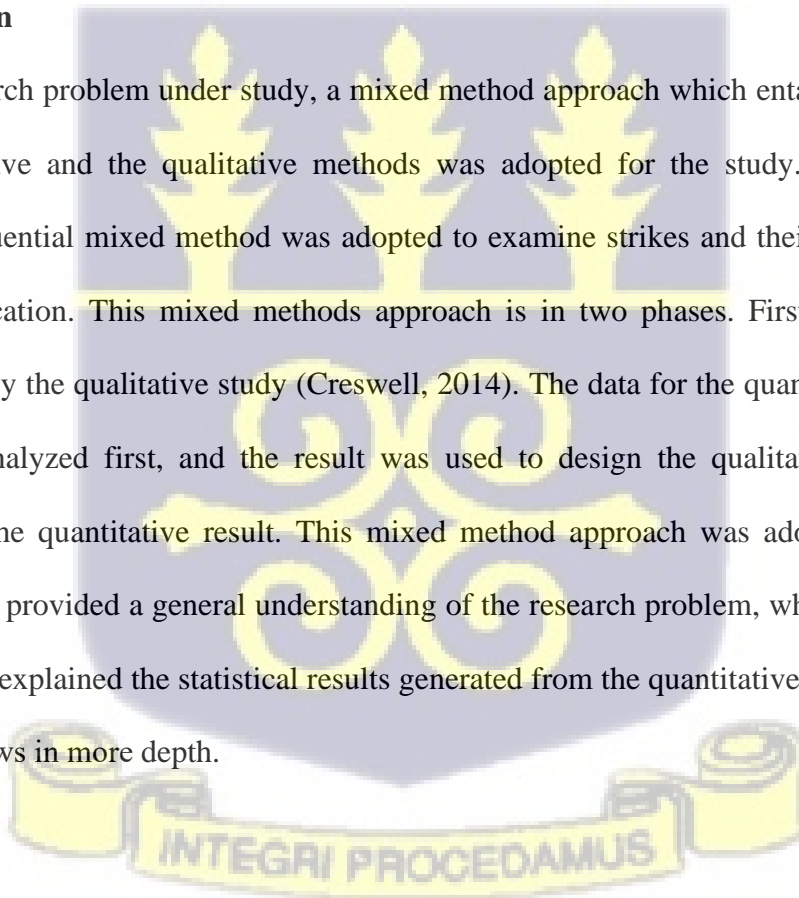
METHODOLOGY

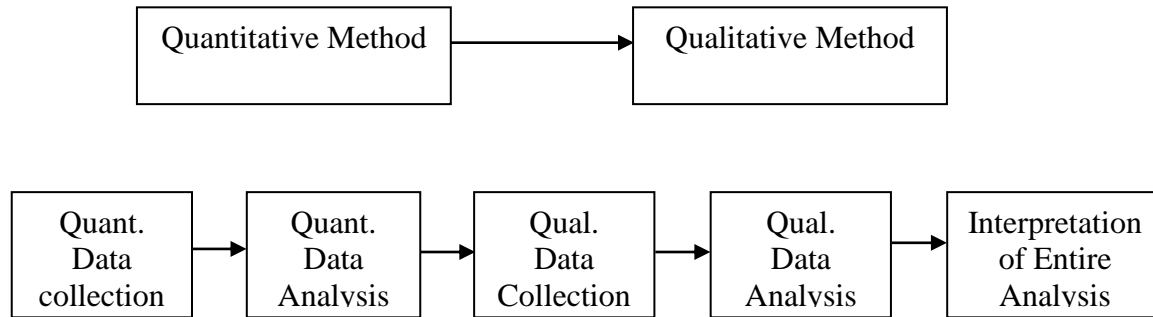
4.1 Introduction

This chapter places the study design, methods and processes of the study in perspective. The chapter is organized as follows; the first section discusses the choice of study design, the second part deals with the population, sampling procedures as well as data collection methods adopted for the study. The closing part of the chapter deals with data handling, analysis and ethical considerations.

4.2 Study Design

Due to the research problem under study, a mixed method approach which entails a combination of the quantitative and the qualitative methods was adopted for the study. Specifically, the explanatory sequential mixed method was adopted to examine strikes and their effects in Accra College of Education. This mixed methods approach is in two phases. First, the quantitative study followed by the qualitative study (Creswell, 2014). The data for the quantitative study was collected and analyzed first, and the result was used to design the qualitative study, which complemented the quantitative result. This mixed method approach was adopted because the quantitative data provided a general understanding of the research problem, while the qualitative data refined and explained the statistical results generated from the quantitative data by exploring participants' views in more depth.





Source: *adopted from Creswell (2014)*

Figure 1: Sequential Explanatory Design

4.3 Study Area

The study was carried out at the Accra College of Education. The school was selected because it is located in Accra, a cosmopolitan city. People from all parts of the country, with diverse backgrounds enroll there. The college, which was established on 8th September, 1909, is one of the oldest colleges in the country existing during the colonial period and post independent Ghana. It now has a tertiary status. According to the enrollment data made available by the college administration, the total number of students from level 100 to 300 for the 2019/2020 academic year was 962 with 51 tutors.

4.4 Quantitative Study Sampling Procedure

4.4.1 Quantitative study population

The study population for the quantitative phase involved all students and tutors of the study area. As a result, all students and tutors from Accra College of Education were considered for the quantitative study. Available data from the school indicates that the total number of students and tutors is estimated at 1013. Out of this number, 962 were students from level 100 to 300 and 51 were tutors.

4.4.2 Quantitative Study Inclusion and Exclusion Criteria

The criteria employed for the selection of respondents eligible for the quantitative study was as follows;

1. A participant in the quantitative study should be a student from the selected College of Education.
2. A respondent should be a tutor from the selected College of Education.

The criteria for excluding participants for the quantitative study was as follows;

1. A respondent should be a student in any tertiary institution other than the selected College of Education.
2. A respondent should be a tutor in any tertiary institution other than the selected College of Education.

4.4.3 Sampling Frame

The list of all students and tutors of the Accra College of Education constituted the sampling frame, which was obtained from the school administrator. This list helped the researcher to apply the appropriate probability sampling technique to select the sample for the study that was representative of the study population.

4.4.4 Sample Size

Using the rule of thumb for estimating sample size of 10% for any population of about 1000, the researcher estimated the sample size for the students at 89 and selected 40 tutors for the survey.

As a result, the total sample size for the survey was 129.

4.4.5 Quantitative Sample Selection

To get the participants for the quantitative study, the researcher contacted the secretary of the teachers' union who assisted her to select tutors randomly. Also, on the part of students, the researcher contacted the SRC president to help select students randomly. At this point of the sampling process especially for students, the researcher considered the various levels of study (i.e., level 100, 200 and 300). However, due to the Covid-19 pandemic which had resulted in the closure of all schools including the colleges of education, only level 200s were available on campus at the time of the data collection. As a result, the researcher randomly selected 89 of the level 200's. The level 200s were selected from four classes. In this case, the researcher randomly selected participants from all the four level 200 classes. In each class, the researcher assigned numbers to the students and randomly selected the participants for the quantitative study. For the first class, 24 students were randomly selected out of 83 students, with the second class, 23 students were randomly selected out of 75. Furthermore, in the third class, 22 students were randomly selected out of 71. In the case of the final class, 20 students were selected out of 70 students.

In each class that the researcher visited, the SRC president introduced the researcher to the class. The tutors in that class gave the researcher opportunity to explain the purpose of the study to the students and how it would be carried out. Furthermore, the researcher took the opportunity to assure students of confidentiality and anonymity for the information that they shared. In order not to disrupt the class, the researcher quickly and randomly assigned numbers and selected some students after the introduction and gave them the questionnaires to fill after the class. The questionnaires were then left in the care of the class prefects. Their duty was to gather all the instruments in their class and to keep them safe for the researcher. This mode of data collection

worked perfectly as all the class prefects performed their duties very well. The researcher contacted them later to collect the instruments in their care.

However, for the selection of tutors, the researcher again assigned numbers to the tutors and out of it, she randomly selected 40 tutors for the quantitative study.

4.5 The Qualitative Study Sampling Procedure

4.5.1 Target population

The population targeted for the qualitative study included students and tutors from the Accra College of Education who were executive members of their respective unions. That is, the Students Representative Council and the tutors' union (College of Education Teachers' Association of Ghana executives). The researcher considered this population for the qualitative study. This is because these groups of individuals were the representatives of all the students and tutors. Hence, they could communicate the grievances and problems of the various groups they represented. Thus, they were in a better position to speak to the problem under investigation.

4.5.2 Qualitative Study Inclusion and Exclusion Criteria

The criteria employed for the selection of respondents eligible for the qualitative study was as follows;

1. A participant for the qualitative study should be a student from the selected College of Education who is a prefect or an executive of the Students Representative Council (SRC).
2. A respondent should be a tutor from the selected College of Education who is an executive member of the teachers' union.

On the other hand, the criteria for excluding participants for the qualitative study was as follows;

1. A respondent should be an ordinary student in a public College of Education without any executive position in the school.
2. A respondent should be a tutor in a public College of Education without any executive position in the teachers' union.

4.5.3 Qualitative Sampling Method and Size

Since the second phase of the study only focused on executive members of both the students and teachers' unions, the purposive sampling technique which is a non-probability sampling method was used. According to Neuman (2012), the non-probability sampling method happens to be most appropriate when the researcher is interested in selecting participants that are very informative and can offer a comprehensive understanding to the problem under study. In view of this, the researcher called on the executive body of both the students and teachers' unions who were available and willing to participate in the study from Accra College of Education. In all, twenty-one (21) individuals participated in the qualitative study. Out of the twenty-one, seven (7) were students who were executive members of the SRC or prefects. Fourteen (14) tutors were also executive members of their local union. Essentially, all the interviews were carried out on the college campus in a friendly environment where respondents openly and freely expressed their views. However, in two of the interviews, the respondents were doubtful and initially tried to prevent the researcher from recording them but the researcher managed to convince them to agree for them to be recorded. Averagely, an interview lasted between forty and forty-five minutes and all the participants successfully completed their interviews.

4.6 Data Collection Methods

For the quantitative study, the researcher employed the use of two different questionnaires. One for students (see Appendix 1) and the other for tutors (Appendix 2). According to Neuman

(2012), this data collection method guarantees respondents' anonymity and prevents the researcher's biases. The questionnaire designed and used for the study was self-administered since respondents could read and write. Respondents that were selected for the survey were given a questionnaire each and they submitted the completed questionnaire to their various class prefects who subsequently handed them over to the researcher for analysis.

For the qualitative study, the researcher conducted in-depth interviews using an interview guide (see Appendix 3). The researcher contacted each participant on phone and scheduled the time with them for the interview. The interviews lasted for forty to forty-five minutes. During the interviews, the researcher sought the consent of respondents and recorded each interview with the aid of an audio tape recorder. She also took down notes as she closely observed participants giving answers to the questions.

4.7 Data Collection Instrument

For the quantitative study, the main instrument that was used for the data collection was a self-administered questionnaire (see Appendix 1 and Appendix 2). This was the case because respondents could read, understand and respond to questions with little or no supervision. Both questionnaires had five sections; the first section covered the demographic characteristics of the respondents. This part of the questionnaire sought respondents to provide information about their biographical data such as sex, age, respondents of whether they are students or teachers, their level of education and level of study. The second section required respondents to respond to questions on the factors that give rise to strike. The third section also required respondents to give answers to question on the effects of strike on teaching and research. Then the fourth section required respondents to respond to questions on effect of strike on learning and marking of scripts. The last section of the questionnaires covered questions on measures to reduce strike.

The questionnaires were structured to include both open and close ended questions. The open-ended questions provided the opportunity for respondents to freely express their views while the close ended questions provided respondents with a set of responses to choose from.

In addition, an interview guide (see Appendix 3) was developed for the in-depth interviews. The interview guide was semi-structured to allow participants the freedom to express themselves on related dimensions of the topic under investigation while not losing focus of the study. At the beginning of the interviews, respondents introduced themselves by mentioning their sex, age, educational level, their status as teachers or students, the level of study for students and the positions of the tutors in the college. This was followed by questions on the interview guide which were organized according to the objectives of the study.

4.8 Data Processing

The quantitative data was organized, managed and analyzed with the aid of the Statistics Package for Social Science (SPSS) software version 22. Following the quantitative analysis procedure outlined by Neuman (2012) and with the aid of the software, the researcher analyzed the data after cleaning the data of errors. Accordingly, since the study was interested in finding out the causes of strikes, its effects on teaching, learning and research as well as the measures to reduce it, the researcher generated frequencies and percentages to help explain them.

Furthermore, all the in-depth interviews were also audio-recorded with the knowledge and permission of respondents. For the qualitative data, note taken from the interviews were organized and the audio tape from the interviews were transcribed verbatim. The face-to-face interactions with respondents allowed the researcher to seek for further clarifications when answers needed to be followed up. Interviews were transcribed. Analysis began after

transcription of the interviews. The transcriptions were grouped under common themes. The data was incorporated by including narratives with quotes to support findings from the quantitative data. All names used in the qualitative analysis are pseudonyms.

4.9 Ethical Considerations

The researcher took into consideration ethical issues to guarantee respondents emotionally, psychologically and physically safety. Essentially, the researcher at every point in time during the field work took time to brief respondents about the importance, objectives and significance of the study. Considering the sensitive nature of the study, a respondent's consent form was used to address general information about the research, procedure, benefit and risk of the study. Additionally, the researcher promised all respondents of the study anonymity by informing them that whatever they said would not be traced to them. As a result, the actual names of the respondents were replaced with pseudonyms. With regards to confidentiality, respondents were assured that whatever information they shared were going to be used only for academic purpose and no third party would have access to them. Finally, participants were recruited into the project voluntarily. None of the respondents were coerced in any form to participate in the study. The researcher obtained clearance from the College of Humanities Ethics Committee, University of Ghana to ensure that all ethical requirements were met before the research was carried out. As a result, all the instruments for the data collection were vetted and approved before they were used for the data collection.

4.10 Field Experiences and Challenges

Generally, the study was carried out in a very peaceful environment free from many challenges. Both students and tutors cooperated and they were welcoming. Nonetheless, there were some few challenges which are worth mentioning. Due to the Covid-19 pandemic which had resulted

in the closure of all schools including the colleges of education, the researcher could not get in touch with all the students especially those in level 100 and 300. This was because they were asked to stay home to observe the social and physical distance, at the time of the data collection. As a result, the researcher was limited in her sample selection. However, she overcame this challenge by selecting her sample from students in level 200.

Secondly, both students and tutors were under pressure to complete the syllabus and write their exams due to the long break since Ghana recorded her first case of the virus. As a result, it was quite difficult for tutors and students to make time for the researcher. Appointments were cancelled and rescheduled several times by participants. However, the researcher overcame this challenge by being patient with the participants. She re-strategized and began to meet participants very early in the morning or even late in the evening, in some cases when participants were free. The new strategy yielded fruits as participants made time for interviews.

4.11 Participants Profile for the Quantitative Study

The survey consisted of 129 respondents from the Accra Training College of Education. Out of this number, 40 were tutors who represent 31% and 89 were students who also represent 69% of the study population. (Table 1).

Table 1: Respondents Status

Status	Frequency	Percentage (%)
Tutors	40	31
Students	89	69
Total	129	100

Source: Researcher's Fieldwork, 2020.

In total the survey was made up of 63 males representing 48.8% and 66 females representing 51.2% (Table 2).

Table 2: Respondents Sex

Sex	Frequency	Percentage (%)
Male	63	48.8
Female	66	51.2
Total	129	100

Source: Researcher's Fieldwork, 2020.

Respondents Level of Education

Out of the 40 tutors who participated in the survey, 26 were master's degree holders in various subjects while 14 were PhD holders. In percentage terms, the 26 master's degree holder represents 65% while the doctorate degree holders represent 35% (Table 3).

Table 3: Tutors Level of Education

Level of education	Frequency	Percentage (%)
Master' Degree	26	65
Doctorate Degree	14	35
Total	40	100

Source: Researcher's Fieldwork, 2020.

Respondents Age

The average age for the tutors who participated in the survey was 44.4 years with oldest being 53 years and the youngest 33 years. However, 37.5% were 40 years and below, 30% were between 41 and 48 years and 32.5% were 49 years and above (Table 4).

Table 4: Tutors Age

Age	Frequency	Percentage (%)
40 years and below	15	37.5
Between 41 and 48 years	12	30.0
49 years and above	13	32.5
Total	40	100

Source: Researcher's Fieldwork, 2020.

For the students who participated in the survey, their average age was 22.7 years while the oldest amongst them was 28 years and the youngest 19 years. Nonetheless, 37% of them were 21 years and below, 36% were between 22 and 24 years and 27% were 25 years and above (Table 5).

Table 5: Students' Age

Age	Frequency	Percentage (%)
21 years and below	33	37.0
Between 22 and 24 years	32	36.0
25 years and above	24	27.0
Total	89	100

Source: Researcher's Fieldwork, 2020.

4.12 Participants Profile for the Qualitative Study

In all 21 individuals participated in the qualitative study. Out of this, seven were students and fourteen were tutors. Fourteen tutors were selected because they were more involved in strikes than the students. Put differently, tutors embark on more strikes than the students.

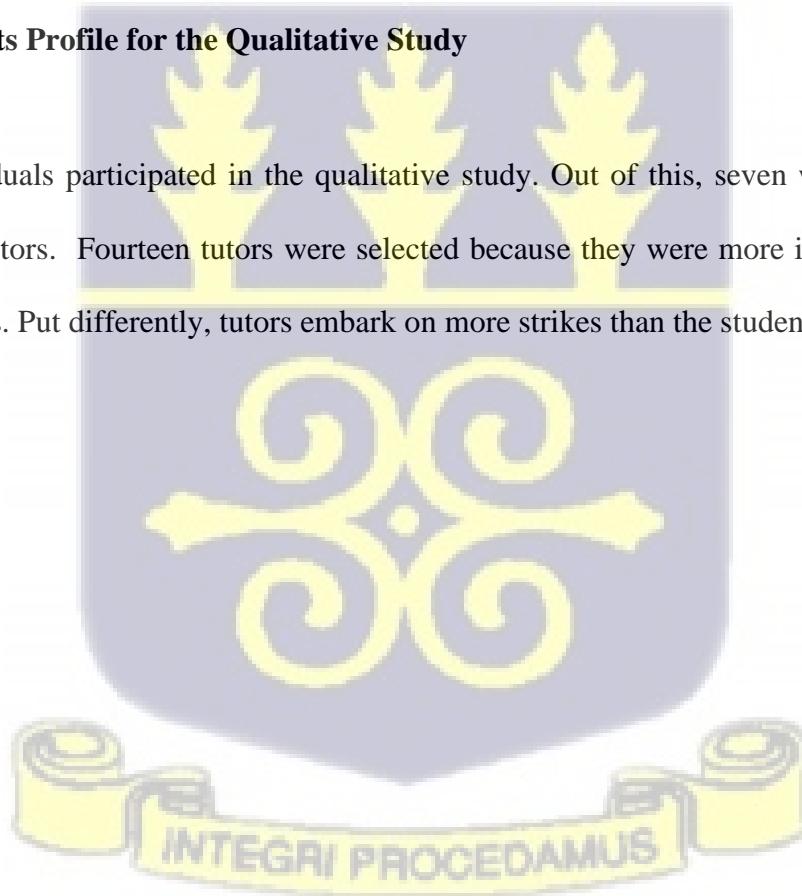
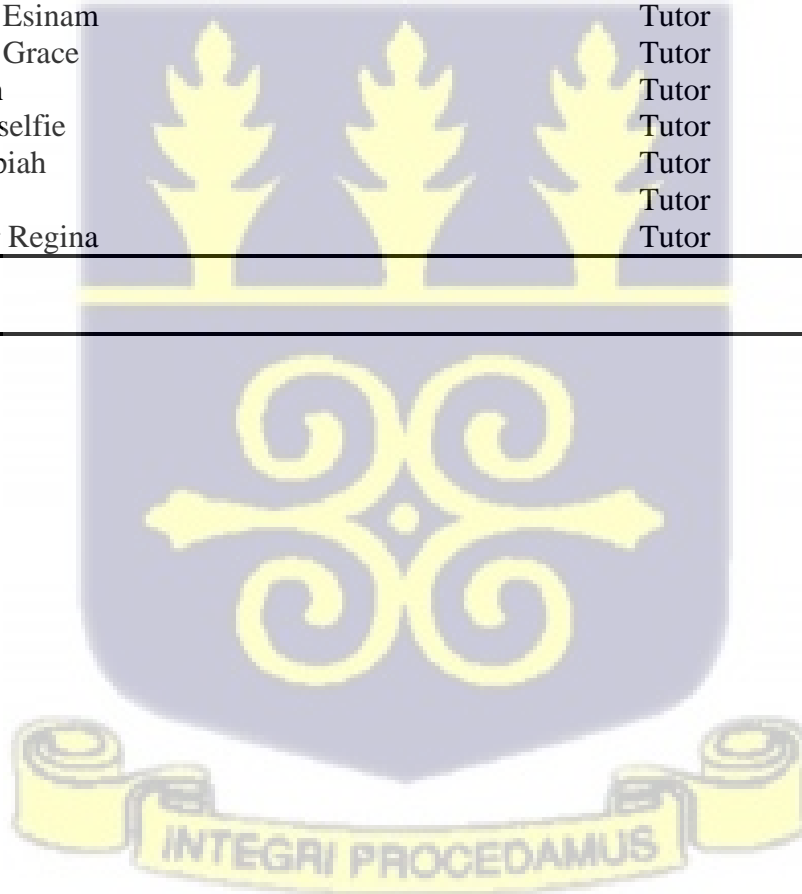


Table 6: Respondents' profile

Respondents Pseudonym	Status
1. Steven	Student
2. Esi	Student
3. Kwame	Student
4. Agyeman	Student
5. Amankwah	Student
6. Jonathan	Student
7. Kwesi	Student
8. Mr. Esson	Tutor
9. Mr. Jonah	Tutor
10. Mr. Mensah	Tutor
11. Mr. Asiamah	Tutor
12. Mr. Abubakar	Tutor
13. Mr. Teye	Tutor
14. Mr. Amoah	Tutor
15. Madam Esinam	Tutor
16. Madam Grace	Tutor
17. Sir John	Tutor
18. Mrs. Esselfie	Tutor
19. Mr. Appiah	Tutor
20. B.B.	Tutor
21. Teacher Regina	Tutor



CHAPTER FIVE

DATA ANALYSIS: CAUSES OF STRIKE

5.1 Introduction

This chapter focuses on the analysis of the data collected from the field. The chapter provides insights on students' experiences on the number of strikes they had witnessed since they enrolled in the college of education as well as tutors' involvement in strikes. It ends with a succinct understanding on the causes of strike.

5.2 Number of Strikes Students Experienced

Strike actions within the education sector of most developing countries including Ghana are increasingly gaining recognition as the phenomenon has attracted the attention of many stakeholders. Since 2006, the National Association of Graduate Teachers (NAGRAT) has embarked on seven separate strikes citing teachers' arrears as a major contributing factor for these strikes ("NAGRAT strikes had the same concerns since 2006", 2019). The study inquired from students their experiences with the phenomenon since they got admitted. Invariably, all the students who participated in both the quantitative and qualitative studies confirmed that they have experienced at least a strike since they gained admission to the college. From the quantitative data, the students revealed that they have witnessed a strike which lasted an average of six weeks. This was corroborated by the qualitative study. According to Agyeman a second-year student interviewed, he had witnessed a strike that hit the colleges all over the country in 2018. This is how he puts it, "Yes, I have witnessed a strike in this college before. I remember in 2018, tutors in all public colleges of education in this country went on strike for about one and half months."

Another student, Jonathan, one of the SRC executives of the college confirmed Agyeman's assertion by noting, 'Yes, I have experienced a strike and I'm only in my second year.'

Furthermore, the tutors revealed during the quantitative study that over the last decade, an average of three separate strikes have occurred at the college, the last one which occurred in 2018. However, the longest strike lasted for an average of six weeks while the shortest one lasted for an average of two weeks. This finding is consistent with recent report in which students in all the 46 Colleges of Education in the country were asked to go home, following a directive from the National Council for Tertiary Education (NTCE) to all the principals of the colleges. ("CETAG strike: Teacher training college students asked to go home,"2018). The directive followed a protracted strike action by the Colleges of Education Teachers Association of Ghana (CETAG) which entered its 21st day on Friday, November 30, 2018. In addition, such frequent strikes are more common in other countries in the sub region especially Nigeria (Adevbiele, 2015; Ogbette, Eke & Ori, 2017; Onye &Abar; 2016).

Again, students described their experiences during the strike in the following words:

Hmmm, during the strike, there were no classes. Students were made to roam on campus without any academic activity going on at that time. I just went home because I felt like I was just wasting money on campus (Steven)

During that time, our lecturers were not willing to come to class. Students also did not go to class. But for some of us once a while we had discussions. In my case, I was studying on my own even though there was no class. But to me it was not the best of experiences because campus became like a cemetery (Esi)

Obviously, there was no class. Some of us took the opportunity to do other things which were equally important. I do some businesses so I just use the time to focus on my business (Kwame)

The above responses from the students indicate that strikes affect teaching and learning as so much learning time is left to go waste. The possibility of students forgetting some of the things they have studied before the strike also exists.

5.3 Tutors' Involvement in Strikes

In addition to the students experiences as far as strike activities at the college was concerned, the study also sought to find tutors' involvements in these activities. The survey showed that 72.5% of the tutors involved in the survey had been directly involved in strikes since they started teaching at the college. This survey result showing the involvement of teachers in strike activities was consistent with previous studies in Ghana (Amoako-Gyampah, 2015). Also, another study in Kenya shows that 92.1% of teachers admitted to have participated in a strike in January and October 2015 (Mugho, 2017).

5.4 Causes of Strike Actions

Adavbiele (2015), found that strikes in the education sector are caused by several factors. Many studies in the past have made several attempts to outline them. This section of the thesis reports the extent to which the factors that have led to strike actions at Accra College of Education mirror that in other contexts.

Broadly, the study divided the causes of strike action into two themes: economic and non-economic factors. Economic factors were factors that were related to the issues regarding the remunerations and finances of tutors while non-economic factors were issues other than their finances. As a result, the survey respondents examined the economic causes of strikes by responding to a three (3) point Likert scale to determine the extent to which they agree or disagree with various economic factors as causes of strikes at the Accra College of Education.

5.4.1 Economic factors

Table 7: Factors that causes strike

Economic Factors	Disagree (%)	Neutral (%)	Agree (%)
Tutors' salaries	11.0	8.7	80.3
Delay in payment of book and research allowance	9.5	17.5	73.0
Inadequate funding of the College of Education	20.2	29.8	50.0
Implementation of the New Pay Policy (Single Spine Salary Structure)	16.8	26.4	56.8
Conditions of Service at the college of Education	19.5	28.5	52.0

Source: Researcher's Fieldwork, 2020.

5.4.1.1 Tutors' Salaries

Eighty percent (80%) of the survey respondents expressed that poor remuneration was a major cause of strikes at the College of Education. Essentially, it was also gathered during the in-depth interviews, that one of the major reasons why tutors embarked on a strike in 2018 was that, tutors at Accra College of Education and by extension of all tutors in the Colleges of Education across the country were demanding for an increment in their market premium and book and research allowance. Respondents revealed during the interviews that most tutors had upgraded themselves academically since the college started offering degree programs in the 2018/2019 academic year. According to some of the interviewees, some tutors are now PhD holders and this must reflect in their pay as compared to their colleagues in the other public tertiary institutions. One of the tutors, Mr. Esson, shares his perspective on the matter during his interview in the following manner:

Obviously, it is remuneration! You know, since the upgrade of the colleges of education to university status, teachers were asked to upgrade themselves. So, there are tutors who have second degrees such as Mphil, MAs while others have MSc. Some even have PhDs, and others are on the PhD programme at various levels. What brought about the strike was that, tutors had the opinion that per the statutes that established the colleges of education as universities, they are supposed to enjoy similar remuneration just as their colleagues in the other tertiary institutions. What happened was that, the colleges were upgraded without the corresponding remunerations. That was the first issue that brought about the strike.

This view was shared by tutors and students alike. Agyeman, a second-year student and a prefect at the college was among the students who shared this sentiment.

For now, I can say that it is about their salaries. Formerly, the colleges were treated as colleges of education but now they have all been advanced into universities. This promotion means an increase in the work of the teachers. For that reason, their salaries have to be increased but the government failed to do that. That was the reason for the strike in October 2018.

Findings of the study are similar to other studies done on strikes. Slocum (2018) reported that in February 2018, teachers in West Virginia embarked on strike for almost two weeks due to persistently low salaries. Again, in 2005 and 2006, the National Association of Graduate Teachers (NAGRAT) in Ghana embarked on a nationwide strike for two months because of the governments' reluctance to improve their salaries (Amoako-Gyampah, 2015). This cause of strike can be explained with a component of the Relative Deprivation theory (RD); Fraternalistic Relative Deprivation. According to the Fraternalistic Relative Deprivation theory, people are likely to protest when they feel they are deprived of certain desirable things such as salaries and allowances. When the college tutors compared their salaries to that of other tutors in other tertiary institutions such as the universities and polytechnics, they felt they had been treated unfairly. As a result, they drew broad social comparison between their group and that of the other tutors in other tertiary institutions. This feeling of deprivation influenced the tutors to embark on the strike in the colleges of education.

5.4.1.2 Delay in the Payment of Book and Research Allowance

Apart from the tutors' remuneration issues, delay in the payment of book and research allowance was the second economic factor that seventy- three (73%) percent of the survey respondents identified as leading to strikes in the college. According to interviewees, both past and present governments have argued that tutors of the colleges of education are not at the same level with their colleagues at the public universities and polytechnics. Hence, there was no point in them receiving the book and research allowance. This in their view was an issue of great discontent in the Colleges of Education since they remain the only group in the category of tertiary education teachers who had been denied this allowance. This sentiment was well captured in the interview of one of the local union leaders, Mr. Jonah who had taught at the college for over a decade:

My sister (referring to the researcher), can you imagine that we are the only teachers at the tertiary level who do not get to enjoy these allowances. As I speak to you, our mates in the polytechnics and the public universities are given theirs. Why not us?

Another senior tutor, Mr. Mensah, who was one of the heads of departments at the college, also recounted:

Yes, it was related to our conditions of service, payment of interim market premium and the book and research allowance. As you know, these things are paid to our colleagues in other tertiary institutions but we are denied. Basically, that was why we went on strike.

This sentiment was also shared by another tutor, Mr. Asiamah who felt disappointed in the government for not fulfilling a campaign promise. In his view, the government had disadvantaged them and they had no options than to resort to strikes for their demands to be met.

Our status was lifted to the tertiary level and the commensurate conditions of service or commensurate I mean in terms of money was not forthcoming. It appears we were being disadvantaged and so that was the main reason for the strike.

Some students also emphasized these reasons as the major cause of the strike in 2018.

Amankwah, a second-year student and a prefect at the college expressed this concern in his interview. He intimated:

...their main reason for the strike in 2018 was their research allowance as well as the market premium. They were deprived of that and were not given to them. Comparing them to the traditional universities and the polytechnics, the lecturers (at the universities) were taking huge sums of money for research allowances and market premium. Because our tutors are here, government sees them to be lower even though they are also at the tertiary level...so that was the reason why they went on the strike. To demonstrate in a way to the government that they needed that money so that they can move on.

In addition to these revelations from the interviews, the respondents were of the view that instead of the market premium enjoyed by all teachers at the tertiary level, they were given the “retention premium” an allowance meant for teachers at the pre-tertiary level. An account from Mr. Jonah summarized this view:

We are not happy with what we are given (referring to the retention premium). How on earth are we given such allowance? Do we belong to the category of teachers at the SHS level? This is not fair! If the government has transformed the colleges of education into universities, then this should reflect in the allowances that we are given. That was all that we were asking for.

Mr. Abubakar, another tutor also corroborated this account by confirming that tutors at this level were indeed paid the retention fee instead of the market premium.

We were paid the retention premium rather. We are beyond that. We feel cheated since our colleagues in other tertiary schools enjoy the market premium. We thought the only way we can protest against this is through the strike and that is why we went on strike in 2018.

The study result is consistent with other studies done elsewhere. Gyemfi (2011), cited in his study among nurses in Korle Bu, that they embarked mostly on strike due to delay in the payment of their allowances. Similarly, Seniwoliba (2013), revealed that lack or delay in the payment of allowance is one of the economic causes for the numerous workers’ strikes in Ghana. Again, this cause of strike can be explained with the Fraternalistic Relative Deprivation theory. In this case, members of the CETAG usually compare themselves to teacher unions like the UTAG as far as the payment of book and research allowance are concerned. College tutors embarked on strike when they realized that their salaries and book and research allowances are

lesser than that of the UTAG. They feel cheated and think they are being deprived of what is due them.

5.4.1.3 Inadequate Funding of the College

In addition to delays in the payment of book and research allowance, inadequate funding by government to the colleges of education was also considered another cause of strikes. Half of the respondents in the survey agreed to it as a cause of strikes (Table 7). According to some of the tutors who were interviewed, the working conditions at most of the colleges of education were very bad, equipment are outmoded, classrooms are overcrowded and teaching materials are inadequate. An excerpt from Mr. Teye's interview captured this.

If you (government) establish an institution and tutors are willing to teach and the tools that they are supposed to work with are not there and even when they are there, they are obsolete. [What do you expect?] We need simple equipment such as microphones. We need lecture theatres. We are still grappling with about 60 students in one classroom. A 14 by 14 feet classroom size. During the day when the sun is up there, the classroom becomes unbearable and students and tutors have to practically fan themselves while teaching and learning is going on. It is not the best. We keep advocating for a change of facilities and they are not forthcoming. Obviously, as a human being you would like to do something and one option is going on strike for you to draw the attention of the general public to what you are going through.

This finding is similar to what Salifu (2014), found. In his study, he discovered that teachers work in large classes with inadequate teaching and learning materials and this is one of the major sources of frustration and stress which normally leads to strike among teachers within the Ghana Education Service. Fraternalistic Relative Deprivation as a component of the Relative Deprivation theory can be used to explain this finding since members of the CETAG feel they are denied better conditions of service as compared to their counterparts in the public universities and polytechnics.

5.4.1.4 Implementation of the New Pay Policy (Single Spine Salary Structure)

Furthermore, over half (56.8%) of the participants of the survey revealed that government's inability to implement the SSSS policy properly was a cause of the strike. In addition, during the interviews, some of the respondents touched on the importance of the Single Spine Salary Scheme and what the policy came to address. However, they opined that the policy had not been implemented fully since government had been dragging her feet to deliver the promises made.

You see, for example, the main reasons for the implementation of Single Spine Salary Structure (SSSS) were to help address the issues of salary differentials in the public service and thereby help reduce the number of strikes over salaries in the country. With all these, the government is not fulfilling her promise by giving college lecturers what is due them after changing their statuses to tertiary institution.

This indicates that the SSSS was the cause of strike by tutors in the College of Education. A finding similar to findings of a study conducted by Dauda (2014). His study concluded that teachers across the country have not gotten the best since the introduction of the new pay policy when they compared themselves to other professionals. This cause of strike can be explained with the Fraternalistic RD as members of the CETAG feel deprived when they compare themselves to other professionals.

5.4.1.5 Conditions of Service

Finally, the survey result show that a little over half (52%) of the respondents agreed that the conditions of service was a cause of the strike. In addition, some respondents also disclosed some issues regarding their conditions of service as another reason for strike during the qualitative study. An excerpt from Mr. Esson's interview, for example, sums up this view.

The conditions of service which include unpaid bonuses, nonpayment of salaries or arrears influence us to embark on strike. This is because after our statuses were changed to territory tutors, the salary differences were not paid and the government keeps deceiving us. We are humans and we cannot tolerate this. The only option was to embark on strike.

This finding supports Seniwoliba (2013), assertion that the country witnessed numerous strikes especially within the education and health sectors during the first three months of 2013 because they lack better conditions of service. Again, this cause of strike can be explained with the Fraternalistic RD as members of the CETAG feel deprived when they usually compare their conditions of service to other teacher unions like the UTAG.

5.4.2 Non-economic Factors

In addition to the economic factors identified to have caused the strike in 2018, there are non-economic factors as well. Participants of the survey examined these non-economic factors by responding to a three (3) Likert scale to determine the extent to which they agree or disagree with them. These non-economic factors included; the manner in which tutors' issues and grievance have been handled, government failure to honour her agreement with tutors, mismanagement of the economy by government, inability of union leaders to negotiate during the collective bargaining and unnecessary interference in the affairs of tertiary institutions.

Table 8: Non-economic factors that caused strikes

Non-Economic Factors	Disagree (%)	Neutral (%)	Agree (%)
The manner in which tutors' issues have been handled	16.4	34.4	49.2
Government failure to honour its agreements	10.3	24.6	65.1
Mismanagement of the economy	24.4	31.9	43.7
Leaders' inability to negotiate during negotiations	19.5	30.9	49.6
Unnecessary interference in the affairs of tertiary institutions	31.1	33.6	35.3

Source: Researcher's Fieldwork, 2020.

5.4.2.1 Governments' failure to honour agreements

From the survey result, (65.1%) of the respondents agreed that governments' failure to honour her promises was a major cause of the recent strike. Also, most of the participants especially the tutors, indicated during the in-depth interviews that they felt that government had not been faithful to her own promises. Interestingly, most of these participants believed that the only way they could get the government to honour her words was through a strike. An excerpt from the interview with one of the tutors, Mr. Amoah, who has been teaching at the college for the past three years and also acts as the treasurer for the local union goes like this:

Looking at the conditions in our country, it appears as, if you do not really come out and you remain in your closet the issue is going to remain forever. The ineffectiveness of most of the bodies who are in charge of making sure they see to it that the needs of the institutions/workers are met, are the cause of the strike. They do not do what is expected of them. The absence of this, is what is leading to the numerous strikes we are experiencing in our colleges and basically for ours especially the last one we encountered.

Another tutor, Madam Esinam, the local union secretary also added:

...if you promise one thing at a said date and you have issued letter to that effect and the date passes and we do not seem to see any issue coming out, then who are you deceiving? (furious). Because we went on negotiations and you (government) said, okay, we are going to call you on this set date. That date passes and you did not call us, or we are going to do this one by this date and the days pass and you do not call us. What information are you sending to us? We cannot also continue to be treated like that; we need to also embark on a peaceful strike ...

Other tutors, however, felt the government had taken teachers for granted for too long. Any time they try to protest, government quickly steps in to convince them with all sorts of promises yet does not fulfill any of them. This excerpt from Mr. Teye's interview highlights this observation:

Whenever we protest or try to go on strike, the government will tell us to go back to the classroom. We will see to it that the problem is solved. Days and months will pass without the government fulfilling the promise. The government is trying to take tutors for granted. As tutors, we will embark on strike to show government the red light.

This evidence from the field about government's inability to fulfill promises as a cause of strike essentially supports recent reports about other teacher groups embarking on strike due to government's broken promises. According to the reports on the 4th of April, 2018, Graduate teachers across the country began an indefinite strike due to government's inability to fulfill its promises to pay their salary arrears since 2013 ("We are tired of government's broken promises; Graduate teachers begin indefinite strike," 2018). This cause of strike can be explained with the Fraternalistic RD since the tutors feel they are being taken for granted and deprived of their entitlements when they compare themselves to other professionals.

5.4.2.2 Mismanagement of the Economy

A number of people believed that government was corrupt and did not think about the welfare of ordinary citizens. Results from the survey showed that 43.7% of the respondents believed the tutors embarked on strike due to government's inability to manage the economy. In other words, they believed the government had misplaced its priorities by investing in areas that would benefit only few Ghanaians. Consequently, public workers all over the country protest through strikes to put the governments on its toes to enable them also get what rightfully belong to them. These are excerpts from the in-depth interviews of Mr. Abubakar, Mrs. Asiamah and Mr. Esson expressing these views on government's mismanagement of the economy respectively:

If you are in a country and the government is only interested in their wellbeing and neglecting the welfare of its workers, what else do you expect? Strike is what to expect. No wonder you see nurses, doctors, teachers among others, embarking on strike all the time. It is the only language the government understands.

They only think about their stomachs. For the rest of us, they don't care. How do we also get our share of the national cake? Listen, if we live in silence, we will die in silence...

...O yes, the government is corrupt. Whenever they are in opposition, they make a whole lot of promises but when you vote them into power, they only focus on just a few people. If we the ordinary citizens do not strike, how can we also benefit?

In addition to these general views the participants expressed about the government, some believed the government was not paying much attention to the educational institution in general and the needs of teachers especially those in the colleges of education in particular. They were of the view that since they are the trainers, much attention must be given to them. Madam Grace's view summarizes these mindsets:

If the government is investing and paying attention to other institutions such as nursing, doctors, farmers and many others, without considering colleges of education. I think it is a very big mistake. Other countries had developed because of solid educational foundation. I believe our country would be strike free and develop, when government focus more on the educational institutions most especially colleges of education where future tutors are trained.

5.4.2.3 Unnecessary Interference in the Affairs of Tertiary institution

Not only were participants concerned about the way the country was being managed, they were also concerned about governments interference in the affairs of tertiary institutions. Some tutors raised concerns about the way the governing councils of the colleges of education had been dissolved and never replaced since February 2017. A situation which has created a serious administrative gap in the way the colleges of education are operated. Often, it delays decision making. It also stalled the promotion of deserving staff. This excerpt was captured in the interview with Sir John:

In this country, we politicized everything. One party comes today and does something, another comes tomorrow and discontinues. Can you imagine, the governing council of the colleges of education has been dissolved since 2017 and as I speak to you, they have not been replaced. How do you expect the colleges to run smoothly? It is one of the issues we tabled before government during our negotiations.

Another tutor, Mr. Asiamah confirming what Sir John said revealed in his interview:

Since February 2017, we do not have a governing council to govern the activities of the colleges of education. This is a serious issue which must be addressed. if a teacher is due for promotion, it becomes difficult for him to get it. All this shows that the government is

not concerned about us. That is why I told you earlier that if we sit silently, we will die silently!

5.4.2.4 Union leaders' Inability to Negotiate During Collective Bargaining

Interestingly, some of the tutors instead blamed their woes on their leaders and not government. According to these tutors, most of the executives at the top are political as a result they find it difficult to take decision when their parties are in power. In addition, some of the respondents believed it affected their negotiations skills during collective bargaining. An example is Mrs. Essilfie and Mr. Appiah; these were what they said respectively:

Sometimes it is difficult to say this. For me, I blame the executives at the top and not government. Most of them are party people so when their party is in power, they are soft on them. At the end the entire group suffers. Our leaders are selfish sometimes.

My sister, most of these union leaders are in bed with the political parties. They say this at a moment, yet act differently at another time. Whatever the leadership decides at the national level affects us all. In this case if they negotiate well, we all enjoy. If it goes the other way, we all suffer.

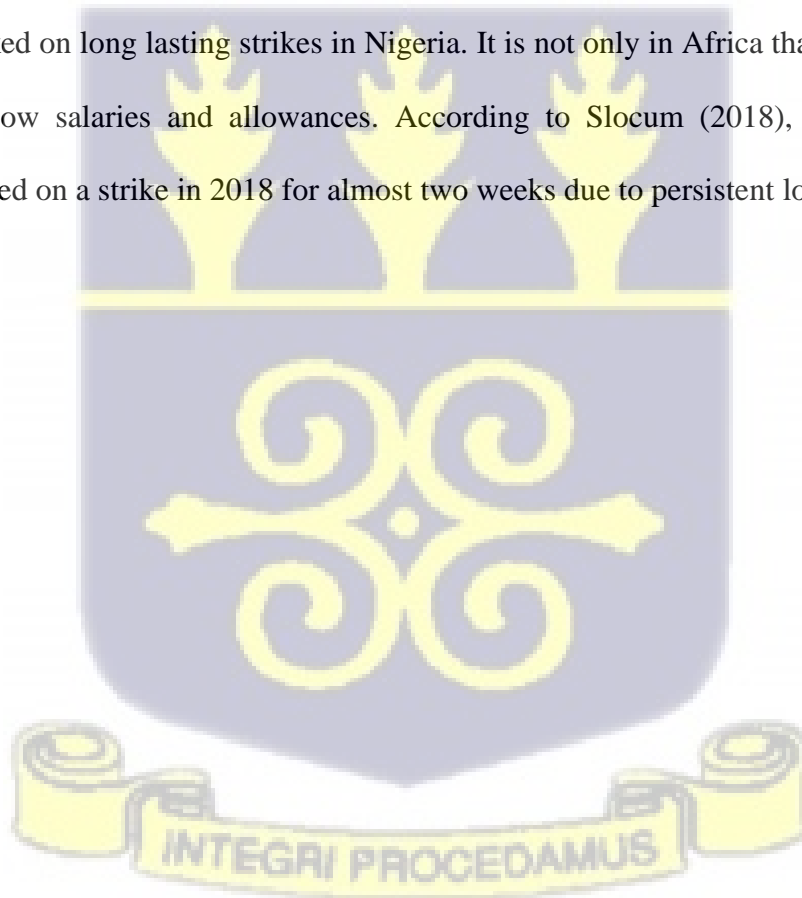
Even though some of the respondents admitted that negotiations are difficult and did not support the political tags on their leaders, yet they still believed their leaders could do better at the negotiation table to get the best for the benefit of them all. The following were excerpts from Mr. Abubakar and Madam Esinam's interviews respectively:

I know negotiations are tough because the government has a lot to do. What it means is that, leadership must work hard to get the best for the group. If we are the only tertiary level teachers who are yet to enjoy some of these allowances, then it should tell you the kind of leadership we have.

I don't think the leaders there are political. they are just not pushing enough for us to get our demands. We voted them there and we are affected by whatever decisions they take. For instance, they called for us to embark on the last strike and we all did. The result is what we are all witnessing.

More of the participants agreed that economic factors are the major cause of strikes. Specifically, majority of respondents agreed to all the economic causes of strike (see Table 7) as compared to

only one non-economic cause (that is, government's failure to honour her agreements) (see Table 8). These findings on the causes of strikes within the college of education are similar to findings in previous studies. Lyimo (2014) argues that the major concern of teachers is about the payment of their salaries, allowances and arrears. In addition, Otitigbe (2016) concluded in his study among teachers in Nigeria that teachers mostly embark on strikes due to non-payment of salaries and arrears, failure to promote teachers for years, inability of the government to properly fund the schools, undue interference by government in management of the school, poor conditions of service and breach of collective agreement by government. Similarly, Ogbette, Eke and Ori (2017), also cited most of these as reasons why Academic Staff Union of University (ASUU) lecturers embarked on long lasting strikes in Nigeria. It is not only in Africa that teachers' strikes are caused by low salaries and allowances. According to Slocum (2018), teachers in West Virginia embarked on a strike in 2018 for almost two weeks due to persistent low salaries.



CHAPTER SIX

DATA ANALYSIS: EFFECTS OF STRIKES ON ACADEMIC ACTIVITIES

6.1 Introduction

This chapter focuses on the final part of the analysis of data collected from the field. The chapter focuses on the effects of strike on teaching, learning, research and marking of scripts. To conclude, the chapter touches on the measures that can help minimize strike actions in our schools.

6.2 Effects of Strikes

According to Ogbette, Eke and Ori (2017), strikes within tertiary institutions have both positive and negative effects. However, in their view, the negative effects outweigh the positive effects since it leads to the disruption of the academic curriculum. This causes students to be disappointed, frustrated, emotionally and psychologically traumatized and unprepared for examinations. In this regard, the study sought to find out the effects of strikes on learning, teaching, research, and marking of scripts.

6.2.1. Effects on Teaching

One of the objectives of the study was to examine the effects of the strike on teaching. Both students and their tutors unanimously affirmed by answering yes when asked whether or not the last strike affected teaching at the college. Thus, 97.5% of the students and 97.7% of the tutors who participated in the survey answered yes to this question. Furthermore, the study found out about the ways in which strikes affected teaching at the college. From the quantitative study, students were requested to respond to a multiple response question to determine the various ways in which strikes affected teaching. Strikes affected teaching in the following ways; non-

completion of syllabus, reduction of teaching time, no teaching at all, no tutor supervision, delay in content delivery and failure in exams. Table 9 shows the frequency and percentages of the effects on teaching.

Table 9: Students’ views on strike effects on teaching

Effects	Frequency (N)	Percentage (%)
Non-completion of syllabus	73	20.0
Teaching time reduced	68	18.6
No teaching at all	35	9.6
No tutor supervision	29	7.9
Little tutor supervision	49	13.5
Delay in content delivery	65	17.8
Failure in exams	46	12.6
Total	365	100.0

Source: Researcher’s Fieldwork, 2020.

From Table 9, the most important impact of the strike (20% of responses) from the students’ perspective on teaching was the fact that it led to the non-completion of the course syllabus. This was followed closely by reduced teaching time (18.6% of responses) and delay in content delivery (17.8% of response). However, only 35 (9.6%) and 29 (7.9%) out of the 365 students who participated in the survey were of the view that “no teaching at all” and “no tutor supervision” respectively were impacts of the strike on teaching.

Similarly, students during the qualitative study disclosed how the last strike in 2018, for example, affected teaching. However, result from the qualitative study showed that tutors rushed students through their courses yet they could not complete their syllabus. An assertion by

Aboagye, for instance, highlights this finding. According to him, their tutors were just rushing them through the syllabus to ensure they finish everything before the semester ends, but they could not finish.

...like I was saying, rushing is becoming the order of the day now. They (tutors) have to rush, if they do not rush, they cannot cover what they are supposed to cover. You understand. It has affected teaching immensely. The interesting thing was that we could not complete the syllabus too.

Another student added that the pressure had caused them to attend lectures at dawn to make up for the lost time. This move he considered as something very unusual.

I can even say that because the strike has lasted for a long time, it has made it difficult for the teachers to complete their syllabus, that is the course outline. Now everything is in a rush so sometimes at dawn you have to wake up and go for lectures.... Even today, we were supposed to be on break. We are not supposed to attend class at all. Some of the students are in class today. Even we the second years, we went for assessment class this morning. We are supposed to be in our various halls doing our own things like group studies and our individual learning. The strike has really affected us a lot.

In addition to students' view on how the strike affected teaching, the tutors also gave their version on how the strike affected teaching at the college. According to the tutors, the strike affected teaching in the loss of contact hours with their students, led to poor students' performance, slowed down the academic calendar, put pressure on both students and tutors and led to students' failure in their exams. Table 10 shows the frequency and percentages of teachers' views on the effects of teaching.



Table 10: Tutors' views on strike effects on teaching

Effects	Frequency (N)	Percentage (%)
Loss of contact hours with students	12	30.7
Poor students' performance	12	30.7
Slows down academic calendar	11	28.3
Pressure on both tutors and students to complete courses	4	10.3
	39	100.0

Source: Researcher's Fieldwork, 2020.

From Table 10, 30.7% of the tutors were of the view that the strike reduced their contact hours with students and also led to the poor students' performance. Meanwhile 28.2% also believed that it slowed down the academic calendar.

Again, this finding from the qualitative study showed that indeed tutors withdrew their services during the strike and this really affected the academic calendar. One of the tutors, Mr. Abubakar shared his view on the interview without mincing words:

We did not have anything doing with the students. They were there on campus for one year. Sorry, I say one year, for one month.... We were not teaching; nobody was teaching. The effect of the strike! Well, it has distorted the normal academic calendar.

This finding about the effect of strikes can be explained with the expectancy theory. Students expected to be taught to enable them perform well academically. However, the unexpected action of teachers strikes affected contact hours, thus affecting the performance of students.

6.2.2. Effects of strikes on Learning

According to Ogbette, Eke and Ori (2017), effective learning is achieved when lecturers cover their course outlines completely and on time before examination. However, this task becomes difficult to achieve whenever there is a strike action. The study found that recent strike had effects on learning. From the survey, the majority of both students and their tutors, 97.7% of the students and 95% of the tutors were of the view that strikes affect learning.

Furthermore, the study found out the extent to which the strike affected learning. From the quantitative study, students were requested to respond to a multiple response question to determine those who agreed to the ways in which strike affected learning. These included; non-completion of syllabus, lack of tutors' supervision, failure in exams, difficulty in learning and inability to learn. Table 11 shows the frequency and percentages of the effects on learning.

Table 11: Students' views on strike effects on learning

Effects	Frequency (N)	Percentage (%)
Non-completion of syllabus	68	26.5
No tutor supervision	25	9.7
Failure in exams	63	24.5
Difficulty in learning	67	26.1
No learning at all	34	13.2
Total	257	100

Source: Researcher's Fieldwork, 2020.

From Table 11, about a quarter of the students were of the view that the strike impacted learning and resulted in “non-completion of syllabus” (26.5%), “difficulty in learning” (26.1%) and

failure in exams (24.5%). However, 13.2% of them perceived that the strike led to no learning at all while only 9.7% were of the view that it resulted in no tutor supervision.

The quantitative result was supported by the data from the qualitative study. Students gave different accounts of how the strike affected their learning. Jonathan, who was one of the SRC executives of the college, had this to say on how the strike made learning difficult for them.

... You know sometimes, there are things when you read you easily understand but there are certain topics that you will need a facilitator or a lecturer to actually go into details. Something explicit and then it will just stick. There was some clarity that needs to be actually made. Because there was no teacher, we were just learning on our own and the whole thing became very difficult for some of us.

Jonathan's comment was supported by other students during the qualitative study. One of such students was Kwasi, another prefect of the college. He also recounted how learning became difficult and how they were attending to extra curriculum activities instead.

Learning was not going on! It was not going on at all because as I said earlier on, we really did not know what to learn. The content of the course outline that we were supposed to learn was not known. This was because introducing a degree course in the college was a whole new programme. We did not know what to learn so we were just going up and down for devotion and other extra curriculum activities. We were doing other things instead of the learning.

Another student also recounted how learning became difficult during the strike period and how it led to failure in some of their papers when the teachers resumed. This was an excerpt of the interview with Agyeman:

The thing was that, we could not learn since there was nothing to learn. Nothing was given to us at the beginning of the semester. In this case, when the tutors resumed, they have to cover all the lost time by rushing us through the courses. Some of us even have to re-sit some papers as a result of this.

In addition to the student perspective on the effects on learning, the tutors also gave their version on how the strike affected learning at the college. The quantitative study enquired the views of

tutors on the effects of the strike on learning. Table 12 shows the tutors frequency and percentages on the effects on learning.

Table 12: Tutors' views on strike effects on learning

Effects	Frequency (N)	Percentage (%)
Non-completion of syllabus	4	10.3
Students missing classes	12	30.8
Students learning on their own	8	20.5
Difficulty in learning	15	38.4
Total	39	100.0

Source: Researcher's Fieldwork, 2020.

From Table 12, 38.4% of the tutors believed that students had difficult in learning while 30.8% of them also were of the view that students missed classes. Meanwhile, only 20.5% believed the strike affected students learning when they studied on their own. More so, 10.3% of the tutors suggested that because students learned on their own, they were unable to complete the syllabus.

Interestingly, existing evidence in the literature show a mixture of results; while some argue that teachers make up for work stoppages so that total instructional time is unchanged and therefore overall student learning is unaffected (Zwerling, 2008), others argue that strikes embarked upon by teachers have a negative effect on students learning (Ogbette, Eke and Ori, 2017). This showed that strikes have negative effects on students learning since it disrupted the academic program and demotivated students to engage in learning.

This finding can be explained with the expectancy theory. Students are expected to learn so they perform well academically. However, the strike disrupted the academic calendar, teaching and learning was affected. Hence, most of the students did not perform well academically.

6.2.3. Effects on Research

Adevbiele (2015) is of the view that, prolonged strike actions in tertiary institutions reduce the morale of lecturers and this affects how most of them engage in research. In this view, the study examined the extent to which the recent strike within the college of education affected research. From the quantitative study, majority (62.5%) of the tutors revealed that the strike in 2018 did not affect research in any way. Two thirds of the tutors believed that they were able to undertake more research during the last strike.

However, the qualitative data showed otherwise. While some participants were of the view that the strike affected research, others believed otherwise. Clearly, those who were of the view that the strike never affected research were those who were able to conduct research during the strike. For example, this was how Bediako responded when he was asked whether the strike affected the research duties of tutors.

Research was going on. Research was going on because, of course, academic activities were not going on so individual tutors or lecturers were doing their own things. They were updating and researching on information relating to what they are going to teach. I will say that research was not on strike. In other words, research was not affected.

Another tutor, Mr. Amoah, confirmed this report but went further to add that most students could not engage in research since the tutors never got to meet their students as a result of the strike.

No, it did not affect research at all. We were researching. The strike was only for teaching not research...on the side of students, they were complaining. This was because they were going to the next class, and do not even know what to learn. By then, they had not been given the course outline so they did not even know what they were supposed to learn so they did not research at all.

On the other hand, for those who believed that the strike affected research, they opined that since they were on strike, there was no need to engage in any academic work which included research.

This extract from one of the in-depth interviews captures this view:

...when teaching goes on, research also goes on, the two go hand-in-hand so since academic work was halted research work was also halted... if research was done with the view of coming to help the people and they are not there why do you use all your energy in researching when you are not willing to come there and teach the students, are you okay? So, it affected research...

6.2.4. Effects on Script Marking

In addition to the effects of strike on research, the study also looked at the effect of strike on script marking. From the quantitative study, majority of the tutors (52.5%) opined that the strike action that took place in 2018 did not affect marking of scripts. But, majority of the students (53.5%) were of the view that the strike affected marking of scripts.

Furthermore, the study found out ways that strike affected script marking at the college. From the survey, students were requested to respond to a multiple response question to determine those who agreed to the following ways in which strike affected the marking of scripts: delay in marking of scripts, delay in getting feedback from tutors and scripts not marked at all. Table 13 shows the frequency and percentages of the effects on script marking.

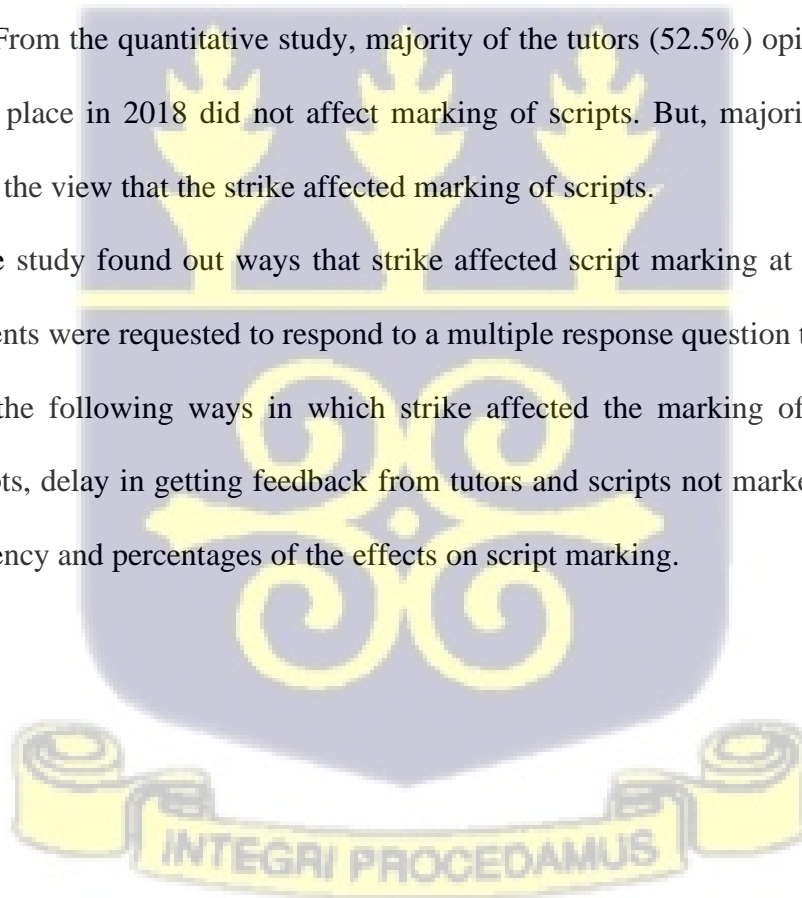


Table 13: Students' views on strike effects on script marking

Effects	Frequency (N)	Percentage (%)
Delay in marking of scripts	42	38.5
Delay in getting feedback from tutors	61	56.0
Scripts were not marked at all	6	5.5
	109	100

Source: Researcher's Fieldwork, 2020.

Table 13 shows that most of the students (56%) perceived that strike delayed feedbacks from their tutors and 38.5% were of the view that it delayed marking of their scripts. Nonetheless, only 5.5% believed the strike caused scripts not to be marked at all.

On the part of the tutors, the survey result showed that 41% believed that the strike resulted in tutors not giving assignments to students while 30.7% were of the view that it led to students providing wrong answers (Table 14). However, 23.1% revealed that it caused marking of the scripts to delay with only 2.6% revealing that there was no marking at all (Table 14).

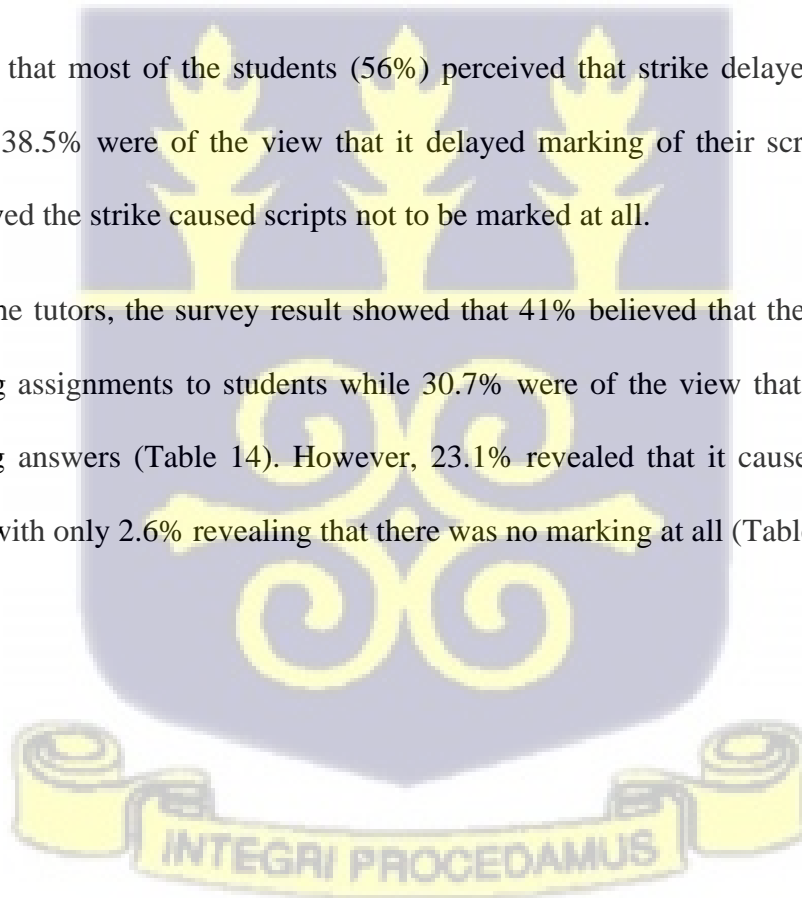


Table 14: Tutors’ views on strike effects on script marking

Effects	Frequency (N)	Percentage (%)
Inaccurate answers from students	12	30.7
No assignment given	16	41
Marking delayed	9	23.1
No marking at all	1	2.6
No response	1	2.6
	39	100

Source: Researcher’s Fieldwork, 2020.

6.3 Measures to Reduce the Occurrence of Strikes

Generally, the study divided the measures of strike action into two themes, economic and non-economic measures. Economic measures were measures that were related to the issues relating to the finances of tutors while non-economic measures were those related to other issues other than finances.

6.3.1 Economic Measures

Respondents in the survey examined the measures of strikes by responding to a three (3) Likert scale to establish the extent to which they agree or disagree with the following economic measures as remedies for strike action within the colleges of education. The economic measures included: payment of adequate salaries to tutors, proper implementation of the new pay policy (Single Spine Salary Structure), adequate funding of the colleges of education, improving working conditions of employees at colleges of education and payment of the book and research allowance.

Table 15: Economic measures to reduce strike

Economic measures	Disagree (%)	Neutral (%)	Agree (%)
Adequate salaries paid to tutors	2.3	3.1	94.6
Proper implementation of the new pay policy (SSSS)	6.4	7.1	86.5
Adequate funding for the colleges of education	11.8	19.7	68.5
Improve working conditions of tutors	8.8	13.6	77.6
Payment of book and research allowance	5.5	13.3	81.2

Source: Researcher’s Fieldwork, 2020.

Generally, majority of the respondents at least agreed to all the economic measures as means to reduce the persistence strike actions within the colleges of education. Thus, almost all the respondents both tutors and students agreed to “adequate salaries paid to tutors” (94.6%) as a means to reduce strike action within the colleges, 86.5 % also agreed to the “proper implementation of the new pay policy” while 81.2% agreed to “payment of book and research allowance” as economic measures that can help reduce strikes. Meanwhile over three quarters (77.6%) of the respondents agreed to “Improving working conditions of employees at the Colleges of Education” as an economic measure to reduce strikes (Table 15).

Responses from the qualitative phase of the study also suggested that tutors should be given adequate remuneration as well as payment of the book and research allowance, which happened to be a major cause of the recent strike, in order to minimize the occurrence of strikes in the colleges of education.

6.3.1.1 Adequate Salaries Paid to Tutors

Some of the respondents especially tutors believed that since they were working basically for money, the government should ensure that workers are paid well in order for them to work happily. One of such respondents was Teacher Rosina, a forty-one-year-old tutor who has been teaching in the college for barely a year:

If the government regularly pays what is due the lecturers as far as their salary and the book and research allowance, then I think it can help to solve most of these problems.

Some other comments similar to this view included the following:

If government should pay the tutors well, I think these strikes that we experience will reduce. This measure applies to all the sector not only tutors; doctors, nurses and many others. They should all be paid well.

You see, all these strikes we've been experiencing are about one thing: money! So if government pays its workers well, I do not think they will be out there withdrawing their services. I think the tutors should be paid well.

6.3.1.2 Payment of Book and Research Allowance

Most of the tutors are of the view that government's activeness in ensuring that they are given their fair share of the book and research allowance just like their colleagues in the universities and the polytechnics will go a long way to minimize the occurrence of strike within the colleges. Their main reason was that the delay caused by government in paying this allowance was major reason why they embarked on the last strike in October 2018.

Obviously, if we are given our fair share of the national cake in terms of the book and research allowance, I think all these issues about the strike will come down. All we wanted from government is for us to be given our book and research allowance.

Other tutors also shared this sentiment and also disclosed that it was not their will to embark on the strike but have to resort to that in order to get their problems resolved:

We are not happy we went on strike. The solution is simple; address the issues we raised. I believe if we are given what is due us, everyone will be happy. It's all about the book and research allowance. Government should consider us also for it just like other teachers in the universities and polytechnics.

Furthermore, others went further to revealed the agreement they have had with government on how and when the book and research allowance as well as the market premium would be paid to them. As a result, they entreated government to act accordingly in order to bring this matter to a close. This excerpt with Sir John sums up his view:

Government and CETAG have all agreed on a road map in order for this allowance and the market premium to be paid. The government agreed to pay the book and research allowance in September this year and the market premium between January and April next year. The government should just go ahead to pay us our allowance and all these will die off.

6.3.2 Non-economic Measures

In addition to the economic measures, participants in the survey examined non-economic measures to help reduce strikes by responding to a three (3) Likert scale. The scale was to determine the extent to which they agreed or disagreed to the following non-economic measures: Proper handling of employees' grievances in the Colleges of Education, fulfillment of promises by government to tutors, proper management of the economy by Government and good negotiations skills by all stakeholders.

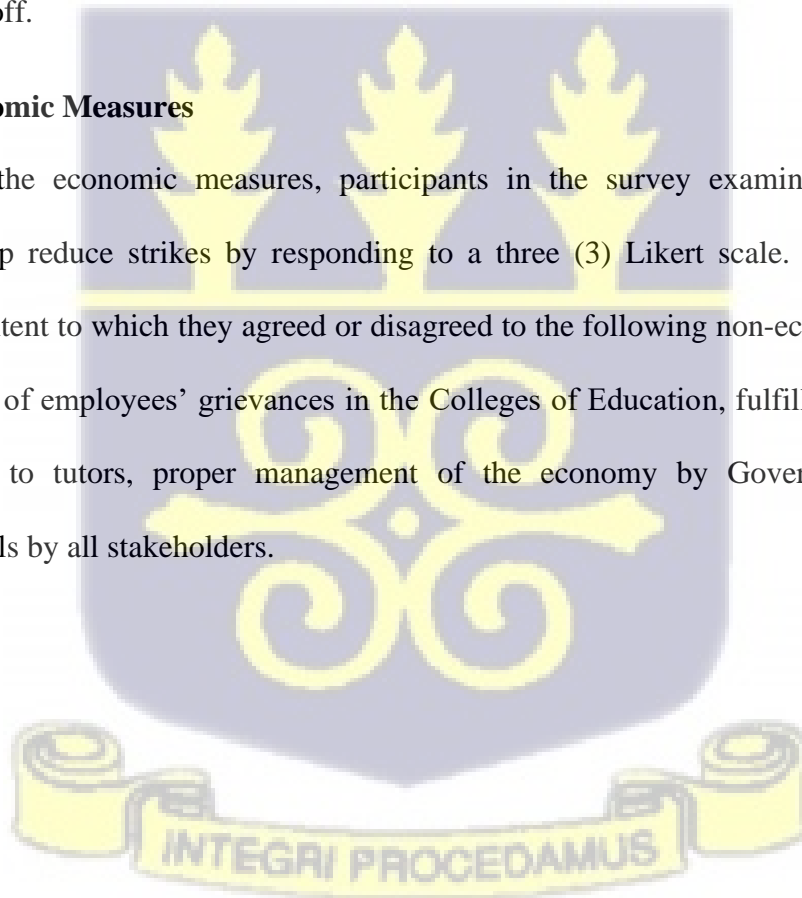


Table 16: Non-economic measures to reduce strike

Non-Economic measures	Disagree (%)	Neutral (%)	Agree (%)
Proper handling of tutors' grievances	7.9	15.9	76.2
Fulfillment of promises by government	4.7	21.1	74.2
Proper management of the economy	7.9	21.4	70.7
Good negotiations skill by leaders	10.3	12.7	77.0

Source: Researcher's Fieldwork, 2020.

Table 16 shows the percentage of respondents in the survey who agreed or disagreed to the various non-economic measures. From Table 16, majority of the respondents at least agreed to all the non-economic measures as means to reduce strike actions within the colleges of education. Specifically, 74.2% of the respondents at least agreed that government's ability to fulfill its promises to tutors would reduce strike actions within the colleges of education, 77.0% of the tutors indicated that good negotiation skills by all stakeholders could reduce the occurrence of strikes. Another 76.2% of tutors said that the proper handling of employees' grievances would help reduce strikes. Meanwhile, 70.7% of the respondents agreed to the fact that, proper management of the economy could reduce strikes.

Furthermore, the findings from the qualitative study supports the quantitative result. Increasingly, most of the respondents in the qualitative study agreed that when attention is paid to the non-economic measures, strike actions would be significantly reduced. Most respondents felt that government does not give a listening ear to the demands of tutors especially in the colleges of education. This was how a forty-one years old tutor, Mr. Abubakar, at the college of education passionately put it:

People should be listening; people should be ready to jaw-jaw. Remember, I told you earlier that initially the government was not giving us a listening ear and we had to take that course which was not helpful to anybody. When we got to that level and the situation was getting out of hand that was when the government decided to sit us down together with the NTC and the people that matter for the issue to be resolved. Within a week it had been resolved even though. It has not been resolved entirely but where we have gotten to, letters have been signed and the road map has been set to resolve all our grievances. Now, everybody is satisfied because in mediation you won't win. It is a win-win situation.

In addition, others believed that instead of the government dragging her feet which does not help matters, both parties must rather sit and dialogue in order to reach a consensus. According to Mr. Amoah, an academic counselor and a hall warden for one of the halls at the college, dialogue is key when an issue like this arises.

I believe dialogue is very important so when there is an issue like this, the two parties need to sit and talk and come out with terms that will favor both parties. There are instances where the government thinks he is in control and therefore he has that power but I believe if you want everything to go on smoothly then the two parties need to sit and resolve. They should not even wait for the issue to drag before they find a solution to them.

Another respondent with five years teaching experience also added:

I think we all need to act whenever there is an issue. The dialogue should be a win-win affair. We should come to the table with open minds. I mean, we should be receptive to what the other person is saying, try to walk along with the person and let's negotiate around the things and then at the end of the day we will meet each other half way. We all shift our positions and then we can always make a headway. With this, there will be no issue of strike.

6.3.2.1 Fulfillment of Promises

Apart from the need to dialogue as opined by some of the respondent, others believed that the issue of trust must be addressed. Trust to them is very important in any employee-employer relationship. As a result, government should match its words with action.

To prevent strike, what I think is that, there must be some kind of trust between the employer and the employees so that when the employer says this, he must keep to his

word. But when he says I will do this for the labour unions and later the teachers see that kind of feet dragging or you are trying to use some methods to outwit them, then there is that maxim that the only language that the government understand is strike.... so, I think we should not let these things generate to that level before government sits down

Other respondents who also felt government's ability to march her words with action will help reduce the reoccurrence of the industrial action included the following:

In all this we have decided on how government is going to settle all these allowances, I hope government delivers upon promises. I think going forward, government should just fulfill her promises and all these strikes here and there will lessen drastically.

If we want these strikes to reduce, the solution is simple! Government should stop dragging her feet in delivering. You see, when you make the people feel that you are taking them for granted then they will also try and act. To me the government should just honour the promises made and we will work together peacefully.

In this country, our leaders deceive us too much. If only they will honour their words, I think this country will be a peaceful place and all these strikes among public workers will stop. The government must be honest with us so we also serve our country.

6.3.2.2 Proper Management of the Economy

Finally, another issue raised in helping to reduce strikes within the colleges of education has to do with the way the economy is managed. According to respondents, if the handlers of the economy manage it well, public workers in general will be reluctant to embark on strike. This was how some of the participants expressed their opinion during the interviews:

When workers feel cheated, definitely they will act to get whatever they deserve. Our leaders should manage the country well and all of us will be happy.

If they stop their corrupt acts, we will also work. However, if they continue to act irresponsibly by spending the state money anyhow, then there will be no stop to all these strikes. For us to get these strikes reduced, the government must manage the country well.

Comparatively, the measures that most respondents agreed to were economic measures. Thus, the top three measures that most respondents agreed with were all economic measures. These included: adequate salaries paid to tutors (94.6%), proper implementation of the new pay policy-

SSSS, (86.5%) and payment of book and research allowance (81.2%). Meanwhile, the highest non-economic measure that most respondents agreed with was leaders' negotiation skills (77.0%). In view of this, most of the respondents believed that what caused the last strike at the colleges of education were economic factors. The and solution to mitigate a future occurrence is for government to tackle the economic measures.



CHAPTER SEVEN

SUMMARY AND RECOMMENDATIONS

7.1 Introduction

This chapter provides summary of the major findings of the study. The implications and how they addressed the study objectives. It begins with a summary report on the research methodology adopted for the study. This is followed by the major findings from the fieldwork and how they are related to relevant literature. The chapter finally concludes by making recommendations based on the findings. It also gives directions for further studies.

7.2 Summary

With strike actions increasingly gaining recognition in the educational sector of most countries across the globe as revealed in previous studies, the current research, which was undertaken at the Accra College of Education, sought to examine the effects of teachers strike on students and academic work at the college.

The researcher began by employing the sequential explanatory approach, which is one of the mixed methods designs, to examine the problem under investigation. The researcher preceded the qualitative study with the quantitative study. The researcher used the simple random sampling technique to select 89 students and 40 tutors from the college for the quantitative study. In addition, the purposive sampling technique was employed to select 21 participants for the qualitative study. For the quantitative data collection, the researcher employed the use of two different questionnaires. One for students (see Appendix 1) and the other for tutors (Appendix 2). Both questionnaires were self-administered by respondents. Furthermore, the researcher conducted in-depth interviews by using an interview guide (see Appendix 3) for the qualitative phase of the study. The data for the study was collected in two phases. First, the quantitative data

was collected and analyzed. This was followed by the qualitative data. The two analyzed data were finally merged and the following conclusions were reached:

First, it was realized that all the respondents from both the quantitative and qualitative study have experienced at least one strike since they came into contact with the college of education. These strikes, as reported, mostly involved tutors who made demands for their entitlements from the government. Specifically, all the students witnessed the recent strike in 2018. In addition, 72.5% of the tutors who participated in the survey revealed that they have been involved directly in strike actions since they started teaching at the college. They played different roles. Some of these roles involved; total absence from school, present on campus but not engaged in teaching, to make their grievances known to authorities. These findings are consistent with the findings of other studies done in the sub region, especially Nigeria (Adavbiele, 2015; Ogbette, Eke & Ori, 2017; Onye & Abar; 2016) and other developed countries (Bergfeld, 2018). In this case, students witnessed their tutors participate in strikes organized by the teacher unions.

Secondly, two themes were developed from the causes of strike actions from the study namely economic and non-economic causes of strike. Economic causes, for instance, included; salaries paid to teachers, implementation of the new pay policy (Single Spine Salary Structure), the conditions of service in the college of education, inadequate funding in the college of education and the delay in payment of the book and research allowance. On the other hand, the non-economic causes included; manner in which tutors' issues and grievances have been handled, government failure to honour her agreements, mismanagement of the economy by government, inability of union leaders to negotiate during the collective bargaining and unnecessary interference in the affairs of tertiary institutions by government. Overall, both the quantitative and qualitative data showed that respondents agreed more to the economic factors as major

causes of strike actions than the non-economic factors. The findings on the causes of strikes within the college of education are similar to other findings in previous studies. For instance, Lyimo (2014) argues that the major concern of teachers is about the payment of their salaries, allowances and arrears. In addition, Otitigbe (2016) concluded in his study among teachers in Nigeria that teacher mostly embark on strikes due to non-payment of salaries and arrears, failure to promote teachers for years, inability of the government to properly fund the schools, undue interference by government in management of the school, poor condition of service and breach of collective agreement by government. Similarly, Ogbette, Eke and Ori (2017), also cited most of these reasons why Academic Staff Union of University (ASUU) lecturers embarked on long lasting strike in Nigeria. It not only in Africa that teachers' strike is mostly caused by low salaries and allowances. However, according to Slocum (2018), teachers in West Virginia embarked on strike in 2018 for almost two weeks due to their persistent low salaries. This finding can also be explained with the Fraternalistic Relative Deprivation theory because members of the CETAG who embarked on strike feel deprived in terms of their allowances, salaries and conditions of service when they compare themselves to other professionals and even with other teacher unions such as the UTAG and other polytechnics.

Another conclusion that was arrived at was the effects of strike actions on academic works such as teaching, learning, research and marking of scripts. Generally, all the respondents admitted that strike disrupted the academic calendar and negatively affected teaching, and learning. For instance, 97.7% of the students and 95% of the tutors who participated in the survey admitted that the strike affected learning. Also 97.5% of the students and 97.7% of the tutors who participated in the survey admitted that strike affected teaching. For research however, majority (62.5%) of the tutors revealed that the strike in 2018 did not affect research in any way. Rather,

65.0% believed that they were able to undertake more research during the period. As far as marking of script was concerned, majority of the tutors (52.5%) were of the view that the strike did not affect marking of scripts. Nonetheless, majority of the students (53.5%) were of the view that the strike affected marking of scripts. Empirically, existing literatures show a mixture of result. Some argue that teachers make up for work stoppages so that total instructional time is unchanged and therefore overall student learning and teaching was unaffected (Zwerling, 2008). Others argue that strike embark upon by teachers have a negative effect on students learning as well as teaching. For instance, Ogbette, Eke and Ori, (2017), showed that strike have negative effects on students learning since it disrupted the academic program and demotivated students to engage in learning.

Finally, the study sought to find measures that could use to mitigate the problem of strike at the college. Again, these measures were classified into themes namely economic measures and non-economic measures. The economic measures included; adequate salaries paid to tutors, proper implementation of the new pay policy (Single Spine Salary Structure), adequate funding of the college of education, improving the working conditions of employees at the college of education and payment of their book and research allowances. On the other hand, the non-economic measures also included; Proper handling of employees' grievances within the colleges of education, fulfillment of promises by government to tutors, proper management of the economy by government and good negotiation skills by all stakeholders. In all, both the quantitative and qualitative study showed that majority of the respondents believed that the causes of the last strike at the college of education were economic factors and the solution to mitigate it should be economic measures.

7.3 Recommendations

It is important to note that further study must be carried out on the subject matter. Nonetheless, the following recommendations were made base on the findings of this study.

Since majority of the respondents agreed that the economic measures are the solutions to the economic factors which led to the last strike in 2018, policy makers, government and all stakeholders should focus their attentions more on these economic measures by ensuring that tutors are paid well to minimize the reoccurrence of any other strike in the college of education.

In addition, since strikes within the educational sector have serious effects especially on teaching and learning, school authorities must put in place mechanisms during these periods to help minimize the pressure it brings upon both tutors and students.

Strike actions and their effects on education continue to be a major concern for many across the globe. Importantly, there is the need for further studies to examine this subject matter. One area that future researchers can focus on is to explore effects of strike on students' extra-curricular activities such as students' election etc. This is because all of these activities help to shape students for the future. Another area for research could be on the nursing training colleges of our education to further cement the findings of this study. Finally, a comparative study can be done to determine whether or not if the is a difference in the impact of the strikes in the colleges of education and other educational institutions like the universities and technical universities.



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APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

ON STRIKES AND THEIR EFFECTS ON THE COLLEGE OF EDUCATION

Introduction

My name is Philomina Gomashie, an MPhil candidate with the Department of Sociology, University of Ghana. I am conducting a study titled “Strikes and their effects on educational institution: The case of Accra College of Education”. I hereby invite you to participate in the quantitative part of the study. Any information you provide will be treated confidential and cannot be traced to you. The information you provide will be used only for academic purposes. The data obtained from this study will be password protected and will not be made available to any second or third parties. If by any reason, you do not want to continue answering any of the questions, you can choose to discontinue your participation in the study. Thank you very much for giving me your attention.

Section A: Demographic Characteristics

1. What is your sex? (*Kindly tick (√) whichever applies to you*)
(1) Male [] (2) Female []
2. What is your age? _____ (*Kindly write in the space provided*)
3. What is your level of study? (*Kindly tick (√) whichever applies to you*)
(1) Level 100 []
(2) Level 200 []
(3) Level 300 []
(4) Other (*if other, kindly specify*) _____
4. Have you ever experienced any strike(s) here at the College of Education? (*Kindly tick (√) whichever applies to you*)
(1) Yes [] (*if yes, answer question 5*)
(2) No [] (*if no, skip question 5*)
5. How many strike(s) have you experienced in here at the College of Education? (*Kindly write the number of time(s) in the space provided*) _____

6. How long did each last? (*Kindly write in the space provided e.g., first, 2 weeks; second 1 month etc.*)

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Section B: With respect to the last strike, what factors do you think gave rise to it?

7. The table below shows a scale measuring the factors that led to strike actions in Colleges of Education. On a scale of 1 to 3 where “*one (1)*” means *disagree* and “*three (3)*” means *agree*, kindly indicate the extent to which you agree to the following statements as causes of strike(s).

Indicate your response by ticking (✓) the corresponding box in reference to the following statement on the factors that gave rise to strike actions in the College of Education.				
	Factors that cause strike actions	Disagree (1)	Neutral (2)	Agree (3)
Economic factors				
1	Salaries paid to the teachers in the College of Education led to several strike actions			
2	The implementation of the new pay policy (Single Spine Salary Structure) has resulted in strikes in the College of education			
3	The conditions of service in the College of Education for teachers and other employees has contributed to the rise of strikes			
4	Inadequate funding in the College of Education has contributed to the rise in strike actions			
5	The delay in payment of the book and research allowances have contributed to the rise in strike actions			
Non-economic factors				
6	The manner in which employment related issues and workers grievance have been handled led to strikes in the College of Education			
7	Government failure to honour its agreements led to strike actions in the College of Education			
8	Mismanagement of the economy by government has led to strikes in the College of Education			
9	The inability of union leaders to negotiate during the collective bargaining has resulted in strikes in the College of Education			

10	Unnecessary interference in the affairs of tertiary institutions has led to the rise of strikes in College of Education			
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Section C: Effects of strikes on teaching, marking of scripts and learning

8. Did the last strike affect teaching at the College of Education? (*Kindly tick (√) whichever applies to you*)

- 1. Yes []
- 2. No []

9. What were the effects of the last strike on students at your college as far as teaching was concern? (*Kindly tick (√) as many as applicable*)

- 1. Not completion of syllabus []
- 2. Teaching time reduced []
- 3. No teaching at all []
- 4. Tutors contact hours reduced []
- 5. No tutor supervision []
- 6. Little tutor supervision []
- 7. Delay in content delivery []
- 8. Failure in exam []
- 9. Other (*kindly specify*) _____

10. Did the last strike affect marking of scripts at the college of education? (*Kindly tick (√) whichever applies to you*)

- 1. Yes []
- 2. No []

11. What were the effects of the last strike on students at your college as far as marking of scripts were concern? (*Kindly tick (√) as many as applicable*)

- 1. Delay in marking of scripts []
- 2. Delay in getting feedback from tutors []
- 3. Scripts were not marked at all []
- 4. Other (*kindly specify*) _____

12. Did the last strike affect learning at the college of education? (*Kindly tick (√) whichever applies to you*)

- 1. Yes []
- 2. No []

13. What were the effects of the last strike on students at your college as far as learning was concern? (*Kindly tick (√) as many as applicable*)

- | | | |
|------------------------------------------|---|---|
| 1. Not completion of syllabus | [|] |
| 2. No tutor supervision | [|] |
| 3. Failure in exams | [|] |
| 4. Difficulty in learning | [|] |
| 5. Not learning at all | [|] |
| 6. Other (<i>kindly specify</i>) _____ | | |

Section D: Measures to reduce strike

14. The table below shows a scale measuring the measures that can help reduce strike actions in the College of Education. On a scale of 1 to 3 where “one (1)” means disagree and “three (3)” means agree, kindly indicate the extent to which you agree to the following statements as measures to reduce strike.

Indicate your response by ticking (√) the corresponding box in reference to the following statement on the measures that can be used to reduce strike actions in the College of Education				
	Measures to reduce strike action	Disagree (1)	Neutral (2)	Agree (3)
	Economic measures			
1	Adequate salaries paid to tutors of the College of Education will reduce strikes			
2	Proper implementation of the new pay policy (Single Spine Salary Structure) can help minimize strike			
3	Adequate funding for the College of Education can help reduce strike actions			
4	Improving working conditions of employees at the College of Education can help minimize strikes.			
5	The payment of the book and research allowance can contribute to reduce strike action in the College of Education			
	Non-economic measures			
6	Proper handling of employees’ grievances in the College of Education helps to address frequent strikes			

7	Fulfillment of promises by government to tutors and other employees in the College of Education			
8	Proper management of the economy by Government will help reduce strikes			
9	Good negotiations skills by all stakeholders helps to minimize strikes in the College of Education			

Thank you for your time!



APPENDIX 2

QUESTIONNAIRE FOR TUTORS

ON STRIKES AND THEIR EFFECTS ON THE COLLEGE OF EDUCATION

Introduction

My name is Philomina Gomashie, an MPhil candidate with the Department of Sociology, University of Ghana. I am conducting a study titled “Strikes and their effects on educational institutions: The case of Accra College of Education”. I hereby invite you to participate in the quantitative part of the study. Any information you provide will be treated confidential and would not be traced to you. The information you provide will be used only for academic purposes. The data obtained from this study will be password protected and will not be made available to third parties. If for any reason, you do not want to continue answering any of the questions, you can opt out. Thank you very much for giving me your attention.

Section A: Demographic Characteristics

1. What is your sex? *(Kindly tick (√) whichever applies to you)*
(1) Male [] (2) Female []
2. What is your age? _____ *(Kindly write the years in the space provided)*
3. What is your educational level? *(Kindly tick (√) whichever applies to you)*
(1) Diploma []
(2) BA Degree []
(3) MPhil degree []
(4) PhD []
(5) *(if other, kindly specify)* _____
4. How long have you been teaching at ACE? _____ *(Kindly write the years in the space provided)*
5. How many strikes have taken place at ACE in the last decade? _____ *(Kindly write the number in the space provided)*

6. How long did the shortest strike last? _____ *(Kindly write the period in the space provided)*

7. How long did the longest strike last? _____ *(Kindly write the period in the space provided)*

8. When was the last strike? _____ *(Kindly write time period)*

9. Have you ever been directly involved in any strike(s) here at the College of Education?
(Kindly tick (✓) whichever applies to you)

(1) Yes [] *(if yes, answer question 10)*

(2) No [] *(if no, skip question 10)*

10. How many strike(s) have you been directly involved in here at the College of Education?
(Kindly write the number of time(s) in the space provided)

11. Kindly describe the roles you played in that strike *(Kindly write in the space provided)*

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Section B: Factors that give rise to strikes

12. The table below shows a scale measuring the factors that lead to strike actions in the College of Education. On a scale of 1 to 3 where “*one (1)*” means *disagree* and “*three (3)*” means *agree*, kindly indicate the extent to which you agree to the following statements as causes of strike(s).

Indicate your response by ticking (√) the corresponding box in reference to the following statement on the factors that gave rise to strike actions in the College of Education.				
	Factors that cause strike actions	Disagree (1)	Neutral (2)	Agree (3)
Economic factors				
1	Salaries paid to the teachers in the College of Education led to several strike actions			
2	The implementation of the new pay policy (Single Spine Salary Structure) has resulted in strikes in the College of education			
3	The conditions of service in the College of Education for teachers have contributed to the rise of strikes			
4	Inadequate funding in the College of Education has contributed to the rise in strike actions			
5	The delay in payment of the book and research allowance have contributed to the rise in strike actions			
Non-economic factors				
6	The manner in which employment related issues and workers grievance have been handled led to strikes in the College of Education			
7	Government failure to honour its agreements led to strike actions in the College of Education			
8	Mismanagement of the economy by government has led to strikes in the College of Education			
9	The inability of union leaders to negotiate during the collective bargaining has resulted in strikes in the College of Education			
10	Unnecessary interference in the affairs of tertiary institutions have led to the rise of strikes in the College of Education			

Section C: Effects of strikes on teaching and research

13. Do strikes affect teaching at the College of Education? (*Kindly tick (✓) whichever applies to you*)

3. Yes [] (*if yes, kindly answer question 14*)

4. No [] (*if no, kindly skip question 14*)

14. In your opinion, what are some of the effects of strikes on teaching at your College? (*Kindly list these effects in the space provided*)

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15. Do strikes affect research at the College of Education? (*Kindly tick (✓) whichever applies to you*)

1. Yes []

2. No []

16. In your opinion, what are some of the effects of strikes on research at your college? (*Kindly list these effects in the space provided*)

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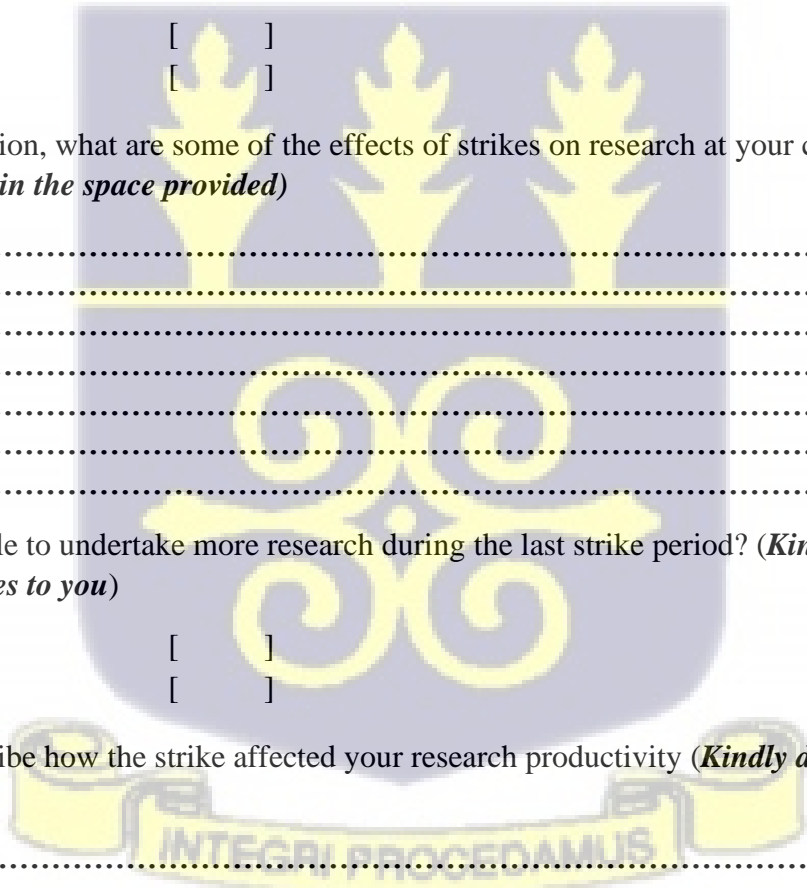
17. Were you able to undertake more research during the last strike period? (*Kindly tick (✓) whichever applies to you*)

1. Yes []

2. No []

18. Please describe how the strike affected your research productivity (*Kindly describe in the space provided*)

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Section D: Effects of strikes on learning and marking of scripts

19. Do strikes affect learning at the College of Education? (*Kindly tick (✓) whichever applies to you*)

- 1. Yes [] (*if yes, kindly answer question 20*)
- 2. No [] (*if no, kindly skip question 20*)

20. In your opinion, what are some of the effects of strikes on learning at your College? (*Kindly list these effects in the space provided*)

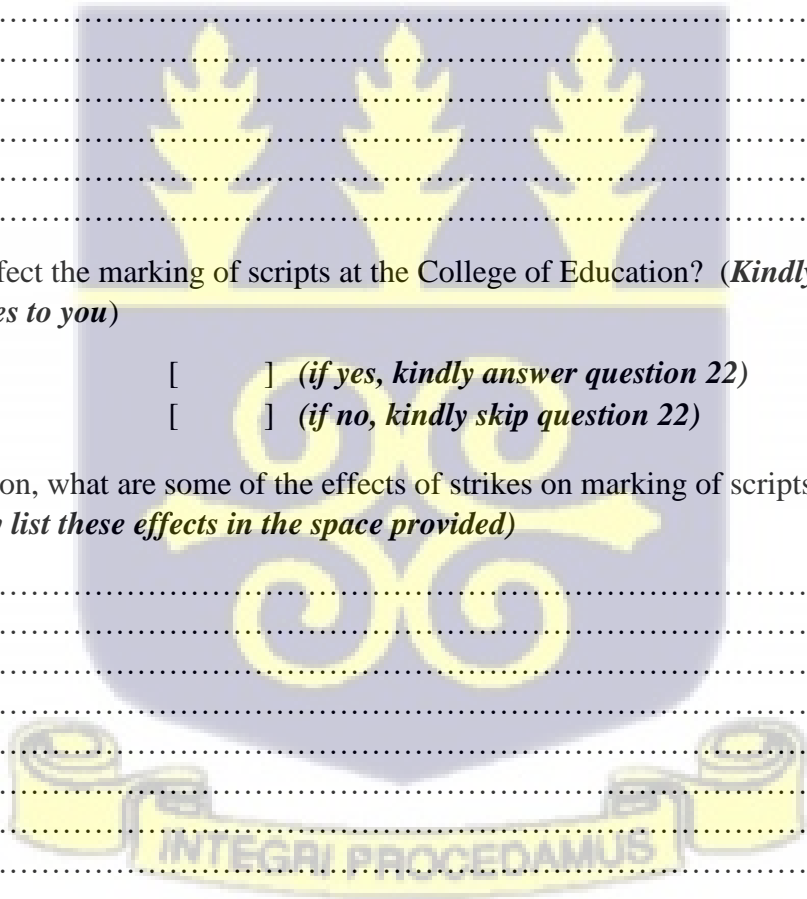
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21. Do strikes affect the marking of scripts at the College of Education? (*Kindly tick (✓) whichever applies to you*)

- 1. Yes [] (*if yes, kindly answer question 22*)
- 2. No [] (*if no, kindly skip question 22*)

22. In your opinion, what are some of the effects of strikes on marking of scripts in your College? (*Kindly list these effects in the space provided*)

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Section E: Measures to reduce strikes

22. The table below shows a scale measuring the measures that can help reduce strike actions in the College of Education. On a scale of 1 to 3 where *“one (1)” means disagree* and *“three (3)” means agree*, kindly indicate the extent to which you agree to the following statements as measures to reduce strike.

Indicate your response by ticking (√) the corresponding box in reference to the following statement on the measures that can be used to reduce strike actions in the College of Education				
	Measures to reduce strike action	Disagree (1)	Neutral (2)	Agree (3)
	Economic measures			
1	Adequate salaries paid to tutors of the College of Education will reduce strikes			
2	Proper implementation of the new pay policy (Single Spine Salary Structure) can help minimize strike			
3	Adequate funding for the College of Education can help reduce strike actions			
4	Improving working conditions of employees at the College of Education can help minimize strikes.			
5	The payment of the book and research allowance can contribute to reduce strike action in the College of Education			
	Non-economic measures			
6	Proper handling of employees' grievances in the College of Education helps to address frequent strikes			
7	Fulfillment of promises by government to tutors and other employees in the College of Education			
8	Proper management of the economy by Government will help reduce strikes			

9	Good negotiations skills by all stakeholders helps to minimize strikes in the College of Education			
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Thank you for your time!



APPENDIX 3

INTERVIEW GUIDE

BASIC INFORMATION OF INTERVIEWEE

- A) Kindly tell us your age...
- B) What is your present educational level...?
- C) What is your current position?
- D) How long have you been working in this college?

OBJECTIVE: FACTORS THAT GAVE RISE TO STRIKE IN COLLEGE OF EDUCATION

1. Please, have you ever been involved in any strike action in this college?
2. How many times have you been involved in a strike in this college?
3. When was the last time? Do you remember?
4. How long did that strike last?
5. In your view what was/were the cause(s) of the strike?
6. To what extent would you say the strike was successful?
7. How was the strike resolved?

OBJECTIVE: EFFECTS OF STRIKE ON TEACHING AND RESEARCH

8. What were some of the effects of the strike?
9. How did it affect teaching in particular?
10. How did it affect research in particular?

OBJECTIVE: EFFECTS OF STRIKE ON LEARNING AND MARKING OF SCRIPTS

11. How did it affect learning?
12. How did it affect the marking of scripts?

OBJECTIVE: ACTIONS NEEDED TO REDUCE STRIKE IN THE COLLEGE OF EDUCATION

What do you think can be done to prevent such occurrences again?

