INFLUENCE OF INCESSANT STRIKES ON THE FUNCTIONALITY OF UNIVERSITY EDUCATION AMONG MATHEMATICS EDUCATION STUDENTS IN SOUTH-SOUTH NIGERIA

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Abstract

This study investigated the influence of incessant strikes on the functionality of university education among mathematics education students in South-South Nigeria. Three research questions guided the study, and three hypotheses were formulated and tested. A descriptive analytic survey was used as the study's design, and the study population was 1251. A purposive sample was used to select a sample size of 120 for the study. A 4-point rating scale questionnaire containing 30 items validated by experts was used for data collection. Using Cronbach Alpha, the internal consistency gave a reliability coefficient of .898. The research questions

They were answered using mean and standard deviation, while a t-test was used to test all the hypotheses at a 0.05 significance level. The study revealed that incessant strikes influenced the functionality of university education among mathematics education students in South-South Nigeria as evidenced in the poor academic performances of students, disruption of the academic calendar, extension in the study year of students, brain-drain, and halfbaked graduates, among others. Based on these findings, the study recommends that the government should create a forum where they can dialogue with the university management from time to time to resolve their disputes. Education should be well funded to enhance practical skills that would influence the functionality of university education in South-South Nigeria.

Keywords: Incessant strikes, functionality, Mathematics Education

Introduction

Education is the instrument of transformation in any society. The educational process is concerned with adequately training the students to be functionally integrated into society by sharpening their mathematical skills, knowledge, and abilities to harness their potential. Since society is dynamic and education is not static, researchers continually embark on studies that focus on improving their nation's educational objectives to meet society's immediate and future needs. In like manner, University education, as regards the teaching and learning of Mathematics and maintaining the approaches and methodologies inherent in it experimentally and experientially, has to be geared toward this direction to reconstruct and reorganize experiences which would add to the meaning of experience and which would increase the ability to direct the course of subsequent experiences of the students (Asaju, Thonaas & Silas, 2013). Youths are the leaders of tomorrow in any nation. They are excited about life and have high imaginations about the future.

Functional education is the answer to the excitement of the youth. For University education to be functional, it must be practically oriented and valuable to society. Functional