

**Academic Staff Union of Universities' Industrial Action and Public University System in  
Nigeria**

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## Certification

This is to certify that Oladapo Emmanuel Solaru with the matriculation number LCU/PG/000515 carried out this research work titled “Academic Staff Union of Universities’ Industrial Strike Action and Public University System in Nigeria” in the Department of Politics and International Relations, Faculty of Management and Social Sciences, Lead City University Ibadan, Oyo State, Nigeria for the award of Masters of Science (MSc) in Public Administration and has not been previously submitted.

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## **Dedication**

This research work is dedicated to God Almighty and my beloved family, who have been my primary source of inspiration by continually offering their moral, spiritual and emotional support

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## **Acknowledgement**

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Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

## Abstract

Over the years, ASUU has embarked on a number of strikes which have resulted in months-long closures of universities and the frustration of both students and parents. This study examined effects of the constant strike on the Nigerian public university system, using Olabisi Onabanjo University, Ago-Iwoye as case study. The Max Weber's Social Action Theory and Relative Deprivation Theory serves as the theoretical background upon which the study is anchored. The study adopted survey research method. The population of the study comprised of 5,581 final year students and 625 OOU-ASUU chapter, making 6,206. A sample size of 362 was arrived at, using Krejcie & Morgan sample table. The researcher designed separate research instruments (questionnaires) to collect data from the students and staff of the university. The data was analyzed using SPSS and the data was presented using tables and descriptive analysis. The results revealed that the frequent strikes actions reduced the quality of education and ASUU strike has been a major factor why some students go to private university. The result also showed that the disruption of the school calendar has a negative influence on academic performance of students. However, the strike has not led to any improvement in staff welfare, and the salaries of academic staff have been reviewed because of the ASUU strike. The study concludes that the objectives of the strike has not been achieved, rather, it has set the university education backwards. The study recommends that government should pay more attention to the education sector and provide academic facilities that will enable a conducive learning and working environment for both staff and students in universities. Student should also maximize the strike period in writing professional exams or acquire vocational skills to help improve their mental capabilities

**Keywords:** ASUU Strike, Nigeria Educational System, Industrial Action, OOU, Students

**Word Count:** 289

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## List of Acronyms

<b>Abbreviation</b>	<b>Meaning</b>
ASUU	Academic Staff Union of Universities
ESD	Education for Sustainable Development
FG	Federal Government
GAP	Global Action Programme
ILO	International Labour Organization
NAAT	National Association of Academic Technologists
NASU	Non-Academic Staff Union of Educational and Associated Institutions
NOUN	National Open University of Nigeria
NUC	National Universities Commission
OAU	Obafemi Awolowo University
OOU	Olabisi Onabanjo University
SG	State Government
SSANU	Senior Staff Association of Nigerian Universities
SSANU	Senior Staff Association of Nigerian University
UDES	United Nations Decade of Education for Sustainable Development
UI	University of Ibadan
UNCED	United Nation Conference on Environment and Development
UNCSD	United Nation Conference on Sustainable Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNILAG	University of Lagos

UNN

University of Nigeria, Nnsuka

WSSD

World Summit on Sustainable Development

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

A major factor in ensuring that nations transition from being developing toward being developed is education. The university is a country's intellectual centre and the secret to success, while education is the cure-all that frees people from enslavement. An ideal educational tool should be able to support the development of the beneficiaries' skills, attitudes, and other types of behaviour that benefit the society in which they live. Therefore, it is crucial that everyone receives a basic education<sup>1</sup>. In Nigeria, there are elementary, secondary, and tertiary institutions in the educational system. Universities, colleges, and polytechnics, which are considered to be the highest level of tertiary institutions, are all included in tertiary education. The university as a postsecondary institution is the focus of this study.

In a higher education system known as tertiary education, students are trained to be qualified as professionals at various career levels. In a higher education system known as tertiary education, students are trained to be qualified as professionals at various career levels. Academic staff and non-academic staff are the two recognized types of employees in the university system. The academic staff is being examined in this research.

Academic staff is the members of the teaching staff of the university. The academic staff, like every other group, has a union organization that advocates for changes in the university system and the welfare of its workers. The name of this union is University Academic Staff Union (ASUU). The Nigerian Association of University Teachers, which was founded in 1965, included ASUU as a subset. In 1978, it attained autonomy and started functioning as a union that

defends the rights of its members. The union also has the duty to help the stakeholder achieve the desired classic grade of education by offering top-notch instruction in the Nigerian university system. Additionally, the union supports the struggle, just like any other union, to guarantee her members' proper welfare, job security, and facilitation of a favorable work environment<sup>2</sup>.

The Academic Staff Union of Universities (ASUU) was established in 1978, and since then, the academic system of Nigerian universities has seen certain changes and faced some difficulties. The academic staff members view the union as a platform via which they may interact and communicate their requests and complaints to the school administration and government. ASUU emerged as a force of intelligence to oppose the "powers that be" and provide a respectable alternative for Nigeria<sup>3</sup>. But in the majority of cases, when the ASUU members feel that their expectations have not been satisfied by the government or the school authorities, they frequently turn to industrial action without taking into account the detrimental and numerous side consequences on children, parents, and society as a whole. Due to these factors, some members of the public may interpret the union's activities, particularly its industrial strikes, as an effort to thwart Nigerian undergraduates' academic aspirations.

To force the government to meet the needs of public university lecturers and schools, particularly in the areas of salary, allowances, and infrastructure amenities in tertiary institutions, the union in Nigeria had launched a number of industrial actions. Such labour disputes resulted in months-long closures of schools, the paralysis of academic activities, and the frustration of both students and parents. However, it should be emphasized that some of the ASUU's numerous initiatives aimed to enhance the welfare of the public university, professors, students, and society at large<sup>1</sup>.

Strikes are frequently regarded as the last resort in the weapons of labour unions for resolving workplace conflicts. Employees led by their unions resort to strike action when all other avenues for an amicable resolution of an industrial dispute have been explored and negotiations with the employer have failed. Currently, strike action is viewed as a valid tool for employees to project their demands<sup>4</sup>. The law allows the affected employees a weapon to compel the employer to grant their demand if the employer refuses to grant them benefits to which they are legally entitled. Work stoppage, sometimes known as a strike, is the weapon. Since strikes have an impact on society just as much as they do on labour and employment, they are essential from both an industrial and social and economic standpoint<sup>5</sup>.

Strikes have historically been used for all of these reasons and many more, but their main objective has always been to exert pressure on the employer to take or refrain from taking specific measures relating to the terms of employment. Strikes have traditionally been one of the tools employed by workers to obtain concessions from employers. In most other regions, it is typically utilized as a last resort after all other channels for employees to voice complaints have been unsuccessful<sup>4</sup>. But in Nigeria, that is the only effective tool available to workers to agitate for better working conditions. This is primarily due to the fact that the government does not speak to or negotiate with workers before they go on strike. This explains why it is common to see unions on strike throughout Nigeria, including in the oil and gas industry, the medical field, the judicial system, and many other sectors. When public sector workers in Nigeria go on strike, a lot of people blame and criticize them without recognizing that this is their only effective tool against their employer (Government)<sup>6</sup>.

When Nigeria gained independence in 1960, it appears that its educational aspirations were centered on developing a highly skilled labour force to replace the colonialists' administrative

services, which led to the creation of various government-owned universities. However, there was a constant rise in population due to several changes in the country's structural makeup. As a result, it becomes crucial to offer high-quality higher education in addition to basic and secondary education. But the Academic Staff Union of University (ASUU) in Nigeria has documented ongoing industrial action that was orchestrated in large part as a result of a breakdown in communication between her and her employer, the federal or state governments in Nigeria, endangering the development of the required manpower<sup>7</sup>.

ASUU is one of the major four trade unions in Nigerian public universities. Others are the Senior Staff Association of Nigerian Universities (SSANU), National Association of Academic Technologists (NAAT), and Non-Academic Staff Union of Universities (NASU)<sup>8,9</sup>. While NAAT offers students technical education services, SSANU and NASU manage school administration as non-academic employees. However, other from a few insignificant successes, usually relating to improved member welfare, many of the ASUU industrial activities don't appear to have been met with discernible success. So, is it possible to claim that the ASUU's protracted strike has helped students, the educational community, or society at large? Can one say that the ASUU strike has enhanced the welfare of students and society as stakeholders in the educational sector given the current circumstances in Nigeria?

It is upon the foregoing that this study explores the synergic relationship between the ASUU, an umbrella union of lecturers in universities in Nigeria, and the Federal Government (FG) in restoring industrial harmony in Nigerian public universities towards the development of the Nigerian educational system.

## 1.2 Statement of the Problem

Universities are revered as the fortress of knowledge, the source of intellectualism, and the ideal environment for the intellectual incubation of tomorrow's leaders. The university is a stand-alone organization at the center of societies that are uniquely organized due to geography and historical legacy; it creates, investigates, evaluates, and transmits culture through research, and it is a business that serves several disciplinary needs. Unfortunately, the ongoing industrial union strikes have prevented universities from fully achieving their goals. When employees and employers are unable to reach a satisfactory resolution to their issues, there may be industrial unrest or strikes; representing trade unions frequently call for industrial actions. Therefore, unresolved tensions between employers and employees reach a head in industrial activities<sup>10</sup>.

Apart from the internal strike by the various union chapters, the ASUU has engaged in a number of industrial actions totaling over 25 strikes since its founding in 1978. The university's academic operations have been hampered by all this labour unrest for years, and the students are receiving a mediocre education as a result. Due to ongoing industrial action, student academic performance is declining every semester.

In order to force the government to address the requirements of public university lecturers and schools, particularly at the areas of pay, allowances, and infrastructure amenities in tertiary institutions, the union had launched a number of industrial strikes in Nigeria. Schools were closed for months as a result of these labour disputes, paralyzing academic activities and frustrating both pupils and parents. It should be emphasized, nevertheless, that some of the ASUU's numerous efforts were aimed towards enhancing the welfare of the public university, professors, students, and society as a whole. For instance, the union actively participated in the

1980s battles against the military administration<sup>10</sup>. The Nigerian educational system has been severely hampered by the disruption of academic activity brought on by the ASUU's industrial action, as the products of Nigeria's higher institutions are only partially finished because of the academic calendar disruption. Additionally, the ASUU's continuous industrial action has disrupted the tertiary institution's academic schedule, prolonged the study period, and diminished student engagement upon resumed classes.

Several industrial activities that were started after the prohibition was repealed in 1990 are documented. The most recent one occurred in 2022 and lasted for over eight months. These strike actions always cause academic programs to be disrupted, which could expose students to fragmented learning and foster bad study habits. In fact, the majority of students are completely cut off from academics when they are absent from school frequently or for extended periods of time. This is due to the possibility that the environment at home does not encourage focused and effective academic work. They might instead divert students' attention, leaving them vulnerable to evil acts<sup>11</sup>.

An empirical study revealed that an effective learning or an enhanced academic performance is achieved by the successful covering of the course outlines before the examination. The effectiveness and amount of students' learning are influenced by personal study habits. Some students may choose not to read the school notes during strike actions and instead indulge in counterproductive activities including sexual immorality, internet fraud, pool betting, playing video games, gossiping, watching movies, and reading comic books. These could have an impact on their academic success<sup>12</sup>. The idle students at home could pose a security risk<sup>7</sup>.

These are evidence that students may lose the ability to be ready and willing to learn during the strike. As a result, their educational success is negatively impacted. The disruption of the academic schedule brought on by the strike action creates dissatisfaction, emotional and psychological pain, unpreparedness on the part of the students, and a lack of enthusiasm, all of which combine to create an unfavorable atmosphere<sup>12</sup>. Nevertheless, "it is an ill-wind that blows no one any good," regardless of the reasons behind or the nature of the industrial action in the public tertiary institutions<sup>9</sup>.

Has the ASUU's numerous phases of industrial action been able to permanently alter the Nigerian educational system, despite their various phases? This is the main concern of the study, and it was based on these assumptions that it examined how strikes by this labour union has affected the performance of public universities in Nigeria. Previously, similar studies have been conducted on ASUU industrial strike and its impact on the student's academic performance in different public universities<sup>1,2,5,6</sup>. However, none of this were focused or conducted in Ogun State, therefore, Olabisi Onabanjo University, Ago-Iwoye is selected as a case study.

### **1.3 Aim and Objectives of the Study**

The aim of the study is to examine effects of the constant Academic Staff Union of Universities' industrial action on the Nigerian public university system. The study selected Olabisi Onabanjo University, Ago-Iwoye as a case study from Southwest geo-political zone in Nigeria. The specific objectives are to:

- i. examine the effects of ASUU industrial action on the quality of learning at Olabisi Onabanjo University

- ii. investigate the effects of ASUU industrial action on academic performance of students at Olabisi Onabanjo University
- iii. find out the effects of ASUU industrial action on the improvement of academic facilities at Olabisi Onabanjo University
- iv. determine the effects of ASUU industrial action on the improvement of academic staff welfare at Olabisi Onabanjo University

#### **1.4 Research Questions**

- i. What are the effects of ASUU industrial action on the quality of learning at Olabisi Onabanjo University?
- ii. To what extent has the ASUU industrial action affected the academic performance of students at Olabisi Onabanjo University?
- iii. In what ways has the ASUU industrial action led to the improvement of academic facilities at Olabisi Onabanjo University?
- iv. How has the ASUU industrial action affected academic staff welfare at Olabisi Onabanjo University?

#### **1.5 Hypothesis**

Hypothesis not tested for this study.

#### **1.6 Significance of the Study**

Peaceful industrial relation is crucial to industrial harmony especially in today's global environment that is characterized and influenced by forces of globalization. It is therefore pertinent to find out the impact of the ASUU industrial actions on Nigerian public university

system with a view to making recommendations that can bring about industrial harmony in the education sector which produces the quality and quantity of manpower that is needed for industrialization.

This study is of significant importance to the Federal and State Government of Nigeria as well as the Nigerian university authorities for the simple fact that it will afford them the unique opportunity of assessing the impact of ASUU's incessant strikes on the Nigerian public university system, particularly its adverse effects on the quality of the graduates that are turned out every session from these institutions. Armed with this knowledge, the Government and ASUU will be in a position to fashion out short- and long-term solutions to put the situation under control.

The study will serve as reference material on the topic of ASUU, industrial action and academic performance of students in the Nigerian public university system. Similarly, this study will add to the body of existing knowledge in the topic.

### **1.7 Scope of the Study**

The main focus of the study is to assess the effect of ASUU industrial actions on Nigerian public university system in the past five years (2017 – 2022) with particular reference to the students and academic staff of the Olabisi Onabanjo University, Ago-Iwoye, Ogun State. Nevertheless, the outcomes of these findings are no doubt relevant to several other institutions in the academic sector in Nigeria.

The final year students are selected across the various faculties and department of the university to participate in this study. The rationale for this selection is that, the final year students

irrespective of their course and duration of study must have spent a minimum of five years in the university, especially with the ever-occurring strikes.

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## **1.8 Limitations of the Study**

This study, like many other types of research encountered a number of limitations. The first is the choice of study respondents and research instrument. The research sampled respondents from the Olabisi Onabanjo University, Ago-Iwoye. As copies of questionnaire were distributed to the students and staff of the university. However, the respondents turn-out was low and the researcher later administered the questionnaire online through Google Forms for easy access and hassle-free data gathering process.

Also, the scope of this research is limited to the effect of ASUU strike on the Nigerian education system with OOU as case study. As such, the findings of this study are only applicable to the respondents from the university.

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## 1.9 Operational Definition of Terms

The following terms are used in this study and they are used in the following contexts:

**Academic Staff:** Within Nigerian universities, academic staff are regarded as lecturers from the graduate assistant cadre to the professorial cadre that teaches the students.

**ASUU:** This refers to the Academic Staff Union of Universities, a 1965–1978–established subset of the Nigerian Association of University Teachers. The academic staff members view the union as an all-encompassing organization through which they may communicate and present their requests and complaints to the school administration and government.

**Industrial Actions:** These entail voluntary strikes undertaken by employees to ensure that their rights are guaranteed

**Industrial Unrest:** This is referred to as strike actions by the Academic Staff Union of Universities within the year 2018 to 2022.

**Public University:** A university established, owned and funded by either the Federal or State government of Nigeria. These kinds of universities receive significant public funds through a national or sub-national government, as opposed to a private university. Public university in this research is synonymous to Olabisi Onabanjo University, Ago-Iwoye.

**Trade Union:** This refers to any temporary or permanent combination of workers or employers whose purpose it is to control the terms and conditions of employment of workers, regardless of whether the combination would or would not be legal apart from this Act due to any of its purposes being in restraint of trade and regardless of whether its purpose includes or excludes providing benefits for its members.

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## **Chapter Two**

### **Literature Review**

The chapter contains a review of the relevant literature which are related to this research. The review includes conceptual review, theoretical framework, review of empirical studies, conceptual framework and the summary of gap reviewed in literature

#### **2.1 Conceptual Review**

##### **2.1.1 Origin of the Nigerian University System**

Public universities are educational establishments that are supported and owned by the state. The word "public" denotes that a portion of state taxpayer money goes toward supporting the university. To put it another way, a public university is a facility that is owned by the state or receives a sizable amount of public funding from the federal or state governments<sup>1</sup>. It is a university that was founded to give citizens the education they need, typically at a reduced cost. By extension, a public university is one whose existence, administration, and funding are decided by the government, either at the state or federal level. Subventions are used to operate the institutions. In contrast to a private university, these schools are state-owned or receive large amounts of public funding from a national or sub-national government.

The role of universities in human capital development, research and technological innovation therefore, cannot be under estimated. Globally, investment in university education is a critical component of national development and nation building effort. Societies today rely on and depend on the growing information, ideas, and skills that are produced through university-based research. Governments invest in higher education because society anticipates it to have three

main effects on national development. First, society expects its university to produce highly skilled workers in technology, engineering, management, and other professions. Second, universities have a duty to produce their own corps of academic staff, or the intellectual resource pool, which will, through scientific research, generate new knowledge and innovation to address developmental issues. Thirdly, universities generate managers, administrators, and teachers for higher-level institutions that deal with human resources development. The Academic Staff Union of Universities is the primary union whose persistent industrial action has a negative impact on students' academic performance (ASUU)<sup>2</sup>.

The University College, Ibadan was founded in 1948, marking the beginning of higher education in Nigeria. Two years after the country gained its independence, each of the three regions controlled five institutions, with the then-Western area possessing three<sup>3</sup>. The development of a national higher education system was inspired by the rise in oil revenues in the middle of the 1970s as well as the necessity to foster national unity after the end of the civil war. This was accomplished in 1974 when the National Universities Commission was reorganized into an independent organization with new duties and authority. The change established the groundwork for the 1975 seizure of all regional universities<sup>3</sup>.

The establishment of the second generation, other highly specialized universities (of agriculture, technology, and a military university) was greatly aided by the widespread agitation for an expansion of access to higher education, increased high-level national human resource requirements, and technological development. State governments were able to construct universities because higher education was included in the concurrent legislative list of the 1979 Constitution. Soon after, the private sector started contributing to university education. However, without sufficient rules for their development, the private universities ended up being nothing

more than name-brand institutions of higher learning<sup>4</sup>. All the 24 private universities established between 1980 and 1983 were abolished by the Federal Government in 1984. It was nine years later in 1993, that another law which allowed the establishment of private universities and spelt out procedures for such was promulgated. To further widen access to university education, a National Open University was established in 1983, closed shortly after and re-opened in 2001 to offer education through open and distance learning mode and renamed the National Open University of Nigeria (NOUN). The past three decades have witnessed significant changes within the university system.

Notable among such changes is the increase in the number of universities and programmes. There were approximately 230 programs across all universities as of July 2017, and there were about 51,000 academic staff members. The rise in the student population and the number of applicants to universities, however, has seen by far the most change. Around 2.5 million students will be enrolled throughout all Nigerian universities by 2020, up from just over 2000 in 1962<sup>4</sup>. The pressure placed on universities and the limited expansion of physical facilities and academic personnel to meet this need have had a significant negative impact on the quality of programs offered by the institutions.

Concerns about the caliber of graduates have been voiced by both the general public and employers of labour. It is understandable that universities are under tremendous pressure in relation to the availability of higher education<sup>5</sup>. The number of universities in Nigeria as of December 2022 is 170. Of these, 79 are private universities, 48 are state-owned institutions, and 43 are federal institutions<sup>6</sup>. The University of Ibadan, the University of Nigeria, the Obafemi Awolowo University, and the University of Lagos are some of Nigeria's oldest universities. Between the end of the 1940s and the beginning of the 1960s, these four institutions were

established. The number of institutions founded in the nation has significantly expanded over the past few decades, especially the number of private universities<sup>6</sup>. The National Open Institution, which enrolls more than 500,000 students, is by far the biggest university in Nigeria. The largest open and remote learning institution on the African continent is the National Open University of Nigeria<sup>6</sup>. Its headquarters are in Abuja, although it has campuses across the nation.

### **2.1.2 Education and National Development**

Education is the magic bullet that enlightens and frees people from enslavement, and universities are not only a country's intellectual center but also a bastion of academic quality and originality that holds the secret to its future growth. As a result, it has been claimed that education is crucial to ensuring that countries through the transition from being developing to becoming developed. Primary, secondary, and tertiary institutions make up Nigeria's educational system. The tertiary education system is an advanced educational system where students are trained to become professionals in their many fields of study and levels of employment<sup>7</sup>.

By an extension, the products of the universities are the future man power of the country that will contribute to the attainment of the Federal Government's 7-point agenda and Vision 2030. But how can these agenda of government be achieved in the nearest future when academic activities in the universities would be left uncared for by the same government? To this end, it's lamented that it was a sad truth that the Nigerian government was yet to realize the importance of education in national development. Accordingly, a country that wishes to develop cannot do so without recognizing the place of education and if the government really wants to achieve its

lofty dream of “Vision 2030”, then it must radically begin to revolutionize its values and reorder its priority in the education sector of the economy<sup>8</sup>.

It is of the view that ASUU is not strike crazy, but uses the industrial action as a tool to check-mate government’s excesses and ensure that government pays extra attention to the education sector as well as the welfare of the university lecturers.

The term "national development" refers to the state of development that distinguishes a nation-state and results from the interaction of contemporary economic, political, social, and educational forces and processes that change diverse people, forming a common geographical area, from acceptance and allegiance to and participation in a transitional policy to acceptance and creation of and participation in a modern nation state<sup>9</sup>. It entails the deployment of governmental apparatuses that can maintain law and order, inspire loyalty, inspire legitimacy, allow for widespread participation, promote integration, and meet the expectations and desires of the general public. The public bureaucracy is the government apparatus in this sense<sup>10</sup>.

National development is the overall improvement or development of a country's socioeconomic, political, educational, and religious spheres. The goal of national development is to raise standards in all facets of Nigeria's life, including the socio-psychological, socio-economical, educational, moral, political, and economic spheres<sup>10</sup>. When these advances are combined, it is also certain that the lives of the nation's citizens will improve. It continues by stating that national development is the gradual alteration of the institutional, political, economic, sociocultural, industrial, and educational frameworks necessary to enhance humanity.

The fundamental element is the residents' direct and indirect participation in promoting development by harnessing human and natural resources. This definition emphasizes the role of

the populace in fostering national development. It depicts a nation in which everything has completely improved<sup>2</sup>. National development can therefore be defined as the all- inclusive, sustainable and irreversible advancement in the various sectors that constitutes a nation, as occasioned by the collective efforts of an organized and pragmatic citizenry<sup>11</sup>. To a large extent, therefore, the immense contribution of educational sector to national development cannot be under estimated or over emphasized.

### **2.1.3 Sustainable Development Goal of Higher Education in Nigeria**

The concept of Sustainable Development remains the modern parameter of measuring development. It is defined as a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potentials over a sustained period of time while maintaining the resilience of economic, social and environmental systems<sup>13</sup>. Education for Sustainable Development (ESD), a concept closely related to this one, is described as education that supports changes in knowledge, skills, values, and attitudes to support the creation of a more just and sustainable society. Through a balanced and integrated approach to the economic, social, and environmental components of sustainable development, education for sustainable development (ESD) seeks to empower and equip present and future generations to satisfy their requirements.

The necessity for education to address the world's expanding and shifting environmental concerns gave rise to the idea of education for sustainable development (ESD). To achieve this, education must adapt in order to educate students with the knowledge, abilities, values, and attitudes they need to contribute to sustainable development. In addition, all agendas, programs, and initiatives that support sustainable development must increase education. Education must be

integrated into sustainable development, and sustainable development must be integrated into education. Education for Sustainable Development (ESD) is a comprehensive and transformative approach to education that addresses pedagogy, the learning environment, as well as learning objectives and outcomes<sup>13</sup>. Universities are regarded as centers of excellence where information is not only obtained but also freely given to those in need around the world. They are official organizations created by society to serve as hubs of knowledge, great thinking, and values. In Nigeria, higher education (including university education) has the following specific objectives:

- i. bolster national growth by providing highly qualified, pertinent manpower training;
- ii. develop and instill moral principles necessary for both individual and societal survival;
- iii. enhancing people's intellectual capacity to comprehend and value their immediate and wider settings;
- iv. acquire the physical and mental abilities necessary for one to become independent and helpful in society;
- v. Encourage and promote academic achievement and volunteerism;
- vi. create and solidify national solidarity; and
- vii. encourage dialogue and understanding between countries<sup>13</sup>.

A global movement to reorient education to address the challenges of sustainable development was launched with the start of the United Nations Decade of Education for Sustainable Development (2005–2014). In the 37th session of its General Conference, the Organization (UNESCO) endorsed the Global Action Programme on ESD (GAP), building on the

accomplishments of the Decade as stated in the Aichi-Nagoya Declaration on Education for Sustainable Development. The GAP, which was acknowledged by UNGA Resolution A/RES/69/211 and introduced at the 2014 UNESCO World Conference on ESD, aims to scale-up initiatives and best practices. In order to ensure that the principles of ESD are promoted through formal, non-formal, and informal education, UNESCO, along with its partners, has a significant role to play in achieving important successes.

ESD is increasingly being acknowledged on a global scale as the primary enabler of sustainable development. The 1992 UN Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil; the 2002 World Summit on Sustainable Development (WSSD) in Johannesburg, South Africa; and the 2012 UN Conference on Sustainable Development (UNCSD) in Rio de Janeiro all recognized the importance of ESD. The necessity of ESD is also acknowledged in other significant international agreements, such as the Paris Agreement (Article 12).

#### **2.1.4 Constraints of Nigerian Government on Public University System**

Education embodies the development of desirable habits, skills and attitudes, which make an individual resourceful for the society. It enables people to acquire knowledge and skills by decoding the prevailing traits for an effective use. From the sociological point of view, it has become obvious that the broad aims of producing high-level manpower for national development for which the higher education is meant are not being achieved as a result of the multi-facet problems bedeviling the management of the higher education.

Despite the significant contributions that higher education makes to the development of a society, persistent issues with the university system in emerging nations frequently prevent it from carrying out its mandate. As a result, higher education in Nigeria is struggling, and the

system is rife with problems of all sizes<sup>14</sup>. High consistency has been hindered by a number of complex issues, and these issues are also causing uncertainty, doubt, and fear. These factors suggest that the system is at a turning point.

Today's higher education in Nigeria has primarily been a tale of success and failure. These institutions initially asserted that they had a decent influence on Nigeria's sociopolitical and economic progress. There are questions about whether higher education institutions will be able to maintain their position as being essential to a country's ability to connect with the new global knowledge system and to adopt, adapt, and further develop the new technologies required by the larger society under the current circumstances. The government has not provided enough money for schooling. The cost of education is split among the various tiers of government, with additional financing coming from businesses, charitable groups, and levies. A minor amount of the institution's earnings is made up of fees that are collected. Over the past ten years, there hasn't been much funding allocated. The country's education system is seriously underfunded, and this has rendered the higher education system useless. Despite a substantial enrolment expansion, the higher education system has not had the financial resources needed to maintain educational quality. The educational sector should get 26% of the overall national budget, according to UNESCO.

But in addition to the difficulties caused by low funding for higher education, Nigerian university management is also plagued by a host of other issues. Some of these issues include: insufficient lecturers, inadequate infrastructural facilities, brain drain, ongoing strikes by university unions, institutional corruption, insecurity issues, weak administrators and poor capacity development lecturers, political interference in university administration,

indiscriminate licensing of new universities, universities autonomy dilemma, and poor internally generated revenue (IGR), among others.

### **2.1.5 Academic Staff Union of Universities (ASUU)**

Universities are intellectual citadels for instruction and highest research, where the next generation's titans are forged. Academic staff and non-academic staff are the two recognized categories of employees in the university system. The academic staff, however, is of relevance to our investigation. The university's teaching faculty is made up of the academic staff. The academic staff, like every other group, has a union organization that advocates for changes in the university system and the welfare of its workers. The name of this union is University Academic Staff Union (ASUU). The Nigerian Association of University Teachers, which was founded in 1965, included ASUU as a subset. In 1978, ASUU obtained autonomy and started to function as a union that defends the rights of its members. The union is also tasked with helping the stakeholder achieve the desired classic standard of education by offering top-notch instruction in the Nigerian university system<sup>15</sup>.

The Academic Staff Union of Universities (ASUU) is one of the main four trade unions in Nigerian public universities. The three other vibrant trade unions are the Senior Staff Association of Nigeria Universities (SSANU), National Association of Academic Technologists (NAAT) and the Non-Academic Staff Union of Universities (NASU)<sup>16</sup>. The ASUU was established in 1978, and since then, the academic system of Nigerian universities has seen certain changes and faced some difficulties. The academic staff members view the union as an all-encompassing organization through which they may communicate and present their requests

and complaints to the school administration and government. ASUU emerged as a force of intelligence to oppose the "powers that be" and provide a respectable alternative for Nigeria<sup>15,17</sup>.

However, when the ASSU members feel that their expectations have not been satisfied by the government or the school authority, they frequently turn to industrial action without taking into account the detrimental multiple repercussions on children, parents, and society as a whole. Due to these factors, some members of the public may interpret the union's activities, particularly its industrial strikes, as an effort to thwart Nigerian undergraduates' academic aspirations. To force the government to address the needs of public university lecturers and schools, particularly in the areas of salary, allowances, and infrastructure amenities in tertiary institutions, the union in Nigeria had launched multiple industrial strikes<sup>15</sup>. Such labour disputes caused schools to close for several months, paralyzing academic activities and frustrating both kids and parents. It should be emphasized, nevertheless, that some of the ASUU's numerous efforts were aimed towards enhancing the welfare of the public university, professors, students, and society as a whole.

By creating and promoting sustainable management of education and by offering high-quality services in Education, the union intended to help the stakeholders achieve its high profile in the field of education. The union also supports the members' efforts to advance their social, economic, and professional circumstances, protect their rights, and work for their achievement. Trade unions do employ a variety of techniques to accomplish their objectives, both in Nigeria and other nations. Since the Academic Staff Union of Universities (ASUU) was founded in 1978, the union has typically viewed going on strike as its last resort for influencing policy<sup>18</sup>. The union uses the instrument of action which involves one of the followings:

- i. suspension of work;
- ii. refusal to work;
- iii. continue to work under certain conditions; or
- iv. slowdown of work.

### **2.1.6 The Concept of Industrial Action**

Industrial action accordingly is an action that workers take, especially stopping work, to protest to their employers about something. It is a brief manifestation of employee displeasure, often a strike or a protest against unfavorable working conditions or poor pay. Gaining more negotiating power with the employer and pressuring them to improve the working conditions for employees are two goals of industrial action. Industrial action is typically organized by unions or other forms of organized labour, most frequently when workers are forcibly terminated from their jobs as a result of a contract and without coming to an agreement with the employer<sup>19</sup>.

Although it is frequently used and understood as a euphemism for strike or mass strike, its meaning is far broader. Industrial action may be used to resolve a labour conflict or to bring about political or social change. They frequently rely only on this channel of communication to express their worries regarding perks and safety. Industrial action, in its broadest sense, refers to coordinated disruptive action, such as a strike or go-slow, undertaken by a group of workers to advance what they perceive to be either their own interests or the interests of the public at large.

This captures the essential ideas behind how industrial action is typically understood:

- i. It has a collective structure;
- ii. involves workers who are typically organized in a trade union;
- iii. It is meant to be disruptive, for instance by stopping or obstructing productive activity;

- iv. It is intentional or coercive since its main goal is to apply pressure to the subject of the action—most clearly, an employer to comply with the demands of the participating workers; and
- v. Although occasionally worker participants may be driven by more altruistic motives, it is generally motivated by self-interest. Seeking improvements in working terms and conditions, defending work practices, or ensuring job stability are all examples of acting in one's own self-interest. Environmental protection or opposition to the exploitation of children or young people in foreign workplaces are examples of altruistic motivations. The strike is the form of industrial action that is the most visible. It is the intentional suspension of work or withdrawal of workers' services from an employer in protest of terms and conditions imposed by the employer or to force the employer to give in to demands,<sup>20</sup>.

In reality, the terms "industrial action" and "strike" can often be considered synonymous, especially if the latter is given the kind of broad interpretation used by the International Labour Organization (ILO). To put it another way, industrial action refers to employees refusing to work in protest of poor service or conditions<sup>9</sup>. Academic and non-academic employee strikes in the tertiary education sector have been linked to student cheating on exams, corruption, and other social vices. Because strikes take time away from students, they are a social problem similar to corruption in that they make it impossible for students to complete their education within the allotted time.

### 2.1.7 Industrial Strike

A strike is a brief suspension of work activity by one or more groups of employees with the intention of enforcing or opposing demands, expressing concerns, or standing in solidarity with other employees' demands or grievances<sup>21</sup>. Strike as the cessation of work by a body of employees or a labour union representing the interests of the employees in an organization, due to a stalemate in collective bargaining between this group of employees and their management or employer<sup>21</sup>. Strike refers to an employee's attempt to stop working so that the employer will provide more concessions at the negotiating table<sup>15</sup>. It is believed to be a significant negotiating tool for labour unions. The most politically heated aspect of labour relations is strikes. "Too often, strikes are used as a first option rather than a last one. However, labour organizations have acknowledged that, if all else fails, a strike is a valid final choice<sup>15</sup>.

Strikes are frequently regarded as the last resort in the armory of organized labour for resolving workplace conflicts. Employees led by their Unions resort to strike action when all other alternatives for a peaceful resolution of an industrial dispute have been explored and negotiations with the organization have failed<sup>22</sup>. Currently, strike action is viewed as a valid tool for employees to project their demands<sup>23</sup>. The law allows the affected employees a tool to compel the company to grant their demand if the employer refuses to grant them benefits to which they are legally entitled. Work stoppage, sometimes known as a strike, is the weapon. Since strikes have an impact on society just as much as they do on labour and employment, they are essential from both an industrial and social and economic standpoint<sup>23,24</sup>. Strike is a made-up word that has no connection to any legal definition or description. It is an agreement made by employees of the same employer to stop working for him temporarily<sup>23</sup>. It is the simultaneous suspension of work by workers or employees for a brief period of time in order to voice a

complaint or enforce a demand over modifications to working conditions<sup>22</sup>. Therefore, a strike is the collective cessation of labour by a group of workers in any industry, or a concerted refusal of all or a portion of those who are currently employed or formerly employed to continue working or to accept employment<sup>23,25</sup>. The assertion that there are several rights and interests that employees may seek to advance through strikes is accurate. They may concern the terms and circumstances of employment of the strikers or other employees, political and social concerns, demonstrating working-class solidarity, or any other topic that the workers may consider going on strike for<sup>23,26</sup>. Strikes have historically been used for all of these reasons and many more, but their primary objective has always been—and still is—to exert pressure on employers to take or refrain from taking specific employment-related acts<sup>23</sup>.

Strikes have historically been one of the tools employed by workers to obtain concessions from employers. In most other countries, it is typically utilized as a last resort after all other channels for employees to voice complaints have been unsuccessful<sup>23</sup>. Whereas in Nigeria, that is the only effective tool available to workers to agitate for better working conditions. This is primarily due to the fact that the government does not speak to or negotiate with workers before they go on strike. This explains why it is common to see unions on strike throughout Nigeria, including in the oil and gas industry, the medical field, the judicial system, and many other fields. When public sector workers in Nigeria go on strike, a lot of people blame and criticize them without recognizing that this is their only effective tool against their employer (Government)<sup>22</sup>.

The Industrial Disputes Act of 1947 defined a strike as the suspension or cessation of work by a group of workers in any industry acting jointly, or as a concerted refusal of a group of workers currently or previously engaged to continue working or accept employment. The one part of

industrial relations that typically draws the most critical criticism is strikes, which signify a breakdown in the goodwill between labour and management. Employees who are on strike temporarily stop working in order to pursue a complaint or demand. Strikes have grown to be a crucial method for airing workplace complaints. "Grievances, true or imagined, stemming from industrial life" are the main focus of a strike.

#### **2.1.7.1 Typologies of Strike**

Strikes are frequently classified depending on many criteria, including their intent, area of effect, or method of application. It can be challenging to determine the basis for the classification when the forms stated on different bases overlap in many instances<sup>23</sup>. It seems preferable to give a brief overview of most prevalent types of strikes while emphasizing their key characteristics in order to reduce confusion and guarantee easy understanding.

**Economic Strike:** The majority of worker strikes call for better facilities and higher wages. The workers' demands during the economic strike are an increase in pay and other benefits. One of the most common types of strikes in Nigeria is this one. The standard strike is being held in protest of the employer's refusal to comply with demands for better pay and other working conditions<sup>24,27</sup>. Most strikes embarked upon in Nigeria by workers' unions are usually based on economic considerations.

**General Strike:** This refers to a strike by the majority or all of the union members in a particular region or sector. Workers in a certain industry sector could go on strike to press for demands that apply to all workers. It can potentially be a continuation of the strike to reflect workers' broader disapproval<sup>23</sup>. This is when the coverage of the strike is wide and general<sup>25</sup>.

**Stay-in Strike:** Workers in this form of strike don't miss out on going to work while they're on strike. They don't work but maintain control over the producing facilities. This type of strike is sometimes referred to as a "pen down," "tool down," "sit down," or "sit in" strike. This kind of strike differs from sit-ins in that it does not always entail the workers seizing control of the company's assets and running it themselves. Although this type of strike involves workers being present at work but figuratively not working, like sit-ins<sup>26</sup>.

**Slow Down Strike:** In this kind of strike, workers continue working. They organize the rate of output restriction rather than stopping the job itself. They use go-slow strategies to put the employers under pressure. Because workers who are on strike are supposed to fold their arms and complete their given jobs very slowly as they slow down the pace of work, this is also known as a "go-slow," "slow gear strike," or "lazy strike"<sup>25</sup>.

**Sympathy Strike:** Sympathy strikes occur when employees of one unit or industry strike in support of employees of another unit or industry who are currently on strike. The sugar industry's employees could strike in solidarity with their counterparts in the textile industry, who might already be on strike<sup>23</sup>. To put it another way, it is a type of strike that is initiated in support of another union or unions. Here, strikes just serve as a means of expressing solidarity and moral support in an effort to put pressure on the business participating in the trade dispute<sup>26</sup>.

**Recognition Strike:** This is a form of strike that is primarily geared toward forcing the employer to recognize and deal with a particular union<sup>27</sup>. In any country where there are trade unions, some are more recognized than others. This may be on account of the strategic roles they play in the economy of that country. Such roles make those unions very influential. In Nigeria, the Academic Staff of Union of Universities (ASUU) and the Unions in the Oil and

Gas Industry are typical examples. The lesser known and less influential Unions will always use strike action as a strategy to draw attention to themselves so that they can be more accepted by employers and the general public. The Strike actions sometimes embarked upon by the Unions of non-teaching staff in Nigerian Universities may be described as recognition strike since they use these strikes to draw the attention of Government to also recognize and deal with them the same way they deal with ASUU<sup>24</sup>.

**Jurisdictional Strike:** This type of strike occurs when two unions fight over which one has jurisdiction over a type of work and attempt to exert pressure on the employer to allocate it to one or the other. This form of strike is a fallout from the proliferation of Unions in particular profession as is the case in the health sector in Nigeria or in a particular industry. This type of strike is usually regarded as being illegal since the employer is caught in the middle of a fierce battle between two warring Unions<sup>24,27,28</sup>.

**Wildcat Strike:** This type of strike is regarded as a quick, sudden and unauthorized type of work stoppage. It is not approved by union leadership. Wildcat strike actions are often masterminded by a subgroup of employees who have not achieved satisfaction within the system<sup>24</sup>. Since this type of strike is usually declared without the consent of the union's controlling organ, it is also called 'unofficial strike'. It emanates from quarrels, defective leadership and lack of proper coordination between local and central union machinery and it is an indication of absence of group loyalty or cohesion<sup>25</sup>.

**Warning Strike:** A warning strike is work stoppage by a union of workers that may last hours, days or weeks aimed at serving notice to the employer of a waiting main or longer strike action in the nearest future<sup>29</sup>. A warning strike does not necessarily mean that the main strike is

imminent or inevitable. Rather, it is conditional or subject to the failure to address the demands put forward by the workers that are issuing the threat. As can be seen in the definition of warning strike, there are distinguishing features that separate it from other types of strike. Those distinctive features go to the root of its peculiar nature and they are supposed to be reasons for which it should be seen and treated differently by all parties. For example, a warning strike is work stoppage alright, but it is futuristic and anticipatory in its focus and intent. It operates more as a shield rather than as a sword; it is a conflict management mechanism or an alternative dispute resolution device of a sort. There are four features of ADR mechanism as non-violent, mutual satisfaction of parties, least expensive and post-settlement preservation of relations<sup>30</sup>.

A warning strike, if adequately harnessed, possesses these characteristics inherently. Those who call a warning strike do not intend an escalation of hostilities but desire amicable settlement, which is why they did not embark on the full-scale strike with its full complements in the first instance. Although a warning strike might be disruptive or costly, the emphasis is not on the immediate action or in the losses incurred at the immediate circumstances. Rather, emphasis is on the looming disruption, larger in proportion and longer lasting that the action is intended to avert or prevent. It is usually preceded by a due notice of action which is an intentional measure aimed at accentuating the warning strike's functional character in dispute resolution and restoration of industrial harmony. If the notice is harnessed even the warning strike itself may be avoidable<sup>29</sup>.

### **2.1.8 Industrial Action and Educational Development**

The following includes some of the effects of consistence strike by the academic staff of universities on educational development:

**Falling Standard of Education:** The avalanche of industrial strike action in the public tertiary institutions have contributed immensely to the fall of Nigeria standard of education below the United Nations Educational, Scientific and Cultural Organization (UNESCO) Index<sup>31</sup>. This has damaged the reputation of Nigerian educational climate and it's dicey to the future generations especially our youth.

**High Rate of Brain Drain:** Frequent labour disputes at public tertiary institutions have a detrimental effect on the educational system. Many professors have emigrated abroad in search of "greener pastures," or jobs that are more profitable<sup>31</sup>. The brain drain syndrome has led to loss of brilliant and intelligent lecturers and scholars to foreign countries in this technological age where the nation requires quality human capacity and capital development for the advancement of national course<sup>32,33</sup>.

**Unstable Educational System:** The dwindling and instability of the public tertiary institutions due to frequent strike actions have brought strain relationship between government and labour unions<sup>31</sup>. Thus, makes it impossible for them to come into compromise and implementation of policies and programmes in the institutions for profitable educational and academic development that will transform the educational sector in Nigeria<sup>34</sup>.

**Disturbance of Economic, Social and Political Life of a Country:** There are plethora of consequences of industrial strike such as decline in demand for goods and services, loss of the management or government, bad effect on labour relation and obstruction to economic growth which affect the federal and state government as relates to students in human capacity development as product of educational institutions<sup>31,35</sup>.

### **2.1.9 ASUU Industrial Action**

ASUU, which replaced the earlier National Association of University Teachers created in 1965, was established in 1978 as an umbrella organization for academic employees employed by federally and state-owned universities in Nigeria<sup>36</sup>. ASUU is one of the major four trade unions in Nigerian public universities. Others are the Senior Staff Association of Nigerian Universities (SSANU), National Association of Academic Technologists (NAAT), and Non-Academic Staff Union of Universities (NASU)<sup>16,37</sup>. While NAAT is a technical education service provider to students SSANU and NASU handle the administration of schools as non-academic staff. Since the inception of ASSU (having a national executive that negotiate on behalf of the state and federal-owned University under an agreed arrangement by the Union and governments), there are records of strike actions - long and short time<sup>38</sup>. But, before embarking on strike, demands or concerns to be addressed by governments are always articulated which, many times, are unattended to often making the union down-tool<sup>38</sup>. Or, even in cases where agreements are reached, governments occasionally disregard them. ASUU has no choice but to use industrial measures in reaction to either of these two occurrences in order to get the government to pay attention to the "cankeworms eating the fabrics" of Nigeria's educational system<sup>39</sup>.

It should be noted that the first strike action was organized in 1988 during General Ibrahim Badamasi Babangida led administration for fair wages and university autonomy. Unfortunately, failure of the Federal Government to implement the 2009 agreement led to another strike action which disrupted the activities of universities for another six months. The persistent strikes have definitely affected the stability of university calendar in Nigeria. However, due to the failure of

the federal government in meeting the demands of ASUU, the union embarked on another industrial action after its resumption from the earlier ban and, it was again banned on August 23, 1992. It should be noted that, an agreement was reached on September 3, 1992 that met several of the union's demands including the right of workers to collective bargaining. The situation worsened during late General Sani Abacha when the union embarked on strike in 1994 and 1996 protesting against the dismissal of their members. During President Olusegun Obasanjo, the struggle for improvement of salary, teaching and research facilities, university autonomy and reinstatement of forty-nine lecturers from university of Ilorin led to another strike in 2007, 2008 and 2009.

When the late President Umaru Musa Yar'Adua assumed office and ended the dispute between the union and the federal government, the strike was put on hold. It was believed that the government would find a long-term solution to the ASUU crisis with the election of a scholar (Dr. Goodluck Jonathan) to the office of president of the nation<sup>40</sup>. The union persisted in being aggressive in pursuing the rights of university employees in the face of resistance from President Olusegun Obasanjo's administration after democracy was restored in Nigeria in 1999 with the establishment of the Fourth Republic. The University of Ilorin's administration was the subject of a financial mismanagement and corruption investigation requested by the then-National President of ASUU in a petition to Justice Mustapha Akanbi of the Independent Corrupt Practices Commission in July 2002.

Because of disagreements with the Federal Government over an agreement it struck with the union around two and a half years earlier, ASUU issued an order in June 2009 ordering its members in federal and state institutions worldwide to continue on an indefinite strike. ASUU

and other staff unions signed a memorandum of understanding with the government in October 2009, ending the three months of industrial action. The National Executive Council (NEC) of the Union met at the University of Port-Harcourt from Tuesday, November 29, to Thursday, December 1, 2011, in advance of the industrial action that ASUU began:

- i. the level of implementation of the 2009 ASUU/Government Agreement;
- ii. the extent of compliance with the 2011 ASUU/FGN Memorandum of Understanding (MoU) on the implementation of the Agreement;
- iii. Governments unilateral dissolution of Universities Governing Councils;
- iv. the ongoing institutional accreditation, the state of the country, and the purported elimination of fuel subsidies, but the lack of communication between the two sides resulted in a fifty-nine-day indefinite strike by the Union. On February 1st, 2012, it was subsequently canceled. On August 30, 2012, ASUU again went on a warning strike. All of these have had a negative impact on the academic activities of university students, as well as the academic calendar and the students' performance<sup>18</sup>. ASUU began a second six-month strike on July 1 and ended it on December 17, 2013. This strike had a significant impact on Nigerian undergraduate students and caused them to engage in a number of unhealthy activities<sup>18</sup>.

By extension, the Academic Staff Union of Universities (ASUU), on Monday 15<sup>th</sup> November, 2021 announced its readiness to embark on another round of industrial action following the alleged '*government's unfaithfulness*' in implementation of the Memorandum of Action (MoU) it signed with the union upon which the last strike action of year 2020 was suspended. ASUU

National President, Professor Emmanuel Osodeke, stated after the union National Executive Council (NEC) meeting at the University of Abuja on the 13th and 14th November 2021<sup>41</sup>. He asked Nigerians to hold the government responsible if they fail to address the issues within three weeks. The union lamented that despite its meeting with the Minister of Labour and Employment, Dr. Chris Ngige on 14th October 2021, on the major outstanding issues including;

- i. funding for revitalization of public universities,
- ii. earned academic allowances,
- iii. University Transparency Accountability Solution (UTAS) promotion arrears,
- iv. renegotiation of 2009 ASUU-FGN agreement, and
- v. the inconsistencies in IPPIS payment, as the issues are still lingering.

The ASUU president had pleaded that;

*“ASUU is fully committed to upholding academic integrity in our universities and working to make them more globally competitive. We are equally committed to promoting industrial harmony in the Nigerian University System for as long as all stakeholders are willing and committed to play their parts. Our union shall not shy away from taking the fight to administrators of Nigerian universities as well as internal and external agents who are and external agents who are bent on compromising the standard ASUU has consistently laboured to protect and improve. “Finally, we call on all patriotic Nigerians and lovers of Nigeria to prevail on the federal and state governments to act fast to prevent another round of industrial crisis in Nigeria’s public universities”<sup>41</sup>.*

These ongoing protests by ASUU frequently lead to industrial action by sister organizations like NASU, SSANU, etc. It is important to understand that while the ASUU labour disputes have had some positive effects on the educational system and even society as a whole, overall, they have had a negative impact on the lives of students, teachers, parents, and the community at large, which, ironically, has an impact on the government. Additionally, it should be emphasized that during the 2009 ASUU strike, a number of important problems were brought up. While some members of the public were interested in the strike's outcome, others questioned the strike's justification. Similar to others, some wondered what impact the industrial action would have on government, educators, students, and the rest of society<sup>41</sup>.

Meanwhile, the incidence of industrial actions by the Academic Staff Union of Universities (ASUU) has become not only a commonly utilized weapon but, equally a familiar issue. As a matter of fact, it was the 1992 six months strike embarked upon by ASUU that led to the setting up of the Presidential Commission, which is known as Cooley Commission. The Commission examined varying issues ranging from salary to conditions of service for university staff. As if the 1981 six months strike by ASUU was not enough, it in 1992 again declared a trade dispute with the Federal Government of Nigeria over the following contending issues:

- (i) Gross underfunding of Nigeria Universities
- (ii) Conditions of service of academic staff
- (iii) University autonomy and academic freedom

Conversely, the above-mentioned issues were negotiated and an agreement was signed between the Union and the Federal Government of Nigeria on 3<sup>rd</sup> September, 1992. However, since this period of 1992, ASUU has been at daggers drawn with the government over non-fulfillment of

one aspect of the agreement or the other, which has culminated into further industrial actions.

The table below reveals the frequency of ASUU strikes in Nigeria.

**Table 2.1: Frequency of ASUU Strike Occurrence**

<b>S/N</b>	<b>Year</b>	<b>Duration of Strike</b>
1.	1988	4 months
2	1992	2 months
3.	1993	3 months
4.	1994	6 months
5.	1995	4 months
6.	1996	7 months
7.	1999	5 months
8.	2000	2 months
9.	2001	3 months
10.	2002	1 week
11.	2003	6 months
12.	2005	2 weeks
13.	2006	1 week
14.	2007	3 months
15.	2008	1 week
16.	2009	Over 3 months
17.	2010	Over 5 months
18.	2011	2 months
19.	2013	Over 5 months
20.	2017	1 month

21.	2018/2019	Over 3 months
22.	2020	9 months
23.	2022	8 months

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Source: Researcher's Compilation, 2023

One common trend discovered in these industrial actions is that they are usually the aftermath of the government's tardiness and foot dragging in signing an Agreement jointly reached after a protracted negotiation or the outright refusal/neglect of the government to implement the whole or a part of the provisions of the Agreement. In other words, due to the Federal Government's failure to meet its demands, the Academic Staff Union of Universities (ASUU) usually embarked upon indefinite nationwide strike.

It should be highlighted that ASUU's demand is that the government carry out a deal it made with the Union, which primarily focused on how to prevent the nation's universities from experiencing an unheard-of collapse. However, the government's proposal takes a selective, piecemeal approach. Without a certain, education should be addressed as a subject separate from politics and evasive polemics since it is too important and essential to the survival of any nation. It is undeniable that Nigeria is now falling short of expectations in terms of funding for its educational system<sup>42</sup>. In terms of the government, there are also competing demands on the limited resources. This has led to significant disagreements between the administration and ASUU and ongoing industrial strike measures.

University education and education general in Nigeria is said to be falling in standard due to so many factors and reasons. According to the recent ranking, none of the Nigerian universities was ranked among the first 500 universities in the world<sup>43</sup>. However, despite the challenges faced by

Nigeria's education sector and the calls for the government to increase funding to the sector, the budgetary provision for the 2021 gave the sector its lowest allocation in the past ten years, when measured as a percentage of the total spending plan. The hitherto troubled sector receives a meagre 7.9% of the total budget, which is much below the recommended benchmark of 10 per cent according to UNESCO. Out of the N16.39 trillion proposed budget for following year (2022), only N1.29 trillion was allotted to education. In recent years, Nigeria's educational system has received inadequate funding, falling short of the recommendation of the UN Educational, Scientific, and Cultural Organization. The sector's inadequate funding is to blame for the appalling condition of tertiary institutions' facilities and academic standards.

Many of the countries of the developing world, including Nigeria, did not achieve the Education for All (EFA) goals by 2015. In economically poorer countries, an estimated 72 million children are not in school. It is also recorded that about 758 million adults still lack basic literacy skills – more than three quarters of whom live in only 15 countries. Nigeria, as an E9 country (one of the world's 9 most populous developing countries), is under performing on a number of educational indicators. Nigeria suffers from most of the UNESCO indices of low-quality university education. What goes on in the education sector and at all levels of education does not show that the educational institutions are creating any values at all<sup>38</sup>.

Indeed, the values which the higher institutions had between the 60s and the early 80s have long disappeared and all that exist is a skeleton of what excellence represented in those days. Even in this so-called “Jet Age”, Nigeria, the supposedly and the acclaimed “Giant of Africa” is still referred to as a developing country after several decades of its political independence. This backwardness can only be checked when University education system is standardized, stable, dependable and adequately sustained. It is in an effort to actualize this seemingly elusive

qualitative educational system that ASUU decided to go on a yet prolonged strike to make the Federal Government implement the eleven issues identified as knotty in the 2009 FGN-ASUU Agreement<sup>44</sup>. These issues, according to ASUU include the following;

- i. Funding assistance to State Universities
- ii. Progressive increase of annual budgetary allocation to education to 26% within a period of eleven years.
- iii. Earned allowances for entitled academic staff
- iv. Amendment to the pension/retirement age of academics on the professorial cadre from 65 to 70years.
- v. Establishment of a Pension Fund Administrator for Universities
- vi. Re-instatement of University governing councils
- vii. Transfer of the Federal Government landed property to the universities
- viii. Setting up Research and Development Units by companies operating in Nigeria.
- ix. Setting up of a Budget Monitoring Committee.
- x. Review of the laws that impinge on university autonomy.
- xi. Expansion of the 28-man implementation Monitoring Committee headed by Dr. Wale Babalakin (SAN).

#### **2.1.10 ASUU Strike and the Academic Staff**

Globally, universities are considered as the citadel of learning, the source of intellectual growth, and a place where tomorrow's leaders are created. As a result, the university is a source of value and knowledge. When it can offer information and value, it advances. However, if it is not correctly managed by the staff members and administrators, it will not fulfill its role of offering the anticipated knowledge and value. The tertiary institutions in Nigeria have recently experienced constant shutdown because to labour unrest. It is easier to conceive than to express the effects of these frequent closures of tertiary institutions and academic programs on both the academic (ASUU) and non-academic staffs.

It is argued that the purpose of the ASUU strike is to force the government to uphold and carry out the 2009 agreement it made with the union regarding university funding and autonomy. ASUU as a union is said not to be interested in going on strike, but rather uses it as a last resort when all other attempts to influence the government have failed. Therefore, it follows that ASUU is cognizant of both the negative repercussions of its actions on the university community and the fact that its members also suffer as a result. After exhausting all potential channels for settling the workplace dispute without the expected outcomes, the union turned to strike<sup>13</sup>.

As a matter of fact, going on strike is like declaring a war on the opponent, though no lethal weapon is involved. A war could produce casualties on both sides. This was the case during the 2001 ASUU industrial action which resulted in the dismissal of twenty-one lecturers from the services of the University of Ilorin. Though, the court later rendered the dismissal a nullity, some of the lecturers never returned to their jobs. While some had died by then, some others relocated abroad in search of greener pastures. The loss suffered by Nigeria as a result of such brain-drain cannot be quantified in monetary terms.

Consequently, when a war is at hand, all efforts are geared towards its successful prosecution. As such, all other things that will not contribute towards that goal will have to take the back saddle. During any strike, and particularly in the case of that of ASUU, members are constituted into various committees, one of which is the monitoring committee whose duty is to go round all the units of the Union to ensure absolute and total compliance with the strike order. Another group is to handle the issue of negotiation with the government. During this period therefore, the Union is so pre-occupied with matters concerning the strike that its members have no time to embark on any meaningful academic research work. It is the development of education that suffers during such intellectual lethargy<sup>45</sup>.

#### **2.1.11 Olabisi Onabanjo University in Historical Perspectives**

The civilian government of Ogun State declared in 1979 that it was determined to build a university, additional polytechnics, and colleges of education during its first term in office. Consequently, the Honourable Commissioner for Education at the time called a meeting of the planning committee to establish Ogun State University in a letter dated January 19, 1982. The planning group, led by eminent Professor Akinlawon Ladipo Mabogunje, turned in its report on March 16th, 1982. As a result, the Ogun State House of Assembly discussed and approved a measure to create Ogun State University in July 1982. On July 7, 1982, it became the; with the approval of Chief Olabisi Onabanjo, the then-civilian governor of Ogun State.

*“law to provide for the establishment, incorporation, constitution, laws and functions of a Provisional Council of the Ogun State University and for other matters incidental thereto or connected therewith.”<sup>13</sup>.*

His Excellency, the then-executive Governor of Ogun State, announced the appointment of the original Chairman of Council, the original Vice-Chancellor, and other members of the Provisional Council on Tuesday, September 28, 1982. On October 28, 1982, a formal inauguration for the Provisional Council took place. The American State University system served as a model for Ogun State University. Ogun State University was founded in order to lead in the identification of the state's problems and also to give solutions for them. It also adopted the "land grant" concept. Ogun State University was created as a multi-campus institution to allow the university to serve the entire state. The university's colleges of health sciences are located in Sagamu (Remo), the colleges of engineering and agricultural sciences are located in Ibogun and Aiyetoro, respectively, and the main campus is located in Ago-Iwoye (Ijebu). The Ogun State University (OSU), which was established on July 7, 1982, was renamed Olabisi Onabanjo University on May 29, 2001 in honor of Chief (Dr.) Olabisi Onabanjo, whose initiatives as the state's then-civilian governor gave rise to the institution. Many students continue to refer to the university as OSU, an acronym for the previous name. On Monday, 31<sup>st</sup> January, 1983 the University opened its doors to its first set of students, numbering a little over 500 in all. On Friday, 30<sup>th</sup> January, 1987, the University held its first convocation ceremony, formally graduating 285 students who had completed and passed their examinations as at 17<sup>th</sup> September, 1986.

The foundation principal management officers of the university were: Professor A. L. Mabogunje – Pro-Chancellor and Chairman of Council, Professor J. O. Sodipo – Vice Chancellor, Mr. N. O. Sotoyinbo –Registrar, Mr. O. O. Ogundipe (Librarian, University of Benin) – Visiting Librarian, Mr. S. B. Onigbinde – Deputy Bursar, and Mr. A. O. Oyeledun – Deputy Director of Works. Today, the University is operating in all its various campuses, with

over 95% of its academic programmes accredited by NUC. Ogun State University, now Olabisi Onabanjo University has continued to produce high quality manpower that leads in the identification of global problems and proffering solutions to them. Information and activities amidst Students are communicated through the school's portal as well as notable privately owned magazines/ Social media handles such as 'OOU Media' 'OOU Campus Mirror' 'OOU Press club', 'OOU Update and a few others.

The mission of Olabisi Onabanjo University is to provide the best educational experience for the public through excellence in teaching, research, creative activities, and service to the community. The vision of the university is to be a center of academic excellence where knowledge, skills, and value will be relentlessly pursued to ensure the flowering of human abilities, service to the Nigerian nation, and the wider context of traditional wisdom and culture. The institution, which employs over 600 academic staff members, has eleven faculties with a total of 56 departments dispersed across several locations in the state. They include; Faculty of Agricultural Sciences; Faculty of Arts; Faculty of Basic Medical Sciences; Faculty of Clinical Sciences; Faculty of Education; Faculty of Law; Faculty of Administration & Management; Faculty of Pharmacy; Faculty of Science; Faculty of Social Management Sciences; and Faculty of Engineering & Environmental Studies.

The University, since its inception, has had eleven substantive Vice-Chancellors, namely; Professor John Olubi Sodipo, November 1982-December 1990, Professor T. O Bamkole, January 1991-March 1995, Professor O. Y Oyeneye, April 1995-November 1999, Professor Layi Ogunkoya, November 1999-March 2001, Professor Afolabi Soyode, April 2001-Jan 2006, Professor Odutola Osilesi 2006-2009, Professor Sofola Olusoga, 2009, Professor Wale Olaitan

2009-2013, Professor Saburi Adejimi August 2013 - May 2017, Professor Ganiyu Olatunji Olatunde May 2017 – October 2022 and Professor Ayodeji Johnson Agboola October 2022 till date<sup>45</sup>. The school is being governed by the administrative officers (which consist of the Visitor, Pro-Chancellor, Vice Chancellor and The Council) and the principal officers (which consist of Deputy Vice Chancellor, Registrar, Bursar and Acting University Librarian)

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### **2.1.12 Academic Performance**

A task's performance is evaluated in relation to predetermined, well-known standards for accuracy, completeness, cost, and speed. A contract's definition of performance is the accomplishment of an obligation in a way that absolves the performer of all obligations under the agreement<sup>21</sup>. Performance is understood as the application of a skill or an action. Achieving quality, quantity, cooperation, dependability, and creativity are all related to good performance. A performance is an action that requires a lot of work to accomplish a goal. To assess how successfully or poorly a task or activity is carried out, performance is measured against a set of standards<sup>21</sup>. Therefore, performance could be good or poor.

Academic performance, which is largely impacted by both internal and external elements in the classroom, is the result of students' evaluation in the educational process and indicates to what extent the students have attained the educational goals as stipulated in the curriculum. Although the value of academic accomplishment is rarely contested, agreement on how to evaluate it has been difficult to come by. Performance is described as the behavior of a person or an animal that can be observed or measured in a certain environment, typically an experimental situation<sup>15</sup>. Therefore, behavior that can be seen at a particular time is what performance measures. A performance test is used to evaluate performance. Performance tests are a type of mental examination where the individual is required to act rather than speak. Performance tests are the kind of exams that reveal a person's aptitude for dealing with objects rather than symbols<sup>15</sup>.

### **2.1.13 The Burden of ASUU Strike on Students**

Any industrial action taken by ASUU, whether it be a warning strike or a full-fledged strike, inevitably results in students becoming the first casualties. This is so that the students won't be

taught during this time, as the strike suggests. According to the argument, the ASUU strike "is detrimental because students would become frustrated and disheartened." How can a student remain unfrustrated when he or she has to miss one out of every three sessions, as was the case with state-owned universities in the South-East that missed an entire academic year in 2009–2010 because the state governments were unable to pay the salary scale that the lecturers demanded. On the other hand, a Direct Entry student who needs to enroll in three sessions in order to graduate would need to spend an unnecessary additional year to finish the calendar<sup>46</sup>.

As a result, the society is exposed to individuals who lack moral integrity as well as academic ability. In Nigeria, tertiary institutions in particular have experienced numerous protracted crises and ongoing closures as a result of needless industrial strikes. It is easier to envision than to articulate the effects that these frequent closures of academic programs and tertiary institutions have on students' ability to learn. As a result of industrial strikes taken by both academic staff members (ASUU) and non-academic staff members, tertiary education in Nigeria, the most populous nation in Africa, has suffered enormous and unthinkable defeats. This has the consequence effect of always putting students in terrible situations, disrupting academic programs, extending their study years unjustifiably, causing students to pay less attention to their academic work, and creating terrible lecturer-student relationships, among other things. Expectedly, students' academic performance has declined significantly while different types of examination misconduct are becoming more prevalent<sup>47</sup>.

Many Nigerian graduates has been a victim of such elongation in their academic programmes at one point in time or the other. Consequently, an idle hand, as the saying goes, is the devil's workshop and ready tool. The period of ASUU strike is a great opportunity for any crime-minded students to engage in nefarious activities in conjunction with like-minded colleagues.

The type of “crash programme” that often ensues after every ASUU strike is a sorry sight to behold. In an effort to cover lost grounds, students are rushed through the remainder of their academic calendar for the session. Some universities were on the verge of starting their end of semester examinations when the ASUU strike commenced. Accordingly, whenever the strikes were called off, the students are just given two weeks to revise for semester examinations. In such circumstances, students cannot perform well in this situation<sup>46</sup>.

The result of this type of system is that, it exposes the disruption on our educational system and relegated the quality of graduates the country produces. The burden of the ASUU strikes is equally felt by the parents who spend extra resources on their children education more than their expectation and budget. The corollary effect of this is that financially buoyant parent ended up securing university education for their children in abroad where academic staff strike is an anathema. Such group of parents equally found solace in the ever-increasing private universities in Nigeria<sup>46</sup>.

Some of the effect of ASUU strike on Students include the following:

**Abandonment of Program or Loss of Interest in Continuing Program:** Most students think it appropriate to travel into the street in quest of greener pastures where they can earn a stipend because of the ASUU's relentless industrial operations. As a result, many struggle to return to school once classes resume. Due to the enormous income they receive and uncertainty about their chances of finding a job that will pay them a large sum of money after graduation, some students are not even considering returning to school<sup>48</sup>. The results of an interrogative investigation done on the street indicate that returning to the classroom after most students have

been exposed to a job where they can only make a little money is a mirage because most of them have lost interest in education and place more value on a job where they can make money.

**Little or No Interest on the Nigerian Educational System:** Most parents and students have lost faith in the Nigerian educational system as a result of the frequent industrial action of the ASUU strike, as the majority of parents who can afford to send their children abroad are doing so, while those who cannot afford the travel expenses enroll their children in the private universities in the nation. Only or primarily lower-class persons in Nigeria who cannot afford to attend a foreign or private institution attend the country's federal and state universities<sup>48</sup>.

**Inconsistent Academic Calendar System:** Due to the prolonged ASUU strike, a curriculum that was originally planned to run eight semesters and four years may now last five or six years. The impact of this protracted strike won't just affect how long students stay on campus; it will also have an impact on their rent as they are still required to pay for housing even when classes are not in session. It is true that strikes in schools cause disruptions to academic planning and initiatives. It prevents pupils from attending classes and exposes them to social vices and laziness. The trend of strike actions across Nigerian tertiary institutions has resulted in an inconsistent academic calendar system, as against a uniform system which would ease policy and decision making for the government, administrators, parents, and the students. The menace of industrial strike in the public universities have extended the period students spend in school and the cost implications for the completion of undergraduate programme. For example, a student that is supposed to spend four years is spending up to seven years in school consequent on ASUU strikes<sup>48</sup>.

**Poor Student Performance:** After returning to class after a strike, student performance in the exam declines. This is because during the strike, students are absent from the academic setting. As a result, reading and all academic pursuits are given less respect. Constant strikes lead to a decline in academic standards<sup>48</sup>. Administrators are deprived of academic time by labour disputes, and whenever classes resume after a strike, they frequently speed through their assignments. This could entail skipping significant portions of the coursework, reducing the semesters, and ultimately inundating students with a mountain of academic work and little free time. Typically, this issue reflects poorly on student achievement. In the long run, taking part in industrial action makes students attend school longer than is required by law. This has repercussions for the employment pattern as age is a key factor for entry-level positions. Because of the unpredictable academic schedule in public tertiary institutions, students spend more time at home than at school, which hinders their capacity to mentally process and recall what they have learned<sup>34</sup>.

**Involvement in Social Vices:** Due to the unfavorable effects of the industrial strike syndicate on students' academic performance, these students frequently cheat in exams as a result of the strike occurring during the academic year. There are now more unemployed university graduates who are unmarketable both domestically and abroad as a result of this<sup>48</sup>.

**Increase in Youthful Crime and Immorality in the Economy:** Due to a lack of direction and vision, young people engage in all manner of illegal activities, such as gambling, using yahoo, and other such activities. It is true that the devil's workshop is an idle hand. As most students just wander aimlessly during a strike, the percentage of unintended pregnancies is especially concerning. Being stuck at home for an extended period of time leads to "loneliness and boredom, turn to criminality and criminal activities" include advanced fraud, armed robbery,

cultism, and kidnapping. In a similar vein, female students engage in prostitution and unintended pregnancies because "an idle mind is a devil's factory," whereas adolescent crimes such "gambling and wanderlust." For instance, many students participated in the #EndSARs protests, which resulted in students passing away too soon<sup>48</sup>.

#### **2.1.14 Some of the Factors Responsible for Frequent Strike Actions by Employees in the Public Sector in Nigeria**

Numerous elements of the Nigerian industrial relations system typically predispose workers in the public sector in Nigeria, led by their unions, to go on strike. However, only the most important issues are covered in this thesis. The excessive effect of the government on the country's industrial relations system is the first of these elements. Through its unilateral acts that have affected employment relations policies, Nigeria's experience over the years has demonstrated that the character of successive administrations has become possibly the most significant element in shaping the employment climate in the nation<sup>49</sup>.

The Federal Government of Nigeria seems to have a disproportionate influence over labour relations in the public sector, where it continues to be the sole employer of labour. The government imposes wage structures in the public sector unilaterally, without holding proper talks or consultations with labour groups (trade unions)<sup>22</sup>. Industrial and labour relations researchers have laid numerous blames on the government's excessive control in public sector wage decisions for the recurring wage crises that invariably result in labour unrest<sup>49</sup>.

The tendency of the government is to make decisions about pay and other job conditions unilaterally, imposing them on all parties without proper consultation<sup>49,50</sup>. The public sector personnel and their unions typically disagree with these unilateral decisions made by the

government, thus they resort to industrial measures to oppose them. The infrequent implementation of the collective bargaining process to decide on employee working conditions in Nigeria's public sector is another issue that frequently provokes strikes. This is precisely why the Nigeria Labour Congress asserted that changes in the national polity are to blame for the issues with collective bargaining as a tool for determining employees' wages and other working conditions in the public sector of Nigeria due to its limited nature and the disproportionately high number of workers outside of its coverage<sup>49</sup>. Many unionized workers, especially those in the public sector, lack access to formal, well-structured negotiating mechanisms, which frequently results in ad hoc negotiations brought on by industrial crises.

With very few exceptions, the majority of government parastatals lack a system for collective bargaining and do not engage in management-side negotiations. However, the legislation that created these parastatals gave their boards or management the authority to independently assess the terms of employment<sup>49,51</sup>. Additionally, successive Nigerian governments encourage the employment of semi-judicial commissions and tribunals over allowing bilateral discussions to determine employee compensation and working conditions, particularly for those employed in the public sector<sup>22</sup>.

Since the Second World War, virtually every significant demand by workers for pay increases or benefits has been decided upon outside of the collective bargaining process by special committees, commissions, or arbitration<sup>49,50</sup>. It is argued that because trade unions are not involved in the commissions' deliberations or even representation, their ideas, opinions, and interests are not taken into consideration when these commissions' recommendations are made, unlike in collective bargaining. Whenever there is a crisis in industrial relations, workers and their unions will frequently organize strikes.

Additionally, one of the things that contributes to the ongoing strikes by workers in Nigeria's public sector is the culture of governments therein, which is one of the reasons why they consistently break their collective bargaining agreements with trade unions. Nigeria's successive governments have a history of disregarding collective agreements struck during prior discussions regarding pay and other working conditions whenever they see fit to engage in dialogue with the trade unions<sup>51</sup>. Strikes and social unrest in Nigeria's public sector may have been rendered unavoidable by the violation of collective bargaining agreements. There is little question that the non-enforcement of collective agreements made to resolve wage-related concerns and other work conditions is the primary cause of the periodic strikes in Nigeria's public sector<sup>51</sup>. The government routinely enters into agreements with trade unions despite knowing full well that they will not be upheld, and because unions are constantly wary of the government, they believe that it is not to be given the benefit of the doubt. Strike action is the obvious response of Unions and their members to this circumstance.

The prevalence of unions in Nigeria also adds to the frequent strike actions in the public sector. Most workers, whether manual or white-collar, share a number of common concerns, such as job instability, a lack of workplace autonomy, and inadequate pay and working conditions, all of which typically should arouse opposition and hostility toward capital, the owners of capital, and their agents<sup>22,51</sup>. The Organizational boundaries of the trade union organization, which determine the boundaries or jurisdictional scope between different unions, are a manifestation of the divisional tendencies within the organization<sup>52</sup>. The aforementioned accurately depicts the scenario in Nigeria, where labour union growth has turned into a significant problem. Based on the unique characteristics of the jobs that its members hold, each union attempts to obtain higher wages and better working conditions<sup>51</sup>. Therefore, every reduction in salary demands and other

working conditions that a union achieves for its members causes other unions to raise equivalent demands for their respective members. This circumstance promotes labour dissatisfaction and interunion conflict, which also sparks strike actions<sup>51</sup>.

### **2.1.15 Consequences of the Incessant Strike Actions by Employees in Nigeria's Public Sector**

The consequences of incessant strike actions by public-sector employees in Nigeria led by their unions are discussed in this research work from two stand points, namely; positive consequences and negative consequences. On the plus side, strike action has now become the only way for public sector unions in Nigeria to pressure the government into accepting their demands and bringing them to the bargaining table on behalf of their members. It is impossible to undervalue the importance of the Nigerian Trade Union Movement in the fight for better working conditions, worker welfare, and contributions to national development<sup>22</sup>.

The trade union movement has expanded its traditional mission of promoting the welfare of the working class to include defending the interests of all Nigerians against reprehensible government policies, particularly in light of the political class's failure to fulfill its obligation to offer effective opposition to these policies<sup>53</sup>. It is important to note that the trade union movement has primarily used strike action as a tool to compel the government into granting its demands.

The Academic Staff Union of Universities (ASUU) has made it abundantly obvious to anyone who would listen that all of the union's accomplishments have resulted from striking activities. For instance, the Federal Government was challenged by ASUU in the 1990s, leading to the creation of the Tertiary Education Trust Fund (TETFund), formerly known as the Education

Trust Fund (ETF). ASUU had been challenged by the Federal Government to provide additional reliable financial sources that might be leveraged to improve tertiary education in Nigeria through interventions and additional budgetary supports. Following a significant strike by ASUU, the union hammered out the specific policy formulation and administrative structure of the ETF today (TETFund), which was included in the FGN/ASUU agreement of 1992<sup>54,55</sup>. Although the Military Government expanded the ETF intervention's scope to embrace all educational levels, including primary, secondary, and higher education, it was originally intended to be a special intervention in tertiary education alone. The ETF's intervention failed to have the desired impact on the educational system at any level<sup>22,55</sup>.

The Tertiary Education Trust Fund Act was adopted in 2011 as a transformational intervention agency for the rehabilitation, restoration, and consolidation of the tertiary education in Nigeria after pressure from ASUU led to the repeal of the ETF statute. In order to encourage tertiary education, TETFund had been financing academic staff members in Nigerian universities to pursue higher degrees as well as conferences, workshops, and other research endeavors<sup>54,55</sup>. The Committee on Needs Assessment of Nigerian Public Universities (CNANU) was established in 2012 as a result of pressure from the Academic Staff Union of Universities (ASUU) and the Federal Government. This was a component of the 2009 FGN/ASUU agreement designed to revitalize public universities in Nigeria and bring them up to speed with both domestic and international standards<sup>55,56</sup>.

The committee was tasked with determining the actual status of Nigerian public universities in terms of infrastructure facilities, services, and resources, staffing and enrollment, environment, and utilities, as well as the quality of the delivery of teaching and learning; to determine the gap between the current status, skills, abilities, and capacities of the universities and those that are

needed for the Universities to function at optimal level; and to make the recommendation<sup>55,56</sup>. The Needs Assessment Intervention Fund's effects are seen in a variety of ways, including through the provision of learning facilities, a supportive learning environment for students, and staff development<sup>55</sup>.

Additionally, ASUU has been able to improve its members' salaries to some extent from where they were before through strike activities. A variety of allowances are currently paid to eligible academic staff members, including postgraduate supervision, teaching practice, industrial supervision, and field trip allowances, honoraria for external and internal examiners (postgraduate thesis), honoraria for external moderation of undergraduate and postgraduate examinations, and postgraduate study grants<sup>22,55</sup>. In addition to the above, there are additional allowances for call duty/clinical hazard responsibility, excess workload, earned academic allowance, and external evaluation of readers and professors<sup>55,57</sup>. Every trade union in Nigeria's public sector has a unique tale to tell about the things it has been able to accomplish through strikes. The accomplishments made by ASUU during its strike activities are just a few examples. Nigerian public sector unions have realized that the government will never demonstrate any interest in the welfare of the employees who make up their membership if they do not call a strike.

We have frequently seen unions launch strike activities in a variety of industries, including education, the oil and gas industry, the health sector, the judicial system, the core civil service, and others. Because they are the only tool available to these unions in their fight for better working conditions for their members, these strikes are ongoing. Strikes have a lot of unfavorable side effects as well, which usually get the public's full focus. The continual suspension of work caused by industrial disputes has a significant socioeconomic impact on

Nigeria's progress. Whatever the justifications for strikes, it is clear that there are associated socio-economic problems. To a sociologist, a strike disrupts the sociological significance of work as well as the socialization process, whereas to an economist, a strike generates economic fracturing, which has major negative economic effects<sup>22,58</sup>. Strikes, various types of labour disputes, and work stoppages completely annihilate the anticipated economic growth and progress. This has a dual impact: on the one hand, it reduces national production; on the other, it deters necessary foreign investment. A key factor in determining national productivity is human productivity. This is due to the fact that all other resources are transformed by the human factor in order to boost national output. However, trade tensions and disagreements lead to work halts, which cost man-days<sup>58</sup>.

As a result, when labour productivity declines in terms of lost man-days, it inevitably leads to a decrease and loss in productivity that has an impact on both the country's GDP and gross national product (GNP) (GNP). Strikes that never end are a reflection of our industrial society's sick nature and structure. As a result, international investors are discouraged from investing in uncertain industrial peace and harmony, where their return on investment would be warped by strikes and work stoppages, and are scared away from doing so<sup>58</sup>. Industrial disputes, strikes, and work stoppages have major sociological repercussions. Work is a necessary social activity that gives people a sense of self-worth and community belonging. However, they also function because of the other pleasures it provides, such as company, the opportunity to use and develop skills, a sense of accomplishment, prestige, and recognition<sup>58</sup>.

Additionally, constant work interruptions brought on by strikes drive men away from one another in the industrial society. This causes the socializing function that labour serves to fail. Strikes, especially those that are frequent and long-lasting, cause the general public to view the

parties involved negatively<sup>58</sup>. For instance, ASUU's frequent and frequently prolonged strikes have led to the inaccurate conclusion that they are a gang of greedy, egoistic people only interested in their own self-interest. On the other hand, the government, who employed them, has been disparaged as a group of insensitive people. It is clear from the foregoing context and analysis that strikes provide a barrier to Nigeria's socioeconomic progress<sup>58</sup>. Huge negative effects result from strike actions, especially when they are protracted. Every time a union in the public sector calls for its members to go on strike, it typically has a negative effect on people who are directly serviced by the organizations, the individuals themselves, and society as a whole.

## **2.2 Theoretical Framework**

### **2.2.1 Thomas Hobbes Social Contract Theory**

According to Thomas Hobbes, prior to Social Contract, man lived in perpetual fear and selfishness in the State of Nature. As a result, man lived in chaotic condition due to the fact that life in the State of Nature was solitary, poor, brutish, nasty and short. It should be noted that man has a natural desire for security and orderliness.

Human nevertheless entered into a contract because he wanted to ensure safety and order, preserve himself, and stop further suffering and suffering in nature. By signing this contract, Man voluntarily gave over all of his liberties and rights to a power that must be obeyed. The mightiest authority is tasked with defending and preserving their lives and property as a result of this agreement. The institution of the ruler or king, who shall be the absolute head, resulted from this. The king, regardless of how wicked or undeserving he may be, is to be followed under all circumstances, and subjects had no rights against him.

However, Hobbes placed moral obligations on the sovereign who shall be bound by natural law. Thus, Hobbes draws the conclusion that humans are always and only motivated by their own self-interest from his scientific analysis of human nature. Men merely look for what they perceive to be in their own personal best interests. They respond mechanically, being drawn toward what they want and turned away from what they don't. Hobbes argues that individuals are reasonable in addition to being purely self-interested. They have the capacity to pursue their interests in a fully logical manner. From these assumptions about human nature, Hobbes constructs an unexpected and powerful argument for why people should be prepared to submit to political power.

For the sake of maintaining the subjects' prosperity, peace, and rights, Hobbes forces the subjects to cede all of their liberty to the sovereign. In this way, the natural law evolved into a moral code or instruction to the sovereign for the protection of the subjects' natural rights. According to Hobbes, the approval of the sovereign is a prerequisite for all laws. All true law is civil law, the law demanded and upheld by the sovereign, and it exists only to restrain the natural freedom of specific individuals in a way that allows them to cooperate and defend one another against a common foe rather than harm one another.

Hobbes is widely regarded as the inventor of the modern SCT, while Locke, Lewis, and other scholars have developed its varied perspectives. SCT reinforces, generally, a contractual agreement as the basis for societal existence (artificial or constructive model), and has been referenced or mentioned by some of the classical philosophers such as Machiavelli and Grotius<sup>37</sup>. This further illustrates the diversity of SCT ideas and their usefulness outside the realm of the social sciences. However, the Thomas Hobbes SCT offshoot that focuses on the government and the governed or the submission of private rights for public goods in a polity is

used, which is the SCT version of Lewis Coser proposed in 1956 applicable to employer and employee relationships in both the private and public sectors. The core tenet of SCT is that a labour dispute can either be functional or dysfunctional, leading to a productive or unproductive outcome, accordingly<sup>59</sup>.

When disagreement is productive, new norms, transformed institutions, technical and economic stimulation, and salary increases result. The performance of both groups and people may be enhanced by increasing investment, combating resistance to innovation and reformation, and offering answers to numerous causes of conflict. In contrast, when it is dysfunctional and conflicts cannot be resolved, it leads to an increase in annoyance, workplace stress, dissatisfaction, aggression, hostility, information hoarding, mistrust, divisiveness, hostility, discrimination, resentment, suspicion, rebellion, arson, assassination, and any other behavior that shows resistance to change<sup>38</sup>.

In the perspective of ASUU strike in Nigeria, the social contract theory could be related in the sense that the Nigerian government has a responsibility to provide quality education to its citizens in exchange for their obedience and compliance with the laws and regulations of the state. ASUU (Academic Staff Union of Universities) is a union of academic staff in Nigerian universities that has been on strike several times to demand better working conditions, such as improved salaries, funding for research, and better infrastructure. From the viewpoint of the social contract theory, ASUU's demands are justified because the government has failed to fulfill its obligations under the social contract by neglecting the education sector. The government has a responsibility to provide adequate funding and resources to universities to ensure that they can provide quality education to students and create a conducive environment for academic staff to carry out their research and teaching activities.

Therefore, ASUU's strike can be seen as a way to hold the government responsible for its failure to meet its obligations under the social contract. By demanding better working conditions for academic staff of Olabisi Onabanjo University, ASUU is advocating for the improvement of the education sector, which is vital for the development of the country.

### **2.2.2 Marxian Conflict Theory**

Marxists proposed the idea that conflict is a fundamental aspect of society. The nature of the capitalist society, where there is a basic conflict of interest between labour and capital, is examined in this perspective on industrial relations, which frames workplace relations against this backdrop. Karl Marx's writings and concepts are deeply rooted in the conflict theory. According to this theory, conflicts arise as a result of the inherent power and wealth disparities that characterize a capitalism society or economy. Marxian theory identifies the root cause of conflict as a long-running power struggle between employees and employers over the management of various areas of the workplace<sup>60</sup>.

According to research on the root causes of workplace conflict, poor management control strategies, worker job insecurity, and inequality in the allocation of industry profits generate complaints that lead to conflict<sup>60</sup>. Since it is relatively difficult and risky for workers to individually convey their grievances to management, conflict is seen as inevitable and trade unions are a natural response of workers to their exploitation by capitalists. Conflict theorists claim that there can be times when this conflicted relationship is tolerated. The institutions of joint regulations, however, are thought to strengthen rather than weaken management's position because they assume the survival of capitalism rather than pose a threat to it<sup>58,61</sup>.

Marx foresaw the end of capitalism as the result of a workers' revolution, which would then give rise to a "classless society" in which "people work according to their abilities and get according to their necessities" and "the free development of one is the prerequisite for the free development of all." Researchers started classifying the types of industrial conflict management that they would incorporate in their models in the 1970s and 1980s by taking into account the aims of the parties involved in the disagreement. Marxists proposed the idea that conflict is a fundamental aspect of society. When considering workplace relations, this theory of industrial relations considers the nature of capitalism, where there is a basic conflict of interest between labour and capital<sup>21</sup>.

Karl Marx's writings and theories are deeply rooted in the conflict theory. According to this theory, conflicts arise as a result of the inherent power and wealth disparities that characterise a capitalism society or economy. Marxian theory identifies the root cause of conflict as a long-running power struggle between employees and employers over the management of various areas of the workplace<sup>60</sup>. Identifying the causes of workplace conflict, inequality in the distribution of the proceeds of industry, job-insecurity of the worker, and poor management control strategies breed grievances which lead to conflict<sup>60</sup>. Here, conflict is viewed as inevitable, and trade unions are considered as workers' natural response to being exploited by capitalists because it is difficult and hazardous for workers to communicate their problems to management on an individual basis<sup>21</sup>.

Conflict theorists claim that there can be times when this conflicted relationship is tolerated. The institutions of joint regulations, however, are thought to strengthen rather than weaken management's position because they assume the survival of capitalism rather than pose a threat to it<sup>62,63</sup>. Society in essence is a veiled coalescence of the relationship of oppressors and the

oppressed. Marx believed that the class struggle was the driving force of social change. He stated that the history of all societies up to the present is the history of the class struggle. A new historical epoch is created by the development of superior forces of production by a new social group<sup>64,65</sup>.

In a similar vein, rather than creating a very specific model of industrial dispute management. It created a meta-model in much the same way as meta-taxonomy was created for conflict styles based on two dimensions, concern for self and concern for others<sup>67,68,69</sup>.

Within this framework are five management approaches: integrating, obliging, dominating, avoiding, and compromising. Integration involves openness; exchanging information, looking for alternatives, and examining differences so as to solve the problem in a manner that is acceptable to both parties. Obliging is associated with attempting to minimize the differences and highlight the commonalities to satisfy the concern of the other party. When using the dominating style, one party goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party<sup>69</sup>.

When avoiding, a party fails to satisfy his or her own concern as well as the concern of the other party. Lastly, compromising involves give-and-take whereby both parties give up something to make a mutually acceptable decision. The meta-model approach to managing industrial dispute is found to be the most appropriate in the case under review. In the unavoidable event of horn-locking between the Federal Government and the ASUU, the coming to play of the five management approaches of integrating, obliging, dominating, avoiding and the eventual compromising in the steps being taken to resolve the issues at stake is observed<sup>69</sup>.

In the context of the ASUU strike in Nigeria, Marxian conflict theory could be applied in the sense that the strike is a sign of the conflict between the academic staff (proletariat) and the Nigerian government (bourgeoisie). Academic staff members have been on strike several times to demand better working conditions, such as improved salaries, funding for research, and better infrastructure. These demands could be seen as a challenge to the interests of the government, which is responsible for allocating resources and managing the economy. The government may prioritize other sectors over education, which could lead to a situation where academic staff members are not adequately compensated for their work.

From a Marxian perspective, the ASUU strike could be seen as a struggle between the academic staff (proletariat) and the Nigerian government (bourgeoisie) for control over resources and power. The academic staff members are demanding a greater share of the resources of the state, which could be seen as a threat to the interests of the government. The government, on the other hand, may see the strike as a challenge to its authority and a threat to its ability to manage the economy.

Therefore, according to Marxian conflict theory, the ASUU strike can be seen as a manifestation of the broader conflict between different social classes in Nigerian society, as academic staff members of Olabisi Onabanjo University seek to assert their interests and demand a greater share of the resources of the state as seen in this research.

### **2.2.3 Max Weber's Social Action Theory**

Max Weber saw sociology as a thorough study of social action. His main interest was in the arbitrary interpretations that human actors make of their mutual orientations within certain socio-historical circumstances<sup>22,70</sup>. All human behavior to which an actor ascribes subjective

significance is referred to be action in Max Weber's analysis. According to him, action is social in the sense that it is guided by the behavior of others due to the subjective significance that the acting individual has assigned to it. Max Weber was especially intrigued by the way social actors frequently define social action in terms of chains of means-and-ends<sup>70</sup>.

The social action theory of Max Weber sheds more light on the reasons why Nigerian public sector workers, supported by their unions, routinely go on strike<sup>22</sup>. The social action theory of Max Weber sheds more-light on the reasons why Nigerian public sector workers, supported by their unions, routinely go on strike<sup>22</sup>. This explains why strikes occur frequently in Nigeria.

Workers routinely demand their entitlements through industrial action since the government does not care about their welfare, and if they do not, nothing will change<sup>22</sup>. It also explains why the government does not always bargain with the workforce, as doing so will result in obligations and the signing of agreements and memoranda. The majority of times the government made deals with workers, it did not abide by those agreements, and workers had to start another round of strikes to remind the government of the commitment it had previously made with them. Strike activities will continue to be common in Nigeria's public sector unless the government adopts a more favorable attitude toward its employees.

In the context of the ASUU strike in Nigeria, Weber's Social Action theory could be useful in the perception that the strike is a form of social action undertaken by academic staff members in response to their perceived lack of adequate compensation and poor working service conditions.

Therefore, according to Weber's Social Action theory, the ASUU strike can be seen as a complex process in which academic staff members are engaged in various forms of social action, driven by different motivations and goals. The strike is not simply a mechanical response to poor

working conditions but is instead an indication of the diverse and complex drives of the academic staff members involved.

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#### 2.2.4 Relative Deprivation Theory

Ted Robert Gurr developed the relative deprivation theory as one of the theoretical foundations for its study. According to the relative deprivation theory, people become hostile and take part in violent acts like strikes, riots, rebellions, mass protests/revolts, and other types of civil or industrial unrest when they perceive/experience actual or latent obstacles that prevent them from meeting their basic material needs<sup>16,71</sup>. In his 1970 book "Why People Rebel," Ted Robert Gurr made the case that individuals are compelled to rebel when they become aware of inconsistencies between the benefits they are ostensibly receiving and the actual ones<sup>72</sup>. The perceived mismatch between value expectations and value capabilities is what causes members of a group to become frustrated and dissatisfied. The theory of relative deprivation explains why a group feels deprived and dissatisfied when its position is compared to that of a referent group<sup>73</sup>.

This theory is pertinent to the continuous labour disputes between the Federal and State governments and ASUU that occur in public colleges in Nigeria<sup>16</sup>. This suggests that disputes within universities are producing general discontent among lecturers, who are thought to be disproportionately denied the right to better working conditions or environments by the Federal Government or university management. This justifies the lecturers' sense of deprivation, which gives rise to the urge to engage in labour actions like strikes, absenteeism, boycotts, and mass protests to address perceived deprivation that is having a negative impact on the universities' ability to achieve their overall goals and objectives. The anger and aggressiveness that the lecturers experience when males engage in conflicts in society are caused, in part, by their sense of deprivation from the Federal Government<sup>71</sup>.

Relative deprivation theory, however, has been criticized for failing to explain why some people who are dissatisfied choose not to engage in huge protests or violent acts<sup>72</sup>. It can be assumed that ASUU engaging in labour unrest or other forms of agitation does not ensure that its actions or interests are just, nor does it ensure that members of Nigerian public universities will generally expect improved working conditions or environments<sup>16</sup>.

The ASUU strike in Nigeria is an example of how relative deprivation theory can be applied. The union has gone on strike several times over the years, citing issues such as poor funding, inadequate infrastructure, and the non-implementation of agreements with the government. The striking lecturers have argued that Nigeria's higher education system is grossly underfunded compared to other countries in the region and that the government is not doing enough to address this. They feel deprived of the resources and conditions they need to provide quality education to their students, which has led to poor outcomes and a decline in the standard of education in the country.

The ASUU strike is an example of how relative deprivation theory can be used to explain social and political behavior. The striking lecturers feel deprived of their expected resources and opportunities, and they are taking action to redress the imbalance by demanding better funding for the education sector. This action is motivated by the feeling that they are not receiving what they deserve and need to do their jobs effectively.

In conclusion, relative deprivation theory is a useful framework for understanding the motivations behind social and political behavior. The ASUU strike is an example of how this theory can be applied to explain why the striking lecturers are taking action to demand better funding for the Nigerian education system.

### **2.3 Review of Empirical Studies**

In this section, the researcher reviewed previously conducted scholarly research and publications relating to the topic of enquiry. These includes studies on industrial action, public university system, education development, students' academic performance and the ASUU strike in Nigeria.

A study relating to this present research had as its broad objective to examine the implications of leadership subterfuge on collective bargaining and organizational crisis management in Nigeria public domain, with the public universities focal point of analysis. The research study used a survey-based descriptive research design. The connection between leadership deceit, collective bargaining, and organizational crisis was examined using Karl Marx's conflict theory as the theoretical framework of analysis. In a pandemic era where face-to-face survey is hindered, the study used primary data obtained through standardized questionnaires completed using Google's internet platform, which allowed the researchers to access public university instructors throughout Nigeria. Secondary data came from academic journals that had already been published, conference papers, news articles, and other pertinent online resources.

The results showed that there was almost universal agreement that collective bargaining procedures were ineffectively used to manage organizational crises in Nigeria's public universities and that the government continued to merely declare that collective bargaining procedures should be properly applied, which only served to exacerbate the labour relations crisis. The study came to the conclusion that the efficacy of the collective bargaining mechanism is hampered by the government's failure to address unresolved issues in their memorandum of agreement. To avoid any tendency toward frictions that could further trigger

organizational crisis, it was advised that all parties involved in labour relations and collective bargaining processes should make an effort to be open and dedicated to the terms of agreement<sup>74</sup>. A similar study examined achieving industrial peace in Nigeria's public tertiary institutions. To steer the study in the direction of the goals, two research questions were developed. The study used system theory as its analytical framework. The study used both quantitative and qualitative methods, adopting a survey methodology. The sample size was 200 respondents from four randomly chosen public universities in the south-south and southeast geopolitical zones. Two hundred (200) respondents completed the questionnaire, of which one hundred and sixty-two (162) copies were obtained for analysis. Research questionnaire with a four-point Likert scale and analysis using the arithmetic mean. The results showed that the strike had a negative impact on student academic achievement and the quality of education. The research makes several recommendations, including that the government and labour unions investigate the use of discussion and collective bargaining to address worker welfare for industrial peace and peaceful coexistence. The use of strikes by labour organizations as a last resort should not necessarily be done at the expense of students<sup>31</sup>.

A study on strike action as the only weapon available to public sector employees in Nigeria in their agitation for better working conditions noted that, whenever, it deems it fit to negotiate with workers represented by their trade unions, it does not keep to its own side of the agreements reached during such negotiations. Therefore, Nigerian public sector employees and their unions have realized that their only option for enforcing their demands for better working conditions is to go on strike. This is because the government only speaks that language, and only that course of action results in a favorable reaction from the government. This explains why workers and their unions in Nigeria's public sector frequently stage strikes. Based on the

aforementioned, the study investigates why unions and employees in the public sector commonly use strike action to pressure the government to comply with their demands. Max Weber's social action theory serves as the study's main theoretical pillar. The study concluded that strike action will continue to be common in Nigeria's public sector unless the government adopts a more responsible and sincere attitude in dealing with her employees and their unions. Therefore, it is recommended that the government start using collective bargaining and communication to discuss employee working conditions and develop the habit of upholding agreements made with workers and their unions<sup>22</sup>.

A study was designed to investigate the implications of industrial unrest of academic staff union of universities in Nigeria. To direct the investigation, three research questions were developed. The study design employed was a descriptive survey. All of Ebonyi State University's deans of faculties, department heads, heads of other units, and lecturers were present. The sample size was 200 respondents, of which seven faculty deans, twenty head of departments, and 137 professors from different university faculties were included in the stratified random sampling technique. The researchers created a structured questionnaire as the tool for gathering data. Six items from each of the three clusters, totaling 18, addressed each of the three research questions. Three experts evaluated the questionnaire's face and content validity, and the Cronbach Alpha Reliability Estimate yielded a reliability coefficient of 0.78. The researchers themselves administered the instrument, and mean and standard deviation were used to analyze the data. A baseline for a positive reaction is a mean score of 2.50.

The results show, among other things, that the ongoing ASUU strike threatens Nigeria's efforts to promote literacy since it throws off the academic calendar and encourages haphazard implementation of instructional materials, among other detrimental effects on education. As a

result, it was suggested that the government create policies that are both dynamic and long-lasting. As a result, education policies shouldn't be left up to each government's discretion; rather, each administration should expand on the policies that have already been established. To achieve excellence and promote academic standards in all their ramifications, the minister and commissioners of education should not be nominated unilaterally but rather from a group of senior professional educators<sup>75</sup>.

ASUU's strike, the Nigerian government, and its effects on students and society in a changing world were the subject of a research. Therefore, the study investigates the negative effects of the strikes on college students and the society as a whole. The study found that the union's desire to protect the welfare of its members and its quick response to any perceived unfriendly government actions with strikes are the main drivers of the strikes, while the government fell short of providing funding and establishing an appropriate legal environment for ASUU negotiation and regulation. The study concludes that the public university students are exposed to and tempted to engage in social vices, have a sense of being disadvantaged unlike their private colleagues, and the society's development agenda is threatened because of the subpar graduates produced by the Ivory Tower, all of which are supported by secondary data from journals, newspapers, journals, books, and the internet. It suggests, among other things, that the government and ASUU renegotiate their contracts and that the government increase its budgetary funding for the university<sup>38</sup>.

A study was set to examine influence of Academic Staff Union of Universities (ASUU) strikes on academic performance of students in Usman Danfodiyo University (UDUS) during 2013/2014 Academic Session. To choose the faculties and departments for the study, cluster sampling technique was used. 350 questionnaires were distributed in total, and 280 were

collected and subjected to descriptive statistical analysis. Student academic progress is significantly adversely affected by the staff union's industrial activities that disrupt the academic session. The frequency of strike action in the 2013–2014 academic year at UDUS has a significant negative impact on students' academic progress. In the semester after the strike, it leads to subpar academic achievement. The study comes to the conclusion that the ASUU strike action during the 2013–14 academic year at UDUS had a detrimental impact on the academic performance of the students by raising the failure rate of students and making it difficult for them to quickly reawaken their interest in academic work upon the start of classes. This study is important because it will help those involved in the education sector understand the full effects of the ASUU strike on university students. It will also encourage students to participate in tutorial classes or self-study while the strike is in effect to keep up with their studies when classes resume<sup>15</sup>.

Impact of Industrial Unions Strike on the Performance of Public Universities in Nigeria was examined. The study examined how industrial union strikes affected Nigeria's public universities' performance. According to the study, the rigid structures of relationships, a lack of communication, management's and the government's interference in union affairs, frequent trade disputes, a lack of funding, and inadequate teaching facilities are to blame for the problem of industrial relations in the Nigerian university system. The reasons of labour disputes inside the university system have also been linked to political factors. These have an impact on students' academic performance and generally lead to decreased production in Nigeria's economy. The study recommends that in order to understand how industrial relations operate, both union leaders and management representatives should occasionally pursue training<sup>21</sup>.

A study evaluates the crisis in labour relations and human capital development has an impact on academic schedules and annual leave in universities in Nigeria. To address two key questions, data were randomly gathered from 137 instructors at 37 universities spread across the six geopolitical zones of the nation. First, what causes crises to occur most frequently in the Nigerian university system, and second, do frequent industrial crises justify the challenges academic employees have in using yearly leave? The analyses revealed that unresolved disputes between the Federal Government of Nigeria and the Academic Staff Union of Universities (FGN-ASUU) are a major cause of academic calendar disruption. This frequently causes academic sessions to drag out and is also partly to blame for instances where staff members are denied access to academic staff annual leave, among other things. Only 21.9 percent of the respondents had regular experience with annulment leave after at least 10 years of active duty; the majority, however, had neither regular nor irregular experience. Deferring annual leave was not accepted in their organizations, according to some respondents (34.3%), while 68.6 percent listed poor health as one of the impacts of unused annual leave. The Nigerian government is recommended, among other measures, to institute proactive resolution of FGN-ASUU issues and prioritize educational growth in the nation. The ASUU should draft a resolution to require academic staff members nationwide to take an annual leave of absence<sup>76</sup>.

A study carried out an analysis of the costs of industrial conflict by Academic Staff Union of Nigerian Universities (ASUU) on the Professional Service Providers in the University of Ibadan, Nigeria. Academic staff members under the auspices of their union (ASUU) have incessantly embarked on strike actions within the space of three decades since the Union's establishment. The actions are said to be too many such that Nigerians are of the opinion that they are responsible for the poor quality of graduates. This work estimated the costs of three recent strike

actions between 2009 and 2013 on the professional service providers in the University of Ibadan. In-depth interview and content analysis research designs were employed and data were collected using in-depth interview guides. Data were analyzed using descriptive statistics and textual analyses methods. Each large shop owner loss of N645,250.00 during the 2009 strike action, N237,600.00 in 2011/12 and N332,750.00 to 2013 strike action, All the fifty-eight (58) registered large shop owners in 2013 lost a total of N19,299,500.00. Each small shop owner lost N307, 050.00 to 2009 strike, N66, 000.00 to 2011/12 strike and N211, 750.00 to 2013 strike action. All the 162 registered small shop owners in 2013 made a loss of N34,303,500. Total economic cost of the strike actions for each large and small shop owner was N1, 215,600.00 and N584,800.00 respectively. Strike actions resulted in huge loss of revenue from loss of business and have negative effects on their livelihood. It is recommended that they should engage other ventures and that ASUU should find alternative to strike action<sup>77</sup>.

A study empirically assessed ASUU strike and Nigerian tertiary education system. As such, this study examined the extent to which ASUU strikes influences tertiary educational system in Nigeria. Six hundred students from the four target universities in the states of Rivers and Ekiti were given questionnaires as part of the study's descriptive research approach. The dimensions of the Nigerian educational system are still the ASUU strike and student performance, educational quality, and long-term solutions to educational issues. The study's conclusions show that a sustained ASUU strike has a detrimental impact on educational quality and student performance, and that an extension of the strike could result in lower student performance in Nigerian universities. The study comes to the conclusion that frequent strike activities lead to the degradation of academic quality, deprive school administrators of academic time, and force academic work to be completed quickly after a strike. As a result, this result recommends that a

monitoring committee for universities be established, whose role will be to communicate with the union about the current problems affecting institutions and report back to the government for prompt action. This will also aid in lowering the ongoing ASUU strikes and improve Nigeria's educational system<sup>48</sup>.

In a study on the Nigerian industrial relations environment, researchers looked at conflict, its causes, and categorization among public sector workers. The Nigerian institutional and legal framework for bargaining might be understood as containing meaningful industrial relations' form rather than their content. As such, it closely resembles the larger conflict between actual behavior patterns and the constitutional, legal, and normative mores inherited from the colonial rule that exists in other spheres of social life. While the unions, businesses, and government continue to formally adhere to the system, the primary concerns that separate wage earners from employers and government are far removed from the established framework of industrial relations. The Industrial Arbitration Panel (IAP), which was created in 1976 as a means of swiftly resolving disputes between employers and their employees, was created in response to this requirement. The Panel was given jurisdiction by the Act that formed it to hear and resolve labour disputes between employees and employers, including those between and within unions in Nigeria's private and public sectors. The study examined Nigeria's climate for labour relations. It places emphasis on how conflict and its categories affect how public sector workers behave. The study also comes to the conclusion that the interplay of institutional, political, and legal issues within the context of industrial relations has a significant impact on the causes of conflict among public sector personnel<sup>78</sup>.

A study explored the synergic relationship between ASUU and federal government in restoring industrial harmony in Nigeria public universities. The study investigated the interaction between

FG and ASUU. The relative deprivation idea serves as the study's foundation. Additionally, it used primary and secondary data from surveys, interviews, journal articles, textbooks, and newspapers that were distributed. This study made the observation that action needs to be taken to prevent lecturers and employed researchers from leaving the Ivory Tower. Universities' outdated infrastructure and facilities need to be promptly upgraded. The report consequently suggests that higher education be given top priority, and that the federal government should make a real effort to fund public universities in accordance with internationally recognized standards. Appropriate legislation should be strengthened to enable the Federal Ministry of Labour and Productivity to consistently and productively engage ASUU in meaningful discourse on the best methods for resolving industrial conflicts in Nigeria's public institutions<sup>16</sup>.

A study that used an advocacy approach looked into the origins, consequences, and handling of the ASUU strike in Nigeria from 2003 to 2013. The report delves into the ASUU's historical pattern of industrial action and the broken promises made by the previous administration. The study was able to establish that political and economic factors are what drive the ASUU strike in Nigeria. The persistent industrial action of the ASUU is also influenced by the instability of macroeconomic policy. Therefore, the study recommends that in order to resolve these issues between the Federal Government and ASUU, the Federal Government should establish a powerful forum where the active actors (Government, Management, and ASUU) can gather and discuss issues affecting them rather than expressing it through strike action<sup>36</sup>.

A study examined labour unions and conflict management in Nigeria with a case study of ASUU. Surveys and content analysis were used in the study's research design. Due to the negative consequences ASUU strikes have had on this country's educational system, ASUU was selected as a case study. In order to prevent the rights of the colleagues they represent from

being violated or denied by the government, the study work revealed that ASUU attempted to overthrow the government in each of their operations. This study also found that they employed lobbying, meetings, conversations, and consultations to make sure that their demands were realized. The employment of "collective bargaining," a crucial instrument between the government and labour, was another technique used to resolve disagreements. It is via it that recommendations and conclusions were reached<sup>79</sup>.

An investigation on the impact of strike action on university educational management in River state using an experimental research design. The academic and non-academic personnel at universities in Rivers state received 135 copies of the study's questionnaire. Results demonstrate that strikes in Nigerian colleges cause more harm than good. The report describes a few of the knock-on impacts of the ASUU strike, such as inconsistencies in academic programs, improper examination processes, student cultism, a lack of enthusiasm in pursuing higher education, and so forth. Therefore, the study recommends that prior agreements between labour, management, and government about salary, fringe benefits, and other working conditions should be respected as soon as they become due<sup>80</sup>.

The impact of collective bargaining on industrial conflict resolution in Nigeria public universities was studied. The study was critically designed to find out if collective bargaining solves workplace conflict in Nigerian universities. The study targeted academic staff of both states and federal universities in South-West geo-political zone of Nigeria, owing to their active participation in industrial actions. The sample size of 600 academic staff were selected from 6000 ASUU members in South-West geo-political zone. The use of collective bargaining has been found to have meaningfully contributed to industrial peace and harmony as well as effective medium in checking incidents of strikes, labour unrests and brain drain in Nigerian

public universities. Hence, government should recognize and strengthen collective bargaining to have conducive atmosphere in Nigerian universities<sup>81</sup>.

A study evaluated the strike's impact on higher education in Nigeria using historical research techniques. The study assessed the history of strikes in Nigeria, their root causes, and how they affected students and the country's educational system. In the framework of the study, it was reported that strikes in Nigeria drag on for a very long time as a result of fruitless negotiations between the union and the government. As a result, Nigeria's educational quality is declining. The research therefore recommended the union and the government to act quickly and achieve an agreement to enhance the educational system in Nigeria as doing so will help to avert a future strike<sup>82</sup>.

Using a quasi-experimental research methodology, a study examined the effect of university academic staff unions on the standard of higher education in Nigeria. The study's target sample consisted of 450 students at a federal institution in Nigeria, and it sent 20 copies of a well-structured questionnaire to them. The one-on-one allocation mechanism allowed the study to retrieve every disseminated questionnaire. The study uses the study curriculum, teaching quality, student competencies, and student learning habits as proxies for the quality of university education in Nigeria. The results show that the ASUU strike and the implementation of university curricula have a bad relationship. As a result, during school strikes, all academic activities are suspended, and when they resume, students are not given the opportunity to make up the time they missed. As a result, the ASUU strike has a negative impact on academic performance and university curricula. The analysis comes to the conclusion that the ASUU strike disrupts the Nigerian university curriculum. As a result, the government and the

association should engage in swift negotiations and maintain an interconnected relationship as this will aid in preventing systemic planned strikes<sup>83</sup>.

A similar research dogged into the chronicles of the educational system in Nigeria, its arrival and problems associated with its founding from the inception. The study provided a breakdown of the founding of universities in Nigeria, starting with the founding of University College Ibadan in 1947 and continuing with the development of the second and third generations of universities. The report emphasizes the fact that there is never enough money given to the ministry of education to run the activities of the Nigerian university system. However, a number of problems affecting the educational system were also noted, including the erratic academic calendar, a lack of finance, and the brain drain phenomena. The study also found that the government liberalizes the system to the private company with the necessary funding to manage the administration in order to avoid having to provide funding for indigenous universities<sup>84</sup>.

Paradox of 'warning strike' in state- sector industrial relations in Nigeria was examined. In this study, a comparative review of cases of warning strike in Nigeria's private and public sectors as well as in selected OECD countries in literature was undertaken. The finding is that in the OECD nations, employers and employees use the warning strike as a means of averting the "mother strike." In Nigeria's private sector, strikes are hardly ever permitted, and when they do, the parties involved often use the warning strike and strike ultimatum as an opportunity to negotiate and resolve disputes. Contrary to what has been observed in the private sector, warning strikes in Nigeria's state sector are considered to be "opportunities lost"; workers frequently go on warning strikes only to end up going on the main strike because the inherent potential of warning strikes to prevent disputes from escalating is disregarded. Two reasons can be used to explain the difference in behavior. One is the state's conflicting roles as an employer,

party, regulator, and arbitrator. The second is the superiority complex that state employees experience, which reduces their willingness to participate in collective bargaining. State officials must overcome status and attitude obstacles, but both state officials and unions must foster an attitude of respect for one another<sup>29</sup>.

A study investigated improved-funding of university education in Nigeria: a panacea to ending industrial action by ASUU. The study concluded that various reasons such as poor conditions of service, heavy workloads and inadequate facilities and working environment all led to a state of frustration for university staff. Therefore, it is of paramount importance that government puts into cognizance and act on problems or factors militating against quality education in the Nigerian Universities as this would go a long way to ending the industrial action in the universities. It was recommended that the government should review its funding of the universities as it was in 1962 – 1975 and also the university teachers should be granted well-meaningful conditions of service in terms of functions with allowances and also housing accommodation with reasonable years of service at 75 years for professors and 68 for non-professors as retiring age<sup>85</sup>.

An analysis of collective bargaining in Nigeria put the conflict between the Federal Government and ASUU in perspective. Nigeria's public university faculty went on a six-month strike in 2013 in protest of the federal government's failure to follow the 2009 FGN/ASUU Agreement. The industrial dispute between ASUU and the FGN can be explained by the Nigerian government's lack of seriousness in upholding agreements, as well as local issues including low pay and working conditions, inconsistent funding, an increasing student population, and inadequate institutional autonomy. The purpose of this study, which consists of a documentary review, is to look specifically at the 2013 ASUU strike in order to identify the problems that caused it and

how far those problems have been resolved in order to prevent similar strikes in the future. The 'brain drain' from Nigerian universities, or the movement of staff, students, and other professionals from the nation in search of better opportunities abroad, has contributed to the strike, according to findings regarding the cause of the strike. This phenomenon is referred to as the migration of staff, students, and other professionals from the country in search of better opportunities abroad. The study's main recommendations are that both the federal and state governments commit to improving higher education spending and upholding labour-management agreements<sup>86</sup>.

A research examined at Taraba State University (TSU) Jalingo students' academic performance and the ASUU strikes. In order to choose the faculties and departments from which one hundred (100) respondents would be chosen, the study used a multistage selection technique. Questionnaires and interviews were used to gather information from respondents. The research revealed that ASUU's ongoing strikes in Nigeria have disrupted university schedules, which has had an impact on students' academic performance and goals. ASUU strikes were experienced by all respondents, and 75% acknowledged that these strikes had a negative impact on their academic performance. Nearly 75% of respondents said that the government could resolve the issues caused by the ASUU strikes by swift and rewarding discussion that promptly granted the union's requests. The study makes several suggestions and recommendations, including that university students should participate in tutorial classes or self-study during the strike action to keep up with academics when classes resume, that their parents or guardians should make sure they encourage students engagement in academic activities rather than household chores while the strike lasts, and that the members and executives of ASUU should employ other industrial dispute strategies to express their grievances rather than the one that has been chosen. To prevent

the deterioration and complete collapse of the educational sector, the Nigerian government should likewise use the strategy of prompt discussion and promptly grant ASUU's requests<sup>87</sup>.

Stakeholders around the world, and particularly in developing nations like Nigeria, are gravely concerned about the burden of supporting education in general and universities in particular. There appears to have been little progress over the years despite different efforts made in the nation by succeeding governments to introduce legislation that could promote effective funding of the sector. One of the most effective ways to increase the pool of human capital that a nation needs for sustainable economic growth and development is frequently seen to be adequate support for universities. However, the issue of funding education, and university education in particular, is a serious one in Nigeria. The sector has long struggled with problems related to insufficient funding from the government and other organisations. The issue of inadequate university funding is made even more difficult by the growing social and economic pressures on the government as a result of the nation's deteriorating economic situation and inflation-riddled education budget. The impact of this trend on university output quality and overall national output is significant. The goal of the study is to promote globally applicable policies that would increase the funding for education in Nigeria. The study came to the conclusion that in order to address the issue of financing higher education in the face of other pressing socioeconomic problems and unfavorable economic conditions, appropriate policies must be developed. It is recommended that, among other possible models that can be utilized to strengthen the sector, the government raise large cash for the university system by diversifying its revenue production through the many policy choices that have been discussed in this study<sup>88</sup>.

A study carried out an exploratory case study on underfunding of Federal University in Nigeria and perceived impact on administration. The researcher took into account external environmental

elements like alternative cash sources and competing organizations using the resource dependency theory. The Ahmadu Bello University was studied as a case study using a qualitative research methodology. What are the organizational and structural aspects of the Nigerian Federal University system that have an impact on university administrators' budget management? The study's four sub-questions centered on the following topics: the role of university staff in resource acquisition; the effect of the external environment; the alternative revenue sources that university administrators have looked into to address underfunding; and the experience of university administrators as they deal with the effects of Federal Government underfunding. According to the survey, university administrators at ABU need to be trained on how to obtain alternative resources. Additionally, this study has discovered administrative procedures that, more generally, assist federal university staff in carrying out their duties in a time of financial uncertainty. The report advised that administrators in universities, employees of the federal government, NUC, and other organizations in the same hierarchy assess their process flow and that higher education institutions must utilize a transparent approach with a high level of responsibility<sup>89</sup>.

A study examined the major causes and effects of Academic Staff Union of Universities (ASUU) strike on the academic activities of public university students in Nigeria. The study is qualitative in nature as it utilized secondary sources of data such as articles, textbooks, newspapers and online materials. The findings of the study established that inadequate funding of the universities, non-payment of financial entitlements of academic staff and the imposition of Integrated Payroll and Personnel Information System (IPPIS) are major causes of ASUU strike. The study equally uncovered that the effects of ASUU strike on the academic activities of public university students are disruption in academic activities, irregular learning in the universities and

discouragement and de-motivation of students in their academics. The study recommended collaborative action plans by Government, University Management and ASUU towards harmonization and implementation of ASUU demands and adequate funding of the universities; development of good study habit skills, tutorial classes, and self-study to reduce the effects of ASUU strike on the academic activities of public university students<sup>90</sup>.

The socio-economic impact of ASUU incessant strikes on host communities was examined with focus on Anyigba Community of Kogi State, Nigeria. The study's primary objective was to determine how the ASUU's strikes affected education, religion, security, peace, and commerce. Five research questions were selected: What impact would the ASUU strike have on morality and religion? Which aspects of the strikes threaten security? What negative effects do the strikes have on the local economy? How do the strikes impact the growth of education? How are ties between the two impacted by the strikes? The study's premise was system theory. 200 respondents were given a series of questions using the survey research methodology. Twenty additional Anyigba town residents were also questioned. Participants' responses were evaluated using descriptive statistics and shown as pie charts, histograms, and other visuals using Google Forms. Results indicate that the strike by ASUU had a detrimental influence on morality, endangered security, and slowed the economy. According to the conclusions, the study advised the government to fulfill the agreements, provide enough resources, and firmly establish university autonomy<sup>91</sup>.

A study examined at how strikes affected the administration and scheduling of academic activity at Nigerian universities. The term "strike" was defined, and a brief history of strikes at Nigerian tertiary institutions, including the ASUU strike in 2017—was examined. The reasons for striking were fully discussed. The impact of the strike on university management and planning in Nigeria

was also discussed. Strike was determined to be a problem that has persisted for too long without any significant action being taken. The government, educational administrators, academic and nonacademic employees, as well as other pertinent parties, must pay attention to how the strike is managed in Nigeria. The strike makes it exceedingly challenging to schedule both academic and extracurricular activity at institutions. That everyone must play his or her role by abiding to agreements signed. That educational manager faces the challenge of re-planning educational activities, re-preparing the school calendar, re-assigning old task to new staff and not achieving certain long-term goals due to the prolonged un-accomplishment as a result of the strike. Because strikes are time-consuming and inefficient, immediate attention is required to address this issue. The study advised that the government adhere to the conditions of every agreement it enters into and upholds them consistently. It also suggested that the government channel more money into the education sector from the national budget each fiscal year<sup>92</sup>.

A study was carried out on the implication of incessant industrial strike on Nigerian education system. The aim of the study was to determine the effect of incessant industrial strike on the adequacy of years which students are supposed to spend receiving lectures in the university before graduation. The design of the study was triangulation design and the scope of the study covers incessant strike embarked on by the Academic Staff union of Universities (ASUU) in Nigeria from 1999 to 2020. As source of data, the researcher used the data on the number of strikes Universities embarked on and how long each lasted. Simple percentage was used to analyze the data and the result reveals that about 17% of the entire calendar has constantly been used expectedly to train the students but is lost to strike. Consequently, the conclusion that strikes by Nigerian university students represent the root of 17% of the issue was drawn. In light of this, it was suggested that the government abstain from taking any measures that would cause

ASUU to go on strike and that ASUU find another way to resolve their differences with the government than through industrial action<sup>93</sup>.

Crises management, strike actions and government-ASUU negotiations was examined with focus on the perceptions of ASUU members in Anambra State, Nigeria. Thus, this study was conducted to determine the ASUU members' stance on using a strike as a negotiating tactic with the government. Cross-sectional survey study was used to examine ASUU members at Nnamdi Azikiwe University in Awka and Chukwuemeka Odumegwu Ojukwu University in Uli/Igbariam, two public universities in Anambra state. 352 respondents made up the sample size, and a questionnaire served as the data gathering tool. According to the report, ASUU members believe that strikes are the most successful form of negotiation since they are easier for Nigerian political leaders to grasp. The study suggests that the solution to the ongoing strikes in Nigerian universities is better worker welfare, the implementation of MOUs and MOAs, and increased funding for higher education in Nigeria<sup>94</sup>.

A study examined Academic Staff Union strike effects on the academic performance of students in Nigeria. The objectives that guided this study were; to examine the extent to which instability in school calendar in Nigerian universities due to ASUU strikes affected students' learning effectiveness and academic performance; to establish how students prolonged stay in school due to strikes affect the efficiency of the labour market; to examine how ASUU strike affected students' learning effectiveness and performance. Three hypotheses were formulated in line with the objectives that guided the study. The theoretical framework adopted by the study was conflict theory. Extensive review of related literature was carried out. As a quantitative study, it utilized primary and secondary sources of data, which were collected using questionnaire administered to four hundred (400) respondents. Data obtained were analyzed using tables, frequency

distribution and Chi-square for the empirical testing of the three hypotheses that guided the study. Results showed that ASUU strike actions prolong students' number of years in school; ASUU strike actions affect student's effectiveness and academic performance, ASUU strike actions cause instability in the school calendar, among others. The study recommended that Federal and State Governments should improve the conditions of service of the academic staff with a view to restoring industrial harmony and averting the brain drain of some of the academics migrating to foreign universities in search of greener pasture. Government should always adopt collective bargaining approach to the management of industrial conflict, universities should be autonomous in every respect to avert this frequent experience of strike actions in the university system in Nigeria<sup>95</sup>.

A study was on effect of Academic Staff Union of Universities (ASUU) strike on performance of universities in South Eastern States of Nigeria. The specific objectives of the study were to: ascertain the effect of ASUU strike on graduate employability and examine the effect of ASUU strike on university global visibility in South East, Nigeria. Survey design was adopted for the study. Population of the study was 86, 580 staff and graduates. Sample size for the study was 398 academic staff and graduates of the universities. Sources of data were primary and secondary and data were scaled using a five- point Likert scale and analyzed using mean score. The study found that low graduate employability and poor university global visibility were the effect of ASUU strike on universities in South East, Nigeria. The study concluded that ASUU strike had adversely affected performance of universities in South East, Nigeria. The study recommended the stoppage of incessant ASUU strike by paying the lecturers regularly and adequately, ensuring graduate employability through curriculum change in line with the best global practices and providing the needed infrastructure<sup>96</sup>.

A study looked at how persistent strikes affected student teachers' professional development and training in Nigerian universities. To direct the study, three research questions were put forth. Two surveys on a Likert scale with four possible outcomes. The study intentionally used twenty-four (24) teachers and ninety-six (96) third- and fourth-year students from the Faculty of Education at the University of Nigeria, Nsukka. Standard deviation and mean were used in the analysis. Means above 2.50 were accepted, whilst those below were disallowed. The findings showed that frequent strikes at universities had an impact on teachers' academic and professional development. In order to prevent repeated strikes in the educational system, it was advised that the government shoulder its educational obligations. Other suggestions include that teacher education programs should endure five years, just as other professional programs<sup>97</sup>.

A study examined students' perceptions of the impact of Academic Staff Union of Universities (ASUU) industrial actions on the development of Nigerian public universities. The study setting was the University of Ibadan, Nigeria. The study adopted the descriptive research of a survey type of design. A sample size of 392 was generated for the study using the Yaro Yamane formula (1992). A questionnaire was used to gather the data for this investigation. The statistical processing of the data used mean computation and standard deviation. The main conclusions demonstrate that ASUU labour activities had modestly positive functional effects on the growth of the university by pressuring the government to take the necessary steps to ensure its development and by exposing the poor condition of the institution.

ASUU strikes disrupted the academic calendar, lengthening students' stays on campus, and damaged the university system's reputation, the study found. These effects had a significant dysfunctional influence on the development of the university. The study came to the conclusion that the dysfunctional impacts of the ASUU industrial activities needed to be significantly

reduced if public universities in Nigeria were to operate efficiently. It was recommended that the government make efforts to promptly respond to ASUU's requests and increase its investment in the educational sector in order to prevent ongoing strikes. It was also suggested that the government develop measures, such as organizing meetings and interactive sessions that would help checkmate ongoing strikes, and that bureaucracies be reduced in order to improve effective communication between ASUU officials and government bodies<sup>98</sup>.

A study x-rayed the impact of ASUU strike on university education in Nigeria. The study also looked at the goals of ASUU as an organization, the reasons behind the ongoing strikes by ASUU at Nigerian universities, and the benefits and drawbacks of these strikes for higher education. The study also revealed potential strategies for controlling ASUU strikes in Nigerian universities. According to the study, the ASUU strike has a negative impact on the caliber of university graduates the nation generates. In light of this, it was suggested, among other things, that the government create measures to help stop ongoing strikes in Nigerian institutions and the educational sector as a whole. According to the study's findings, the disruption has an impact on how the curriculum is implemented, how lessons are taught, when students graduate, how well they perform academically, and the overall quality of education in the nation. The study recommended that the federal and state governments should work in partnership with the ASUU aggressively and diligently at all levels to ensure that the ongoing crises in universities, violations of the rights of the academic community, and other issues are resolved. Implementing the agreement reached between ASUU and the federal government in 2009 will also help to resolve the ongoing impasse that frequently results in ASUU strikes in Nigeria, in addition to the other recommendations made above<sup>99</sup>.

A study assessed to be or not to be: should government fund private universities in Nigeria. The issue of funding has been critical and fundamental in the discourse on the operation of Nigeria's university system. Indeed, the subject has caused a great deal of controversy over the years, with some advocating for the government to support all of the nation's colleges while others contending that the government has no business managing or funding higher education. The issue has been addressed by many Nigerian governments, commencing with the creation of the Education Tax Fund (ETF), which eventually evolved into the Tertiary Education Trust Fund (TETFund). Despite these initiatives, the matter has continued to be divisive because private colleges who were not included in the TETFund funding have also entered the conflict and are advocating for inclusion. In order to determine whether it would be desirable or not, this study looked at the funding issue as it relates to Nigeria's university system and the country's private institutions' requests to be included in the TETFund's disbursed monies. This was accomplished through the study's interpretation of previously published works on the topic area using secondary data sources. The study made the case that public and private universities alike should adopt the recognized best practices around the world, where universities obtain funding independently of the government through chair endowments from individuals and corporate organizations to ensure complete autonomy of the university system<sup>100</sup>.

A study examined how university strikes from 2012 to 2017 affected Imo State University students in Nigeria's Imo State. Transcendental phenomenology, a qualitative methodology, was employed in the study. Data were gathered through in-depth interviews. Interviews were conducted with eight former students who had attended Imo State University. The Institutional Review Board at Nova Southeastern University granted the necessary approval (IRB). Analysis was done on the significance of the student's actual experience. The study determined the

primary reasons for strike activity, its impact on Imo State University students, and the disputes among its participants. The analysis found that the ASUU strike action had a detrimental effect on how university programs were applied. The study's conclusions demonstrated how the student's graduation was impacted by the strike. Students who enroll in a four-year program often complete it in six to seven years. The disruption of academic programs due to the impact of the strike on both the quantity and quality of students' study habits should also be taken into account. Students' learning capacities were negatively impacted by the strike since they were less prepared and ready to learn during that time. As a result, their academic success suffered. For efficient human growth in the field of social studies, it was advised that the government and other educational stakeholders accept their responsibilities, stabilize the education system, and put an end to strike actions.<sup>101</sup>.

An analysis of the perceptions of the ongoing ASUU strikes in Nigeria's public institutions highlighted both the advantages and disadvantages of this action for university faculty. This study employed a qualitative narrative research design. Based on their willingness to volunteer for the study and availability, twelve academic staff members were sampled. There were twelve individual interviews with academic staff members. ASUU's ongoing strikes in Nigeria's public institutions were conceptualized using a list of fifteen (15) categories. According to the findings, the context of the ongoing ASUU strikes was seen as political participation, a desire to continue, civil responsibility, engagement, research output, and program interruption. The engagement of academic staff in terms of stress aversion, reducing burnout, and allowing for natural leave from work were the most advantageous results of the ongoing ASUU strikes.

The most detrimental effects of the ongoing ASUU strikes on academic staff included the disruption of the academic calendar, the loss of productive time, and the lengthening of study

programs. The results showed that the ongoing ASUU strikes at Nigeria's public universities have been planned to uphold the integrity of university education and the necessity of offering education of a level consistent with that required around the world. According to the report, the university administration should implement a "Semester Break" to relieve instructors from academic fatigue. To advance quality higher education, academic personnel in public universities should collaborate closely with their union chapters<sup>102</sup>.

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## 2.4 Conceptual Framework

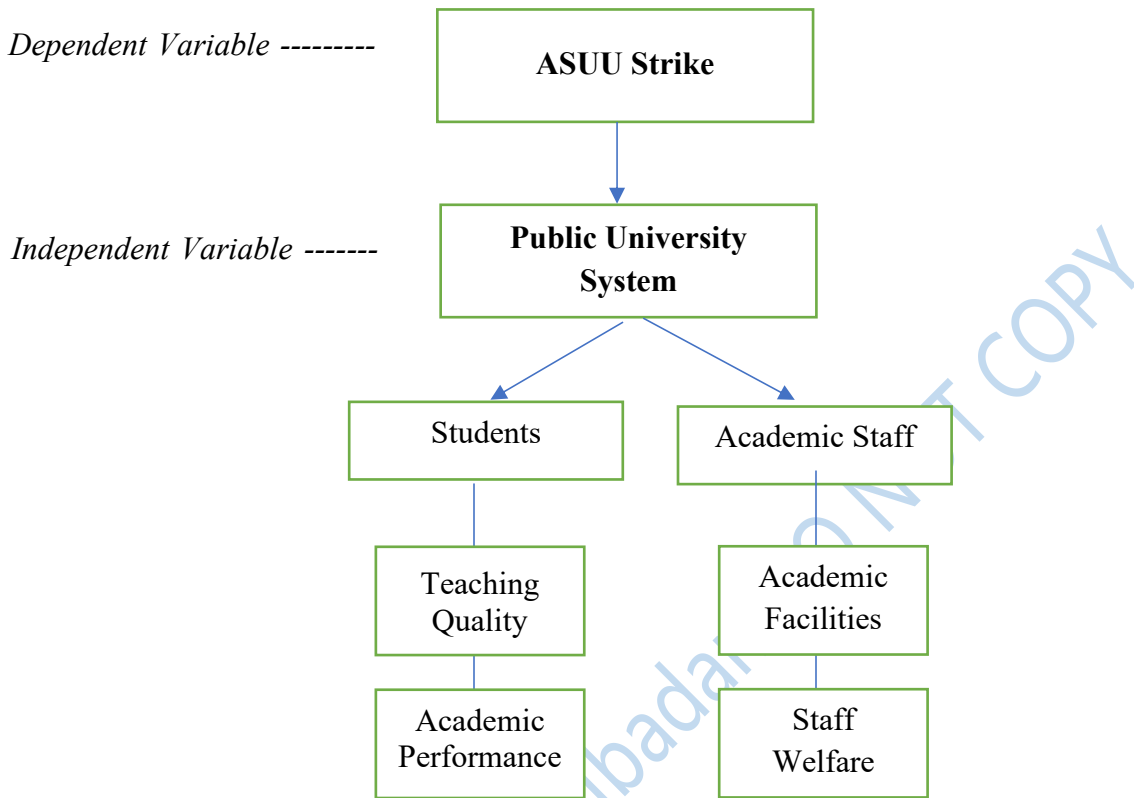


Figure 2.1: Framework for ASUU Strike and Public University System in Nigeria

Source: Researcher's Computation, 2023

## 2.5 Summary of Gap in Literature Reviewed

Studies have shown that Industrial Unions Strike has effect on the Performance of Public Universities in Nigeria<sup>21</sup>. The system which was designed and packaged to be a fulcrum for national development has witnessed so much industrial unrest. Strikes of various reasons have become a normal phenomenon in growing inconsiderate policy making relationship between the government and academia. Though it is stipulated in the constitution that strikes can be used as avenues to express public opinion which can bring positive changes, the frequency of industrial

crisis/disputes has affected the standard and products of public Universities in Nigeria despite highly improved inputs and this situation is mirrored effectively in the Nigerian economy<sup>21</sup>.

Most of the literatures reviewed on strikes are focused on achieving industrial peace in Nigeria's public tertiary institutions, with strike action as the only weapon available to public sector employees<sup>22,31</sup>. This therefore, is dissimilar because it identifies the effect of ASUU Industrial Strike on the Academic performance of students. The study chooses the students and ASUU members as its respondent unlike other studies. Some of the literature reviewed that are similar to the current study were carried out in another location as this study uses Olabisi Onabanjo University as the location area for the study.

A previous study investigated ASUU Strike and the Nigerian Governments and its Implications on Students and Society which recommended that government and ASUU should renegotiate their agreements while the former should also ramp up the budgetary funding allocation to the University amongst others but it is dissimilar as this present study tends to look into the effect of the Industrial strike on the academic performance of students<sup>38</sup>. Therefore, this study intends to fill the gap in literature by gathering opinions of both the university students and academic staff on the effects of the endemic ASUU strike on the Nigerian tertiary educational system

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## **Chapter Three**

### **Methodology**

This chapter presents the procedures of data gathering and method of analysis employed in this research enquiry. The chapter comprises the research design, population of the study, sample and sampling technique, description of research instrument, validity and reliability of research instrument, methods of data collection and method of data analysis used in the study.

#### **3.1 Research Design**

The study employed the descriptive survey which were predicated on the use of primary sources of information. The descriptive survey research uses survey to gather data about varying subjects. This data aims to know the extent to which the ASUU strike has affected the public university system in Nigeria. By adopting this method, the respondent answers through structured questionnaire. The questionnaire has a balance mix of open-ended and close-ended questions. By using this mix-method, it enables the researcher to establish relationship that exists between the variables by collecting data from a sample that is a fair representation of the entire population or group.

#### **3.2 Population of the Study**

The population of this study consists of the final year students across all faculties and department at the Olabisi Onabanjo University, Ago-Iwoye, Ogun State. The record provided by the University ICT Unit shows that there is a total of 5,581 final year students at Olabisi Onabanjo University during the 2021/2022 academic session.

Also, the population of the study consists of academic staff of the university who are direct ASUU member of the Olabisi Onabanjo University. According to the data gathered, the number of ASUU-OOU chapter is 625, which brings the total population of this study to 6,206.

### 3.3 Sample and Sampling Technique

A sample is the sub-set of a population, drawn as a fair representation of the whole. The criteria for respondents' selection in study is to either be a student or an academic staff of Olabisi Onabanjo University during the 2021/2022 academic session. Using Krejcie & Morgan (1970) sampling Table. However, the formular of the sample size is calculated below:

**Table 3.1: Sample Size Determination**

Source: (Krejcie & Morgan, 1970)

$$s = \frac{X^2 NP(1-P)}{d^2 (N-1) + X^2 P(1-P)}$$

Where:

s = required sample size

X<sup>2</sup> = table value of Chi Square / Coefficient level (3.841)

N = Population

P = population proportion (assumed .50)

d = degree of accuracy expressed as a proportion (.50)

From the Krejcie & Morgan (1970) sampling Table, the recommended sample size for a population of 6,000 is 361, while that of 7,000 is 364. Therefore, as the population of this study is 6,206, the sample size can be pegged at 362.

In order to administer the research instrument using the sample size as calculated, this study will adopt convenient sampling technique. This is a non-probability sampling method whereby the researcher involves in the study, the respondents who are available and willing to participate. The rationale for the choice of sampling technique is because, the study was to carried out at day time and this is the time when students and lecturers carry out their academic activities. Therefore, keeping the sample size in mind, the researcher only administered the research instrument to the students and lecturers who were available and willing to participate as at the time of this study.

**Table 3.2: Sample Size Calculation for Research Instrument Distribution**

S/N	Respondents	Number	Population %	Sample %
1	Final Year Students	5,581	90	326
2	ASUU-OOU	625	10	36
	<b>Total</b>	<b>6,206</b>	<b>100</b>	<b>362</b>

Source: Researcher's Computation, 2022

### **3.4 Description of Research Instrument**

This study deployed structured questionnaire to acquire data from the respondents. Questionnaire is also a research tool that is mostly used in a survey or statistical analysis study. It consists of set of questions in different formats. Primarily, questionnaire is used in research to ask the participants general, and close-ended questions. The research instrument that was used to gather data from the final year students and ASUU members of the Olabisi Onabanjo University was partly adopted from previously conducted studies<sup>1,2</sup>.

The questionnaire distributed to the student and staff were design separately. The rationale for adopting two differently questionnaire is to gather different opinions concerning the effect of ASUU strike on the Nigerian tertiary educational system and these two distinctive respondents are targeted with different research questions.

### **3.5 Validity of Research Instrument**

Validity is the degree to which a research instrument measures what it is supposed to measure. This is the accuracy to which an instrument measures what it claims to be measuring. This study ensured that the questionnaire examined all its construct of interest, measures the characteristics of variables and measure what the research intends to measure viz: construct validity, criterion-related validity, content validity, and face validity. Data collected for this study are self-administered questionnaires to respondent who are either students or academic staff of the Olabisi Onabanjo University. Also, the interviews were directly conducted by the researcher.

### **3.6 Reliability of Research Instrument**

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there exists a good deal of consistency in the results of a quality instrument gathered at different times. Reliability of research instrument is the measure of the dependability and the internal consistency of the items of the instrument of data collection. The data collected for this study are questionnaires administered in the field which are direct response from the respondents, thus, the data are considered suitable and appropriate for this study and they could be relied on.

### **3.7 Administration of Research Instruments and Method of Data Collection**

The researcher adopted the use of primary data with respect to this research. The data were sourced from the students and academic staff of the Olabisi Onabanjo University as at the time of this study and were used during the course of this research. The primary source of data adopted in this research work were from questionnaire. Also, this study also gathered secondary data from previously published books, journals, chapters in edited books, textbooks, conference proceedings, organizations publications, newspapers and many more.

### **3.8 Method of Data Analysis**

The data analyzed in this study are from primary source which are made up of questionnaire responses. The data gathered from questionnaire responses were analyzed in form of percentages, tables, pictorial presentation etc. This analysis was done with the use of Statistical Package for Social Science (SPSS) version 23.

The data was analyzed qualitatively using descriptive sentences, and in describing further, each findings were related in-line with previous studies.

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### Endnote

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## Chapter Four

### Results and Discussion of Findings

This chapter presents the results of the analysis and the discussion of findings from the data collected from respondents through questionnaire. This is to provide adequate and reliable answers to the research questions. The use of tables is to depict the frequencies clearly and easily. A sample of the questionnaire that were distributed is available in the appendix.

#### 4.1 Presentation of Data

The sample size of this study is 362, therefore, 326 copies of questionnaire were administered to the students and 36 copies of questionnaire were administered to the academic Staff of Olabisi Onabanjo University, Ago-Iwoye, Ogun State. The administered questionnaire were properly filled and completely retrieved and analyzed for the purpose of the study.

The questionnaire was divided into two sections (A and B). Section A comprised the demographic information of the respondents, while Section B contained questions that reflect on the Academic Staff Union of Universities' Industrial Action and Public University System in Nigeria. This chapter shows the respondents' characteristics as well as the findings of the analysis. In the analysis, both descriptive and analytical forms were used.

**Table 4.1: Students Demographic Data**

<b>N</b>	<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>	
1.	Gender	Female	201	61.7
		Male	125	38.3
		<b>Total</b>	<b>326</b>	<b>100.0</b>
2.	Age group:	20yrs or below	16	4.9
		21-24	199	61.0
		25-28	99	30.4
		29 & above	12	3.7
		<b>Total</b>	<b>326</b>	<b>100.0</b>
3.	How many years have you spent in this university?	4 years	204	62.6
		5 years	106	32.6
		6 years	13	4.0
		7 & above	3	9
		<b>Total</b>	<b>326</b>	<b>100.0</b>
4.	Who do you think is mostly responsible for the ASUU strike?	Government	276	84.7
		Universities governing bodies	12	3.7
		ASUU	30	9.2
		Students	8	2.7
		<b>Total</b>	<b>326</b>	<b>100.0</b>
5.	Who does the strike affects the most?	Government	1	0,3
		Universities governing bodies	2	0.6
		ASUU	3	0.9
		Students	320	98.2
		<b>Total</b>	<b>326</b>	<b>100</b>

Source: Field Report, 2023

The data analysis presented in Table 4.1 represents the demographic information of the respondents. The data revealed that 61.7% of the respondents are female while their male counterparts constituted 38.3%. This clearly shows the female students participated in this study more than male. The sections showing the age distribution of the respondents revealed that participants between 20 years and below constituted 4.9%, those between ages 21-24 constituted 61.0%, ages 25-28 make-up 30.4%, while the respondents who are 29 years and above make-up 3.7%. This clearly showed that most of the participants are between the ages of 21-24. Also, Table 4.1 presenting the participants according to their years they spent in the universities, showed that 62.6% are students who spent 4yaers, those who spent 5years mark-up 32.6%, 6years mark-up 4.0%, while 9.0% are for 7 years and above. This confirmed that undergraduates who participated more in this study were those who spent four years in the university.

The Table also revealed that 84.7% of the respondents think the government is responsible for the ASUU strike while for the Universities governing bodies make up 3.7% ASUU make up 9.2% Students make up 2.7%. This confirmed that government is responsible for ASUU strike. Furthermore, strike affects the most Government with 0.3%, Universities governing bodies 0.6% ASUU 0.9% Students 98.2%. This shown that strike affects mostly the students

**Table 4.2: Staff Demographic Data**

<b>N</b>	<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>	
1.	Gender	Female	9	25.0
		Male	27	75.0
		<b>Total</b>	<b>36</b>	<b>100.0</b>
2	Age group:	21-30	2	5.6
		31-40	4	11.1
		41-50	19	52.8
		51 & above	11	30.6
		<b>Total</b>	<b>36</b>	<b>100.0</b>
3.	How many years have you spent in this university?	1-5 years	5	13.9
		6-10 years	6	16.7
		11-15 years	16	44.4

		16 & above	9	25.0
		<b>Total</b>	<b>36</b>	<b>100.0</b>
4.	Status Grade:	Prof/Assc. Prof	5	13.9
		Senior Lecturer	19	52.8
		Lecturer II/I	10	27.8
		Asst Lecturer	2	5.6
		<b>Total</b>	<b>36</b>	<b>100.0</b>

Source: Field Report, 2023

The data analysis presented in Table 4.2 represents the demographic information of the respondents. The data revealed that 25.0% of the respondents are female while their male counterparts constituted 75.0%. This clearly shows the male staff participated in this study more than female staff. The sections showing the age distribution of the respondents revealed that participants between 21-30 years constituted 5.6%, those between ages 31-40 constituted 11.1%, ages 41-50 make-up 52.8%, while the respondents who are 51 years and above make-up 30.6%. This clearly showed that most of the participants are between the ages of 41-50. Also, Table 4.1 presenting the participants according to their years they spent in the universities, showed that 13.9% are staff who spent 1- 5 years, those who spent 6-10 years mark-up 16.7%, 11-15 years mark-up 44.4%, while 25.0% are for 7 years and above. This confirmed that staff who participated more in this study were those who spent 11-15 years in the university. This data further reveals the Status Grade of Staff Prof/Assc. Prof 13.9%, Senior Lecturer mark up 52.8%, Lecturer II/I mark up 27.8%, Asst Lecturer mark up 5.6%. This clearly shows that most participants are senior lecturer.

#### 4.2 Presentation of Research Questions

**Research Question 1:** What are the effects of ASUU industrial action on the quality of learning at Olabisi Onabanjo University?

**Table 4.3: ASUU Industrial Strike and the Quality of Learning**

S/N	Statements	SA	A	D	SD
1	The frequent strike actions reduced the quality of education	178 (54.6)	138 (42.3)	8 (2.5)	2 (0.6)
2	ASUU strike has been a major factor why some students go to private university	163 (50.0)	150 (46.0)	12 (3.7)	1 (0.3)
3	Lecturers rush the course outline, tests, and assignment when the schools resume from ASUU strike	173 (54.0)	143 (43.9)	6 (1.8)	1 (0.3)
4	Strike actions has reduced students' study habit	162 (49.7)	150 (46.7)	13 (4.0)	1 (0.3)
5	Students find it difficult to concentrate on their studies after the strike action	138 (42.3)	172 (52.8)	15 (4.6)	1 (0.3)
6	Students are not given enough time to prepare for examination after the strike action.	142 (43.6)	171 (52.5)	11 (3.4)	2 (0.6)

Source: Field Report, 2023

The data analysis on ASUU industrial strike and the quality of learning as presented in table 4.3 above. From the analysis presented, 96.9% of the respondents confirmed (in affirmative of strongly agree and agree) that the frequent strike action reduced the quality of education, while 3.1% disagreed (in affirmative of strongly disagree and disagree). A total of 96% of the respondents also strongly agree and agree that ASUU strike has been a major factor why some students go to private university. However, the other 4% strongly disagree and disagree that ASUU strike has been a major factor why some students go to private university. Also, 97.9% of strongly agree and agree that lecturers rush the course outlines, tests, and assignment when the schools resume from ASUU strike while 2.1% disagreed to this motive.

A total of 96.4% of the respondents agreed that the strike actions had reduced the students study habit. However, the other 4.3% disagreed with the statement. 95.1% of the respondents strongly agreed and agreed that students find it difficult to concentrate on their studies after the strike action, while 4.9% disagreed that strike action is not the cause for lack of concentration. Lastly, 96.1% also strongly agreed and agreed that students are not given enough time to prepare for

examination after the strike actions while 4% strongly disagreed and disagreed to the fact that students are not given enough time for prepare for examination after strike actions.

**Research Question 2:** To what extent has the ASUU industrial action affected the academic performance of students at Olabisi Onabanjo University?

**Table 4.4: ASUU Industrial Strike and Academic Performance of Students**

S/N	Statements	SA	A	D	SD
1	The disruption of the school calendar has negative influence on academic performance of students.	123 (37.7)	170 (52.1)	30 (9.2)	3 (0.9)
2	Personally, I have lost interest in school due to the ASUU strike	79 (24.2)	147 (45.1)	91 (27.9)	9 (2.8)
3	ASUU strike actions always increase failure rate of students	112 (34.4)	176 (54.0)	35 (10.7)	3 (0.9)
4	ASUU strike affects academic calendar thereby producing half-baked graduates	112 (34.4)	193 (59.2)	20 (6.1)	1 (0.3)
5	Poor quality of graduates produced is due to frequent strike actions by ASUU strike	88 (27.0)	181 (55.5)	53 (16.3)	4 (1.2)
6	ASUU strike reduces students' mental capability to compete with their counterparts in other countries.	90 (27.6)	175 (53.7)	54 (16.6)	7 (2.1)
7	ASUU strike creates opportunity for students to abandon academic for social immoralities	108 (33.1)	170 (52.1)	38 (11.7)	10 (3.1)

Source: Field Report, 2023

The data analyzed on ASUU industrial strike and academic performance of students is represented in Table 4.4. From the analysis presented, 89.8% of the respondents confirmed (in affirmative of strongly agree and agree) that the disruption of the school calendar has negative influence on academic performance of students. While 10.1% disagreed (in affirmative of strongly disagree and disagree). This shows that the school calendar has negative influence on academic performance of students. A total of 69.3% of the respondents agreed that interest has been lost in the school due to the ASUU strike. However, the other 30.7% disagreed with the statement. This confirmed that the interest of the students has been lost due to ASUU strike. Also,

88.4% of the participants agreed that ASUU strike actions always increase failure rate of students, while 11.6% disagreed to this. This shows that ASUU strike always increase failure rate of students.

Furthermore, 93.6% of the respondents agreed that ASUU strike affects academic calendar thereby producing half-baked graduates, while 6.4% disagreed to this view. Also, 82.5% of the respondents confirmed that the poor quality of graduates produced is due to frequent strike actions by ASUU strike. However, 17.5% of the respondents are of contrary opinion. Additionally, 81.3% of the respondents agreed that ASUU strike reduces students' mental capability to compete with their counterparts in other countries. A total of 18.7% of the respondents are, however, in disagreement to this. This clearly confirmed that ASUU strike reduces student's mental capability to compete with their colleagues in other countries. Also, the data revealed that 85.2% of the respondents agreed that ASUU strikes creates opportunity for students to abandon academic for social immoralities, while 14.8% are of contrary opinion.

**Research Question 3:** In what ways has the ASUU industrial action led to the improvement of academic facilities at Olabisi Onabanjo University?

**Table 4.5: ASUU Industrial Strike and Academic facilities of University.**

S/N	Statements	SA	A	D	SD
1	The ASUU strike has compelled the government to provide funds for university infrastructural development	3 (8.3)	27 (75.0)	3 (8.3)	3 (8.3)
2	The ASUU strike has compelled the government to develop the university libraries and laboratories	4 (11.1)	16 (44.4)	13 (36.1)	3 (8.3)
3	The ASUU strike has compelled the government to improve or create conducive classrooms	2 (5.6)	9 (25.0)	23 (63.9)	3 (8.3)

4	The ASUU strike has compelled the government to fund electronic teaching materials	2 (5.6)	9 (25.0)	23 (63.9)	2 (5.6)
5	Due to the ASUU strike, government has improved the service condition of this university	1 (2.8)	16 (44.4)	17 (47.2)	2 (5.6)

Source: Field Report, 2023

The data gathered in response to the way ASUU strike has led to the improvement of academic facilities at Olabisi Onabanjo University presented in Table 4.5. A total of 83.3% agreed that ASUU strike has compelled the government to provide funds for university infrastructural development, while 16.6% were of contrary opinion. This shows that the respondents' 55.5% agreed that ASUU strike has compelled the government to develop the university libraries and laboratories. However, 44.4% are of contrary opinion. This confirmed that the respondent that ASUU strike has obliged the government to develop the university libraries and laboratories. Also, 30.6% attested that ASUU strike has compelled the government to improve or create conducive classroom while 72.2% answered otherwise. This ascertained that ASUU strike has compelled government to create good conducive classroom for students.

Accordingly, 30.6% of the respondents revealed that ASUU strike has compelled the government to fund electronic teaching materials, while 69.5% disagree to this statement. This shows that ASUU strike cannot compelled the government to fund electronic teaching materials. Also, 47.2% of the respondents are confirmed (in affirmative of strongly agree and agree) that due to the ASUU strike, government has improved the service condition of this university, while 52.8% are of contrary opinion.

**Research Question 4:** How has the ASUU industrial action affected academic Staff welfare at Olabisi Onabanjo University?

**Table 4.6: ASUU Industrial Strike and Academic Staff**

S/N	Statements	SA	A	D	SD
1	As a result of ASUU strike, the government has increased budgetary allocation to the education sector	5 (13.9)	15 (41.7)	15 (41.7)	1 (2.8)
2	The ASUU strike has led to improvement in staff welfarism	2 (5.6)	14 (38.9)	18 (50.0)	2 (5.6)
3	Salaries of the academic staff have been reviewed as a result of the ASUU strike	2 (5.6)	16 (44.4)	16 (44.4)	2 (5.6)
4	The ASUU strike has led to the payment of withheld salaries	8 (22.2)	14 (38.9)	13 (36.1)	1 (2.8)
5	The ASUU strike has led to the payment of owed earned allowances	2 (5.6)	9 (25.0)	23 (63.9)	2 (5.6)
6	Is the government likely to adopt UTAS over IPPIS as payment system?				

Source: Field Report, 2023

Table 4.6 contains responses on the ASUU industrial strike affected academic staff welfare at Olabisi Onabanjo University. From the analysis gathered 55.5% on how the government has increased budgetary allocation to the education sector as result of ASUU strike; however, 44.5% are of contrary opinion.

Also, the analysis presented on how participants responded that ASUU strike has led to the improvement in staff welfarism that 44.5% agreed, while 55.6% disagree to the statement. This shows that ASUU strike cannot improve staff welfarism. The data gathered that 50.0% agreed and consent to the statement that salaries of academic staff have been reviewed as a result of the

ASUU strike. Also, 61.1% of the respondents agree that ASUU strike has led to the payment of withheld salaries, while 38.9% are of contrary opinion. However, 30.6% of the respondents agreed that ASUU strike has led to the payment of owed earned allowances while 69.5% are of contrary opinion.

### **4.3 Discussion of Findings**

From the demographic analysis of the respondents, it was revealed that gender distribution of the respondents revealed that female students participated more than male counterparts. The sections showing the age distribution of the respondents that most of the participants are between the ages of 21-24. Also, the data presented revealed that most respondent are those who spent four years in the university.

Majority of the participants confirmed that the government is mostly responsible for ASUU strike as supported in the Marxian conflict theory explaining that conflict is inevitable and stems from inequalities of power and economic wealth inherent in a capitalist economy or society. Here, conflict is viewed as inevitable, and trade unions are considered as workers' natural response to being exploited by capitalists because it is difficult and hazardous for workers to communicate their problems to management on an individual basis<sup>1</sup>. Furthermore, the analysis revealed that students are mostly affected by the ASUU strike.

The demographic information of the members of staff of Olabisi Onabanjo University. The data revealed that gender distribution shows the male staff participated in this study more than female staff. The sections showing the age distribution of the respondents revealed most of the participants are between the ages of 41-50. Also, the demographic information presenting the participants according to the years they spent in the universities showed that staff who

participated more in this study were those who spent 11-15 years in the university. This data further reveals that most participants are senior lecturer.

Objective One was to examine the effects of ASUU industrial strike on the quality of learning at Olabisi Onabanjo University. Majority of the correspondent agreed that the frequent strikes actions reduced the quality of education as supported in the examined in a previous study which revealed that the strike contribute to poor student's academic performance, and falling in the standard of education<sup>2</sup>. A large number also agreed that's ASUU strike has been a major factor why some students go to private university which has a better learning quality. Furthermore, majority agreed that lecturers rush the course outline, test and assignment when the school resumes from ASUU strike, because for instance a lecture that should last for 3 months taught in 1 month due to ASUU strike resulting in low education quality.

Majority also agreed that strike actions has reduced student study habit and that student finds it difficult to concentrate on their studies after the strike actions and are not given enough time to prepare for examinations after the strike actions which oppose the examined study that revealed that incessant ASUU strikes in Nigeria public universities have been designed to maintain the integrity of university education and the need to provide global standard quality education<sup>3</sup>.

Objective Two was to investigate the effects of ASUU industrial strike on academic performance of students at Olabisi Onabanjo University. It was affirmed that the disruption of the school calendar has a negative influence on academic performance of students as disruption of the school calendar leads to disorganization of school activities which in turn affect students reading plan resulting in affected academic performance as affirmed in the examined study on the conceptions of incessant ASUU strike actions in Nigeria public universities and identified the

positive and negative sides of this action to university teachers that state the negative outcomes of incessant ASUU strikes to academic staff was programme disruption in terms of disruptive academic calendar, over-extension of study programmes, and loss of productive time<sup>3</sup>. In terms of interest in school most of the respondents agreed that ASUU strike has led to loss of interest in school, has ASUU strike expose student to holiday which makes student channel their energy to other activities apart from academics resulting in loss of interest in school. However, majority of the students agreed that ASUU strike actions always increase failures rates. Moreover, maximum number of the respondents agreed that ASUU strike affects academic calendar thereby producing half-baked graduates, who are not thoroughly lectured nor taught which leads to knowledge gap resulting in half backed graduate in the labour market in the long run affecting the economy. Also, the poor quality of graduates produced is a consequence of frequent strike actions by ASUU.

Furthermore majority of the respondents agreed that ASUU strikes diminishes students mental capabilities to compete with their counter parts in the other countries.it is a preponderance of the respondents agreed that ASUU strikes creates opportunities for students to engage in social immoralities, due to the fact that ASUU strike leads to idleness which in turn makes student engage in social immoralities as seen in the study on which concludes that the development of society is endangered by the low caliber of graduates coming out of the Ivory Tower, which exposes public university students to temptations to engage in social vices and gives them a sense of disadvantage compared to their private counterparts<sup>4</sup>.

Objective Three was to find out the effects of ASUU industrial strike on the improvement of academic facilities at Olabisi Onabanjo University. The data collected regarding the impact of the ASUU strike on the improvement of academic facilities at Olabisi Onabanjo University Most

respondents agreed that ASUU strike has compelled the government to allocate funds for the developments of university and also a significant number of respondents agreed that ASUU strike has influenced the government to invest in university libraries and laboratories. Furthermore, greater number of students disagree that ASUU strike cannot compelled government to create good conducive classroom for students as seen in the study which investigated improved-funding of university education in Nigeria: a panacea to ending industrial action by Academic Staff Union of Universities (ASUU) that concluded that various reasons such as poor conditions of service, heavy workloads and inadequate facilities and working environment all led to a state of frustration for university staff<sup>5</sup>.

In addition, majority of the respondents revealed that ASUU strike cannot compelled the government to fund electronic teaching materials. Also, these findings analyzed that due to the ASUU strike, the government cannot improve the service condition of this university. According to the relative deprivation theory, it is pertinent when talking about the ongoing labour disputes between the federal, state, and ASUU that occur at Nigerian public universities. This suggests that disputes within universities are producing general unease among professors, who are thought to be disproportionately denied the right to better working conditions or environments by the Federal Government or university management. The outcome of previous ASUU strike conducted in the country has not led to the government improving academic facilities in universities, facilities are mainly funded with TETFund<sup>6</sup>.

Objective Four was to determine the effects of ASUU industrial strike on the improvement of academic staff welfare at Olabisi Onabanjo University. Respondent comment on the ASUU industrial strike effect on academic staff welfare at Olabisi Onabanjo University as explored in the study of synergic relationship between ASUU and federal government that noted that

something has to be done to avoid lecturers and professional researchers deserting the Ivory Tower<sup>7</sup>. The poor state of facilities and infrastructure in the universities should immediately be revived. From the analysis gathered majority of the respondents agree that the government has increased budgetary allocation to the education sector as result of ASUU strike.

Also, analysis presented that ASUU strike has not led to any improvement in staff welfarism, and the salaries of academic staff have been reviewed because of the ASUU strike. In addition, respondents agree that ASUU strike has led to the payment of withheld salaries also ASUU strike has led to the payment of owed earned allowances.

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## Endnote

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## **Chapter Five**

### **Conclusion**

This chapter presents a summary of findings, conclusion, recommendations, contributions to knowledge, and suggested areas for further studies.

#### **5.1 Summary of Findings**

Universities are intellectual citadels for learning and highest research, where the next generation's leaders are formed. There are two recognized kinds of personnel in the university system: academic staff and non-academic workers, who joined forces to establish the Academic Staff Union of the University (ASUU). The one part of industrial relations that typically draws the most critical criticism is strikes, which signify a breakdown in the cooperation between labour and management. Employees may temporarily stop working in order to pursue a grievance or demand by going on strike. This is a last resort used when all other attempts to resolve the industrial conflict have failed to produce the intended outcomes.

The first objective was to examine the effects of ASUU industrial action on the quality of learning at Olabisi Onabanjo University. It was found that the frequent strikes actions reduced the quality of education and ASUU strike has been a major factor why some students go to private university. The study further revealed that lecturers rush the course outline, test and assignment when the school resumes from ASUU strike and that strike actions has reduced student study habit and that student finds it difficult to concentrate on their studies after the strike actions and are not given enough time to prepare for examinations after the strike actions.

The study second objective was to investigate the effects of ASUU industrial action on academic performance of students at Olabisi Onabanjo University. The study discovered that the disruption of the school calendar has a negative influence on academic performance of students, ASUU strike has led to loss of interest in school, ASUU strike actions always increase failures rates and that ASUU strike affects academic calendar thereby producing half-baked graduates.

The study further discovered that ASUU strikes diminishes student's mental capabilities to compete with their counter parts in the other countries and that ASUU strikes creates opportunities for students to engage in social immoralities.

Objective three was to find out the effects of ASUU industrial action on the improvement of academic facilities at Olabisi Onabanjo University. The study found that ASUU strike has compelled the government to allocate funds for the developments of university and that ASUU strike has influenced the government to invest in university libraries and laboratories. This study also discovered that ASUU strike cannot compelled government to create good conducive classroom for students and nor to fund electronic teaching materials, neither can ASUU strike improve the service condition of the university.

The study fourth objective was to determine the effects of ASUU industrial action on the improvement of academic staff welfare at Olabisi Onabanjo University. The study found that the government has increased budgetary allocation to the education sector as result of ASUU strike, that ASUU strike has not led to any improvement in staff welfare, and the salaries of academic staff have been reviewed because of the ASUU strike.

In addition, the study agreed to the fact that ASUU strike has led to the payment of withheld salaries and the payment of owed earned allowances.

## 5.2 Conclusion

The study concludes from the findings that ASUU strike as always been used as a tool to express grievances to the Nigerian government. Incessant ASUU strike in Nigeria Public University has been designed to maintain integrity of university education and need to provide global standard quality education. However the negative effects of ASUU Strike in public Nigeria Universities is so pronounced on student through disruption of school calendar that has reduced the preparation period of student for examination after the strike, increasing the failure rate of student, which has reduced the quality of education, as student find it difficult to concentrate on their studies after the strike action, ASUU strike contributed to poor student's academic performance, loss of productive time, study program over stay and led to students who can afford private university to go there for a better learning quality which in turn increased the cost of living in the economy.

The study also discovered that incessant ASUU strike has reduced student mental capability and made the student lose interest in school making them to abandon academic for social immoralities and leaving school being half-baked graduate.

The study further reveals that government is mostly responsible for ASUU strike, Lecturers rush the course outline, tests, and assignment when the schools resume from ASUU strike, which makes the government to withhold salaries of academic staff at Olabisi Onabanjo University and that the strike has not really led to government improving academic facilities and service condition in the University. From the data gathered and analyzed, the study also revealed and conclude that due to ASUU strike government has increased budgetary allocation to the educational sector but the strike has not led to any improvement in staff welfare.

### **5.3 Recommendations**

Following the conclusion, the following are recommended:

1. Government should pay more attention to the education sector and provide academic facilities that will enable a conducive learning and working environment for both staff and students in universities.
2. Lecturers should pay due care to the academic calendar by creating alternative means of studying for student through online means during the strike to avoid disruption of academic calendar and preventing unnecessary lecturing haste and stress.
3. Student should maximize the strike period by writing professional exam or getting practical skill relating to their discipline which in turn helps to maintain their reading culture and improve their mental capabilities.
4. Academic Staff Union of Universities in taking industrial actions should consider the students as strikes as led to a lot of students losing interest in school which in turn give rise to half-baked graduate.

### **5.4 Contribution to Knowledge**

Conscious efforts have been made in this study to add to the existing body of knowledge in the field of Politics and International Relations in the aspect of Academic Staff Union of Universities' Industrial Action and Educational Performance in Nigeria. The literature review includes a review of concepts such as Industrial action, Industrial strike, Education for sustainable development, Academic Staff Union of Universities, origin of Nigerian University System, ASUU Industrial action, ASUU strike and the Academic staff, and Academic performance, related theories and previous research work on the subject

To the best knowledge of this researcher, at the time of this study, no studies have been conducted on Nigerian Public University System, Academic Staff Union of Universities' Industrial Strike and Educational Performance of Students at Olabisi Onabanjo University. This study serves as research for further studies.

### **5.5 Suggested Area of Further Research**

The broad objective of this study was to examine the influence Nigerian Public University System, Academic Staff Union of Universities' Industrial Strike and Educational Performance of Students at Olabisi Onabanjo Universities. Further studies may consider the following:

1. To study the same research topic with a different methodology (population, research instrument and respondents).
2. Studying the same topic in another part of Nigeria.
3. Further studies can be conducted in other public universities, especially federal universities, since OOU is state-owned.
4. Further studies can also be conducted on the effects of the ASUU strike on other University staff unions.

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## Appendix

### Questionnaire 1 (Student)

This questionnaire is for data collection in respect of the research topic “Academic Staff Union of Universities’ Industrial Action and Public University System in Nigeria” as part of my MSc. thesis in Public Administration. Kindly supply the information required in the space provided. All information supplied shall be treated strictly with the principles of confidentiality.

#### Section A: Respondents’ Demography

**Instruction:** Please read carefully, tick [  ] the appropriate boxes and fill where necessary in the spaces provided below.

1. **Gender:** Female [  ] Male [  ]
2. **Age group:** 20yrs or below [  ] 21-24 [  ] 25-28 [  ] 29 & above [  ]
3. **How many years have you spent in this university?**  
4years [  ] 5years [  ] 6years [  ] 7 & above [  ]
4. **Who do you think is mostly responsible for the ASUU strike?**  
Government [  ] Universities governing body [  ] ASUU [  ] Students [  ]
5. **Who does the strike affects the most?**  
Government [  ] Universities governing body [  ] ASUU [  ] Students [  ]

## Section B: Research Questions

### ASUU Industrial Strike and the Quality of Learning

SA= Strongly Agree    A=Agree    D=Disagree    SD=Strongly Disagree

S/N	Statements	SA	A	D	SD
1	The frequent strike actions reduced the quality of education				
2	ASUU strike has been a major factor why some students go to private university				
3	Lecturers rush the course outline, tests, and assignment when the schools resume from ASUU strike				
4	Strike actions has reduced students' study habit				
5	Students find it difficult to concentrate on their studies after the strike action				
6	Students are not given enough time to prepare for examination after the strike action.				

### ASUU Industrial Strike and Academic Performance of Students

SA= Strongly Agree    A=Agree    D=Disagree    SD=Strongly Disagree

S/N	Statements	SA	A	D	SD
1	The disruption of the school calendar has negative influence on academic performance of students.				

---

2 Personally, I have lost interest in school due to the ASUU strike

---

3 ASUU strike actions always increase failure rate of students

---

4 ASUU strike affects academic calendar thereby producing half-baked graduates

---

5 Poor quality of graduates produced is due to frequent strike actions by ASUU strike

---

6 ASUU strike reduces students' mental capability to compete with their counterparts in other countries.

---

7 ASUU strike creates opportunity for students to abandon academic for social immoralities

---

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## Questionnaire 2 (Academic Staff)

This questionnaire is for data collection in respect of the research topic “Academic Staff Union of Universities’ Industrial Action and Public University System in Nigeria” as part of my MSc. thesis in Public Administration. Kindly supply the information required in the space provided. All information supplied shall be treated strictly with the principles of confidentiality.

### Section A: Respondents’ Demography

**Instruction:** Please read carefully, tick [  ] the appropriate boxes and fill where necessary in the spaces provided below.

**Gender:** Female [  ] Male [  ]

**Age group:** 21-30 [  ] 31-40 [  ] 41-50 [  ] 51 & above [  ]

**How many years have you spent in this university?**

1-5years [  ] 6-10years [  ] 11-15years [  ] 16 & above [  ]

**Status Grade:** Prof/Assc. Prof [  ] Senior Lecturer [  ] Lecturer II/I [  ] Asst Lecture [  ]

**Section B: To find out the effects of ASUU industrial strike on the improvement of academic facilities at Olabisi Onabanjo University**

SA= Strongly Agree    A=Agree    D=Disagree    SD=Strongly Disagree

S/N	Statements	SA	A	D	SD
1	The ASUU strike has compelled the government to provide funds for university infrastructural development				
2	The ASUU strike has compelled the government to develop the university libraries and laboratories				
3	The ASUU strike has compelled the government to improve or create conducive classrooms				
4	The ASUU strike has compelled the government to fund electronic teaching materials				
5	Due to the ASUU strike, government has improved the service condition of this university				

**Section C: To determine the effects of ASUU industrial strike on the improvement of academic staff welfare at Olabisi Onabanjo University**

S/N	Statements	SA	A	D	SD
1	As a result of ASUU strike, the government has increased budgetary allocation to the education sector				

---

2 The ASUU strike has led to improvement in staff welfarism

---

3 Salaries of the academic staff have been reviewed as a result  
of the ASUU strike

---

4 The ASUU strike has led to the payment of withheld  
salaries

---

5 The ASUU strike has led to the payment of owed earned  
allowances

---

6 Is the government likely to adopt UTAS over IPPIS as  
payment system?

---

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

**SPSS Results**

**Frequency Table**

**Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	201	61.7	61.7	61.7
	Male	125	38.3	38.3	100.0
	Total	326	100.0	100.0	

**Age group**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 or below	16	4.9	4.9	4.9
	21-24	199	61.0	61.0	66.0
	25-28	99	30.4	30.4	96.3
	29 & above	12	3.7	3.7	100.0
	Total	326	100.0	100.0	

**How many years have you spent in this university?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4years	204	62.6	62.6	62.6
	5years	106	32.5	32.5	95.1
	6years	13	4.0	4.0	99.1
	7& above	3	.9	.9	100.0

Total	326	100.0	100.0
-------	-----	-------	-------

**Who do you think is mostly responsible for the ASUU strike?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Government	276	84.7	84.7	84.7
Universities governing body	12	3.7	3.7	88.3
ASUU	30	9.2	9.2	97.5
Students	8	2.5	2.5	100.0
Total	326	100.0	100.0	

**Who does the strike affects the most?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Government	1	.3	.3	.3
Universities governing body	2	.6	.6	.9
ASUU	3	.9	.9	1.8
Students	320	98.2	98.2	100.0
Total	326	100.0	100.0	

**The frequent strike actions reduced the quality of education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	178	54.6	54.6	54.6
Agree	138	42.3	42.3	96.9
Disagree	8	2.5	2.5	99.4
Strongly Disagree	2	.6	.6	100.0
Total	326	100.0	100.0	

**ASUU strike has been a major factor why some students go to private university**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	163	50.0	50.0	50.0
Agree	150	46.0	46.0	96.0
Disagree	12	3.7	3.7	99.7
Strongly Disagree	1	.3	.3	100.0
Total	326	100.0	100.0	

**Lecturers rush the course outline, tests, and assignment when the schools resume from ASUU strike**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	176	54.0	54.0	54.0
Agree	143	43.9	43.9	97.9
Disagree	6	1.8	1.8	99.7
Strongly	1	.3	.3	100.0

Disagree			
Total	326	100.0	100.0

**Strike actions has reduced students' study habit**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	162	49.7	49.7	49.7
Agree	150	46.0	46.0	95.7
Disagree	13	4.0	4.0	99.7
Strongly Disagree	1	.3	.3	100.0
Total	326	100.0	100.0	

**Students find it difficult to concentrate on their studies after the strike action**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	138	42.3	42.3	42.3
Agree	172	52.8	52.8	95.1
Disagree	15	4.6	4.6	99.7
Strongly Disagree	1	.3	.3	100.0
Total	326	100.0	100.0	

**Students are not given enough time to prepare for examination after the**

**strike action.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	142	43.6	43.6	43.6
Agree	171	52.5	52.5	96.0
Disagree	11	3.4	3.4	99.4
Strongly Disagree	2	.6	.6	100.0
Total	326	100.0	100.0	

**The disruption of the school calendar has negative influence on academic performance of students.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	123	37.7	37.7	37.7
Agree	170	52.1	52.1	89.9
Disagree	30	9.2	9.2	99.1
Strongly Disagree	3	.9	.9	100.0
Total	326	100.0	100.0	

**Personally, I have lost interest in school due to the ASUU strike**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	79	24.2	24.2	24.2
	Agree	147	45.1	45.1	69.3
	Disagree	91	27.9	27.9	97.2
	Strongly Disagree	9	2.8	2.8	100.0
	Total	326	100.0	100.0	

**ASUU strike actions always increase failure rate of students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	112	34.4	34.4	34.4
	Agree	176	54.0	54.0	88.3
	Disagree	35	10.7	10.7	99.1
	Strongly Disagree	3	.9	.9	100.0
	Total	326	100.0	100.0	

**ASUU strike affects academic calendar thereby producing half-baked graduates**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	112	34.4	34.4	34.4
	Agree	193	59.2	59.2	93.6
	Disagree	20	6.1	6.1	99.7
	Strongly Disagree	1	.3	.3	100.0

Total	326	100.0	100.0
-------	-----	-------	-------

**Poor quality of graduates produced is due to frequent strike actions by ASUU strike**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	88	27.0	27.0	27.0
Agree	181	55.5	55.5	82.5
Disagree	53	16.3	16.3	98.8
Strongly Disagree	4	1.2	1.2	100.0
Total	326	100.0	100.0	

**ASUU strike reduces students' mental capability to compete with their counterparts in other countries.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	90	27.6	27.6	27.6
Agree	175	53.7	53.7	81.3
Disagree	54	16.6	16.6	97.9
Strongly Disagree	7	2.1	2.1	100.0
Total	326	100.0	100.0	

**ASUU strike creates opportunity for students to abandon academic for**

**social immoralities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	108	33.1	33.1	33.1
	Agree	170	52.1	52.1	85.3
	Disagree	38	11.7	11.7	96.9
	Strongly Disagree	10	3.1	3.1	100.0
	Total	326	100.0	100.0	

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## Bio-data

### A. Personal Data

Full Name: Oladapo Emmanuel Solaru  
Address: No. 2, Faith & Favour Av, Off Aiyeye rd, Ofin, Sagamu, Ogun State  
E-mail: olasolaru@gmail.com  
Phone No: +2347038126628  
Date of Birth: October 20, 1971  
Place of Birth: Ilisan Remo, Ogun State  
Nationality: Nigeria  
Next of Kin: Omowunmi Abiodun Solaru  
No. 2, Faith & Favour Av, Off Aiyeye rd, Ofin, Sagamu, Ogun State

### B. Educational Background

#### Educational Institutions Attended with Dates and Qualifications

- MSc. in Public Administration – Lead University, Ibadan (in view)
- MSc. in Political Science – University of Ibadan, Oyo State 2010
- B.Sc Political Science – University of Ibadan, Oyo State 2000
- S.S.C.E – Isanbi Comprehensive High School, Ilishan Remo 1990

### C. Working Experience with Dates

Ministry of Education Saapade, Ogun State 2007 – Till Date  
Ogun School Net, Remo Zone, Ogun State. 2004 – 2007

**D. Awards and Fellowship (if any)**

**E. Membership**

Member, Institute of Strategic Management, Nigeria

Member, The Nigerian Institute of International Affairs

**F. Publication (s)**

*Academic Staff Union of Universities' Industrial Strike and Academic Performance of Students at Olabisi Onabanjo University, Ago-Iwoye.* Journal of Public Administration and Social Welfare Research E-ISSN 2756-5475 P-ISSN 2695-2440. Vol.8 No. 1 2023 jpaswr [www.iiardjournals.org](http://www.iiardjournals.org)

**G. Major Conferences Attended with Dates**

**H. References**

-----  
**Signature**

-----  
**Date**

### **The University Compliance Certification**

This is to certify that this Thesis written by Oladapo Emmanuel Solaru with matriculation number LCU/PG/000515 of the Department of Politics and International Relations, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University format and style.

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