

**IMPACT OF ASSU STRIKE ON THE ACADEMIC PERFORMANCE
OF STUDENT USING UNIBEN AS A CASE STUDY**

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CERTIFICATION

We, the undersigned, certify that this research work was carried out by Okonkwo Amarachi F. with Mat. No EDU1803568 in the Department of Educational Foundation, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This work is dedicated to God Almighty who gave me the strength and grace to keep going on from the beginning of this project to the end.

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ABSTRACT

The main study is to discuss about the impacts of ASUU strikes on the academic performance of university students; using UNIBEN as a case study. The Academic Staff Union of Universities (ASUU) in Nigeria has frequently engaged in strikes, causing significant disruptions in the education system. This study examines the impact of ASUU strikes on the academic performance of students both negatively and positively, with a specific focus on the University of Benin (UNIBEN).

Survey research design was adopted in this study. Through qualitative and quantitative methods, this research reveals the multifaceted effects of these strikes on the academic performance which are psychological health, skill retention, waning interest in educational system, sound education to the poor, motivation of students etc. Strikes disrupt the academic calendar, leading to an extended time frame for the completion of academic programs. This disruption often results in a loss of academic momentum, with students having a disjointed understanding of their courses.

Reduced learning time due to the strikes is another area of concern. The absence of academic activities during strikes deprives students of the much-needed time to comprehend and assimilate their course materials. This study finds that this is particularly detrimental in the study of complex subjects that require continuous engagement. Interestingly, this research uncovers an unexpected dimension: self-directed learning. While not prevalent among all students, some take advantage of the strike period to study and research independently, improving their ability to learn autonomously. Despite this potential benefit, it does not counterbalance the overall negative impact of the strikes.

Furthermore, the strikes induce a significant level of stress and anxiety among students, affecting their motivation to study and overall mental health. In the long run, these psychological impacts can undermine academic performance.

The study also addresses the issue of skill decay, which results from a lack of academic activities during the strikes. The prolonged academic inactivity might lead to students losing their acquired skills, adversely affecting their academic performance upon resumption.

Finally, the study sheds light on the economic implications of these strikes. Forced into inactivity, some students turn to entrepreneurship or employment during the strike period. While this might be economically beneficial in the short term, it often distracts students from their academic pursuits when classes resumes.

CHAPTER ONE

INTRODUCTION

Background to the Study

The Academic Staff Union Universities (ASUU) was established in 1978 to act as a union for university academic staff in Nigeria. One of the critical roles of ASUU is to ensure that the interests of its members and universities are protected, and it often resorts to strikes to address grievances or when negotiations with the government break down. These strikes have been a recurring event in Nigeria's tertiary education landscape, significantly impacting the academic performance of students, the academic calendar, and the reputation of the country's education sector. According to Ike (1999) a university fulfills, one major function, it is a knowledge and value provider, in other words, a university progresses when it is able to provide knowledge and value and when it is not properly managed by the administrators and staff, it then fails in its function of providing knowledge and value. This according to Nwankwo (2000) explains why merit has been the watchword in the university system – an institution in which a student must first be certified worthy in

character and learning before being admitted into the Honors Degree. The role of universities in human capital development, research and technological innovation cannot be under evaluated. All over the world investment in University education is a critical component of national development effort. Nations today depend increasingly on knowledge, ideas and skills which are produced through researches in the universities. Nations invest in university education because society expects it to contribute to national development in three principal ways:

Firstly, society expects its university to produce the highly skilled personnel in technology, engineering, management and other professions; secondly, universities have the responsibility of producing their own corps of academic personnel that is, the intellectual resource pool that will, through scientific research generate new knowledge and innovation to solve developmental problems. Thirdly, universities produce teachers, administrators and managers for other levels of human resources development institutions. The main union whose incessant industrial action takes a heavy toll on the academic performance of the students is the Academic Staff Union of Universities (ASUU). The union was formed in 1978, a successor to the Nigerian Association of University Teachers formed in 1965 and covering

academic staff in the University of Ibadan, University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife and University of Lagos. In the 80's, the union was active in its struggles against the military regime. In 1988 the union organized a National an industrial action to obtain fair wages and university autonomy.

Over the years, ASUU strikes have been characterized by their unpredictability and varying durations. While some strikes last for a few weeks, others stretch for months, and in some extreme cases, up to a year. The reasons behind these strikes are multifaceted, often tied to demands for better funding of universities, improved welfare for academic staff, implementation of agreements reached with the government, or protesting against policies perceived as unfavorable to the university education system. ASUU strikes have shown an increasing frequency over the last two decades, with the strikes becoming almost an annual occurrence. This frequent disruption of academic activities has brought about significant implications for the continuity of learning and the overall quality of education in Nigerian universities.

The trend in recent years has been particularly troubling. For instance, in 2020, the ASUU embarked on a strike that lasted for nine months, from March 2020 to December 2020. This strike, caused by disagreements over the

Integrated Payroll and Personnel Information System (IPPIS) and the revitalization of Nigerian universities, was one of the longest in the history of ASUU strikes.

In 2021, there were threats of another strike barely a few months after the resolution of the previous one. This looming strike, according to ASUU, was due to the government's failure to meet the agreed-upon terms during the resolution of the 2020 strike. While the 2021 strike was averted, it underscored the volatility of the situation and the fragility of agreements reached.

In 2022, ASUU once again embarked on a strike due to the non-implementation of agreements by the government. This further cemented the pattern of recurring industrial actions, adding to the unpredictability of the academic calendar and causing untold hardship for students, parents, and other stakeholders.

As of 2023, there have been signs of yet another impending strike, illustrating the consistent lack of lasting resolutions and the ongoing tensions between ASUU and the government.

In essence, the frequency and unpredictability of ASUU strikes in Nigeria present a significant challenge to the education sector. This situation has raised urgent questions about the sustainability of the current approach to

resolving ASUU's grievances and the need for comprehensive reforms to ensure stability in the sector. The impacts of these strikes, especially on the academic performance of students, warrant a thorough investigation to inform policy direction and stimulate actionable solutions. The current study thus seeks to fill this gap in the context of the University of Benin (UNIBEN).

Statement of the Problem

The incessant ASUU strikes present a substantial problem for Nigerian students. The strikes, being unpredictable and varying in length, disrupt the academic calendar, resulting in decreased learning time and disjointed education. They create an environment of uncertainty that can induce stress and demotivation among students, potentially leading to lower academic performance. Additionally, prolonged academic inactivity during strikes could lead to skill decay, further affecting students' academic progress. There's also a risk of economic distractions as some students might seek employment during strikes, pulling them away from their studies once academic activities resume. These cumulative impacts necessitate a comprehensive study.

The Purpose of the Study

The purpose of this study is to critically examine the impact of ASUU strikes on the academic performance of students, using the University of Benin (UNIBEN) as a case study. This study aims to provide an in-depth understanding of how disrupted academic calendars, reduced learning time, increased stress levels, skill decay, and economic distractions consequent to these strikes affect students' academic progress and overall performance at UNIBEN.

Research Questions

This research aims to answer the following key questions:

1. How does the reduction in learning time, due to ASUU strikes, impact the comprehension and assimilation of course materials by UNIBEN students?
2. What are the psychological effects, such as stress and demotivation, of ASUU strikes on UNIBEN students?
3. To what extent do ASUU strikes lead to skill decay among UNIBEN students and how does this affect their academic performance upon resumption?
4. What is the economic impact of ASUU strikes on UNIBEN students?
5. How does this affect their academic focus and performance when academic activities resume?

Significance of Study

This research holds substantial significance in several ways. Primarily, it contributes to the broader understanding of the impacts of ASUU strikes on the academic performance of students, a critical issue given the frequency and duration of these strikes. By using UNIBEN as a case study, the study provides insights into the specific impacts within a single institution, enriching the wider discourse with localized data.

Secondly, by exploring the multi-dimensional effects of these strikes, including psychological impacts and skill decay, this study expands on the predominantly economic focus of existing studies. This holistic approach is critical for comprehensive solutions.

Finally, the research findings can guide educational stakeholders, including policymakers, university administrators, and ASUU, towards formulating effective strategies to mitigate the impacts of strikes. Thus, the study not only deepens the understanding of the problem but also serves as a catalyst for change in managing academic disruptions in Nigeria's university education system.

Scope and Delimitation of the Study

The scope of this study is confined to the impacts of ASUU strikes on the academic performance of students at the University of Benin (UNIBEN) from 2020 to 2023, a period marked by significant strikes. Academic performance is evaluated using various indicators such as grades, course comprehension, graduation rates, and student self-reports of their academic progress. The study also examines specific aspects related to ASUU strikes such as disruption of the academic calendar, reduction in learning time, psychological effects, skill decay, self-directed learning, and economic impacts. However, the study does

not delve into the political or administrative aspects of ASUU strikes or their impacts on other universities.

Like in every human endeavour, the researcher encountered slight constraints while carrying out the study. Insufficient funds tend to impede the efficiency of the researcher in sourcing for the relevant materials, literature, or information and in the process of data collection, which is why the researcher resorted to a limited choice of sample size. More so, the researcher simultaneously engaged in this study with other academic work. As a result, the amount of time spent on research will be reduced.

Definition of Terms

University: In this study, Institution of higher education (typically accepting students from the age of about 17 or 18, depending on country, but in some exceptional cases able to take younger students) where subjects are studied and researched in depth and degrees are offered.

Strikes: It can be defined as a refusal to continue working because of an argument with an employer about a working conditions, pay levels, or job losses.

Academic performance: It is the measurement of student's achievement across various academic subject. Teachers and education officials typically

measure achievement using classroom performance, graduation rates, and results from standardized tests.

Government: The body with the power to make and/or enforce laws to control a country, land area, people or organization. It can also be defined as the state and its administration viewed as the ruling political power.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter 2 is all about the review of the relevant review on this study. The chapter is reviewed on under the following subheading:

- Concept of industrial actions
- History of ASUU strike
- The theories on ASUU strike
- The impacts of ASUU strikes on students
- The cause of ASUU strike conflict with the States and Federal authorities of Nigeria
- Conclusion on the reviewed literature

Concept of Industrial Actions

According to the Macquarie Dictionary ‘industrial action’ comprises ‘organised disruptive action, as a strike or go-slow, taken by a group of workers, to promote what they conceive to be either their own interests or the general public good’. A strike is a refusal by workers to continue working, usually involving a walk-out or concerted non-attendance at the workplace. Industrial action is a sanction used by a group of employees against its

employer. It usually arises when there is a failure to settle a dispute about terms and conditions of employment.

Essentially, there are two broad categories of industrial action.

- A strike (where labour is withdrawn completely by workers).
- Industrial action short of a strike (where there is partial performance by workers of their contractual duties).

The legal remedies available to employers when there is unlawful industrial action are explained. These relate to legal proceedings that may be against a trade union; and also pay deduction and dismissal in relation to individual employees.

The Trade Union Act 2016 received the Royal Assent on 4 May 2016 and has been implemented from 1 March 2017. This legislation amends a number of important aspects of the legislative framework as enacted under the Trade Union and Labour Relations (Consolidation) Act 1992. These changes are indicated, as appropriate below. This encapsulates the key elements of the commonplace understanding of industrial action which are:

- it is collective in character
- it involves workers, usually organised in a trade union

- it is intended to be disruptive – for example by halting or interfering with productive activity
- it is purposive or coercive in that its principal purpose is to exert pressure on the target of the action (most obviously an employer) to accede to the demands of the workers who are taking the action
- it is primarily motivated by self-interest, although occasionally worker participants may be motivated by more altruistic concerns. Self-interest could clearly include seeking improvements in terms and conditions of employment or protecting work practices or job security.

Altruistic drivers could include environmental protection or protest against the exploitation of children or young persons in overseas workplaces. The most obvious form of industrial action is the strike – what the Macquarie describes as ‘a concerted stopping of work or withdrawal of workers’ services in order to compel an employer to accede to demands or in protest against terms and conditions imposed by an employer’. Indeed, in many respects the term ‘industrial action’ can be regarded as coterminous with ‘strike’, especially if that term is accorded the kind of expanded interpretation which, as appears below, has been adopted by the International Labour Organisation (ILO). Some of the causes of industrial disputes can be divided into four major parts i.e.,

economic causes, managerial causes political causes and other causes. Some of the economic causes are:

(1) Low Wages:

In industries wages are low. As a result, it becomes awfully difficult for the labourers to meet their minimum necessities. Labourers demand that wages should commensurate with the amount of work. Such a demand leads to industrial disputes. Demand for higher wage-rate is the most dominant cause leading to industrial disputes.

(2) Dearness Allowance:

Increasing cost of living is another factor responsible for industrial disputes. In order to neutralise it, workers demand additional remuneration in the form of dearness allowance. Rising prices are at the root of demand for dearness allowance and non-acceptance of this demand leads to industrial dispute.

(3) Bonus:

Demand for bonus is also a cause of industrial dispute. Workers consider bonus as deferred wage. Demand for payment of bonus constitutes cause of industrial dispute.

(5) Working Conditions:

In India working conditions of the workers are not satisfactory. Obsolescence of machines, lack of safety provisions, inadequate light arrangement, less moving space, lack of other necessary facilities, are the normal features of industrial units. Demand for better working conditions on the part of the workers also contributes to industrial disputes.

(6) Working Hours:

Hours of work is another matter of controversy between employers and workers. Despite legislation to this effect, it is always the intention of the employers to keep the workers engaged for long hours at low wages. It is opposed tooth and nail by the workers. Result is industrial dispute. Some other causes are safety of work, modernization of machines, pension, gratuity, provident Fund and other Beneficiary Schemes, Medical etc. There are many causes of strike in the educational sector but according to Sule (2018) opined that “strike does not occur in a vacuum. In Nigeria, causes of strike actions range from demand for better condition of service, dissatisfaction with government agreement, wrongful discharge or dismissal of workmen, hours of work and rest intervals, dispute connected with minimum wages, political views on conflicts between the working class and employees; and to an

improved working environment. There are several causes of strike actions in Nigeria and the most frequent of them is poor and inconsistent payment of salaries.

It is on record that most strike actions embarked upon by teachers in the primary schools especially have always been as a result of non-payment of salaries. Some of the times lecturers embark on strike, it has always been as a result of short payment of salaries and or denial of allowances due to the lecturers in their various universities. The under payment of university staff vis-à-vis their counterparts in other economic sectors and the discriminatory salary structures between the Academic Staff Union and the Non-Academic Staff Union of Universities (NASU) have been a major cause of their dissatisfaction. Another cause of strike action is unfair treatment and poor condition of service. At any point in an employee's life that he begins to feel that his inputs to his organization is not adequately compensated in terms of remuneration and conditions of work, safety and environmental convenience, agitations will begin in order to correct such perception. Most of the times these conclusions are reached when comparisons are drawn from rival operations in other establishments. A typical example is the health workers who are paid extra for hazards but such considerations are completely not

obtainable in the educational sector, though there are other related hazards in their jobs equally. Ogboette and Eke (2017) did a study on the causes, effects and management of ASUU strikes in Nigeria from 2003 – 2013. The objective of the study was to examine the major causes and effect of ASUU strike in Nigeria. The researcher adopted the Advocacy method. The study emphasized that the industrial conflict between ASUU and the federal government can be understood as having the features of a class dispute and that it entails both economic and political factors. However, besides domestic factors, that directly affect the disputes (e.g. low wages and conditions of service, poor and erratic funding, rising student’s population and weak institutional autonomy), external factors particularly that affect Nigeria’s macroeconomic policies contribute to the intensity of the disputes.

Oladipupo, (2022) opines that “the infrastructural facilities in most of our public universities are generally poor, the power supply is erratic, research work is difficult and in most cases, water is not readily available and at times one gets frustrated”. It is however, suggested that government’s sincerity in keeping with collective agreement and fulfilling the under listed needs of the university education sector will go a long way to solving the incessant ASUU strike actions in Nigeria.

- Improve the budgetary allocation for education; possibly implementing the 26% increment recommended by UNESCO
- Improve the salary structure of lecturers to reflect that of their counterparts in the other sectors of the economy.
- Transparently implement previous agreements reached with ASUU and their negotiating body.
- Providing enabling learning environment for students through radical and holistic infrastructural development (e.g. students hostels, laboratories and lab equipment, conducive lecture halls, libraries and books, staff offices, ICT etc. (Ushie, 2019).

History of ASUU Strikes

The academic staff union of universities known in short form as ASUU, existing as a labour union that emerged from government workers' interactions to improve Nigeria's educational system. Many controversies have been generated over the need for the Academic Staff Union of Universities (ASUU) to create another strategy or policy that will coerce the federal government to harken to their clamor without necessarily embarking on a long-term strike, thereby delaying students who already have their lives planned, even before their admission into higher learning. ASUU strikes in Nigerian universities

have become so common that parents and students are divided in their opinion on who is responsible for these lingering crises. When some view government nonchalant attitude and lack of commitment to the welfare of the education sector as the cause, others blame ASUU on their radicalism, confrontational approach and insatiable demand. Two kinds of strikes can be noticed in Nigerian universities – the internal and national strikes. Internal strike takes place within the university. Such strike is triggered by factors inherent in each university. National strike involves many universities owned by the state and federal governments. Strike can also be total if academic staff withdraw their services completely from their places of work. It is partial when lecturers report at their places of work but refuse to work. It can also be definite or indefinite. While ASUU has continued to strike from 1999 to date, university students have started to see education as irrelevant in the Nigerian system, and they are beginning to ask if the government is interested in investing in education. Thus, Nigerian youths are forced to sit at home for months waiting for the government to grant the request of ASUU. In Nigeria, academic employees at universities are represented by the Academic Staff Union of Universities (ASUU), which was established in **1978**. ASUU is a branch of the 1965- founded Nigerian Association of University Teachers (NAUT). The

University of Ibadan, University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife, and the University of Lagos were the only **five universities** that made up NAUT at the time. However, on **May 30, 2021, Professor Victor Emmanuel Osodeke** became the organization's president. Since its creation in **1978**, the primary cause of ASUU's strikes, virtually annually since **1999**, has been the government's failure to concede to the union's demands.

Shortly after the emergency of Chief Olusegun Obasanjo as the Executive President of the federation in 1999, ASUU embarked on a nationwide strike which lasted 5 months.

Another strike action was staged in 2001 under the breath of the Egba-born President Obasanjo with a viable excuse that 49 lecturers of the University of Ilorin were "unduly" sacked and should immediately be reinstated. The strike action lasted for 3 months. An agreement was reached between the Federal government and ASUU to critically examine the case of the sacked lecturers in 2002 and were subsequently reinstated. However, the government failed to implement the agreement which made ASUU declare a 2-week nationwide strike. The strike kicked-off on 29th day of December, 2002. Failure of the federal government to implement previous agreements, which included poor

funding of universities made ASUU embark on another nationwide strike in 2003 which lasted for 6 months. ASUU embarked on a 2-week nationwide strike in 2005 over the inability of the FG to meet their demands. From a 3-day proposed warning strike in 2006, ASUU strike eventually escalated to 1 week. In March 2007, ASUU embarked on a 3-month strike. In 2008, ASUU took a bold step to seek justice in the court of law over the sacked lecturers of UNILORIN, and the court ruling was in their favour. But unfortunately, FG refused to dance to the tune of the judiciary and this made ASUU embark on another strike which lasted a period of 1 week. In the heart of the year 2013, another strike was ignited on three basic reasons; the union compelled the authorities to implement the 2009 agreement, review the retirement age of Professors from 65 to 70years and to also increase the budget allocation pumped into education sector. The strike lasted for 5 months and 15 days [July 1- December 17, 2013].

In 2017, ASUU roasted their corns for the federal government to implement their previous agreements. The 2017 strike kicked-off on 17th of August and called-off in September of the same year. On Nov. 4, 2018, ASUU jumped behind the wheels to drive its members into another nationwide strike

since the FG failed to honour previous agreements and properly fund Nigerian Universities. The strike action lasted for over two months.

However, the leadership of ASUU had advised that students should engage themselves in profitable skills, stating clearly that the strike would be a long one.

On March 9, 2020, ASUU announced a two-week warning strike. This was as a result of the fracas that ensued from the government's policy of paying the varsity workers on the IPPIS. Students across the nation are however hopeful that a favourable agreement would be reached between the duo after series of failed meetings held.

Institution of Higher Education in Nigeria

Across the world, universities are recognized as cores of excellence. They are institutions that safeguard knowledge that change the world. Higher education reduces or lowers literacy rate which most likely will lead to a more rapid developed society. In a society with a higher level of education, there is less likely to be prevalent ignorance, poverty, disease, crime and other social vices. The level of education among the population determines the level of corruptions among the citizens (Dahida & Adeshola, 2013).

The university serves as a barometer for the entire society, in that, it advances and diffuses the knowledge that impacts every sphere of humanity. Its output is critical for the advancement and maintenance of the various structures of society. The role of education is instrumental in promoting socio-economic, political and cultural development of nations. Ibukun (as cited by Amini-Philps & Goodluck, 2015), posited that the main relevance of university education in Nigeria is to provide the much-needed manpower to accelerate that country's growth and development.

As stated in the national policy on education 2004, the goals of university education among others include:

- Contribute to national development through high level relevant manpower training.
- Develop and inculcate proper values for the survival of the individual and the society.
- Development of intellectual capability of individuals to understand and appreciate their local and external environment.
- Acquire both physical and intellectual skills which will enable individuals to be self-relevant and useful members of the society.
- Promote and encourage scholarship and community services.

- Forge and cement national unity and
- Promote national and international understanding and interactions. (Amini Philips & Goodluck, 2015, p. 200)

The acknowledgement of the value of education as a necessary instrument for development has influenced many nations to allocate significant portion of their wealth to establish various levels of educational institutions. Ajayi and Ekundayo (2008) cited that allocation of funds to higher education should not be viewed as an expense but as an investment for the long-term benefit to society. The increased demand for university education in the last twenty years reflects the importance of higher education for society in general but specifically for the individual.

Theories on ASUU Strike

There are a number of theories that can be used to explain the relationship between these two variables.

One theory that is relevant to this study is **social learning theory**. This theory states that people learn by observing the behavior of others and by the consequences that those behaviors produce. In the context of ASUU strikes, students may learn that it is acceptable to skip classes and procrastinate on assignments when there is a strike. Theoretically, this study is hinged on the

system theory propounded by Ludwig von Bertalanffy. The system theory originates from the study of elements that function within cohesive groups of interrelated, interdependent complex parts. According to Alter (2018), a system is an arrangement of interactions between a system and its environment, which includes entities that receive or use its outputs. When there is a change in one element of a system it affects other parts or the whole system. Thus, changes in patterns of behavior may be possible to predict. When an element's activities affect other elements in the system, the element is regarded as a sub-system. A system is influenced by its environment, defined by its structure and purpose, and expressed through its functioning. For example, in the educational sector, the students are a sub-system of a social entity. Thus, systems theory examines the dynamics, constraints, conditions, and principles of a system that is its functioning and principles of a system that sustain a social entity (Beven, 2006). This can lead to a decline in academic performance.

Another theory that is relevant to this study is **MOTIVATION THEORY**. This theory states that people are motivated to engage in behavior that they believe will lead to a desired outcome. In the context of ASUU strikes, students may be less motivated to study when they know that there is a possibility that the

strike will be extended. This can also lead to a decline in academic performance.

Finally, **COGNITIVE THEORY** can also be used to explain the relationship between ASUU strikes and academic performance. This theory states that people can only effectively process a limited amount of information at a time. When students are faced with a strike, they may have to deal with a number of additional stressors, such as financial hardship and uncertainty about their future. This can increase their cognitive load and make it more difficult for them to learn.

The Impacts of the Strike on Students

The Academic Staff Union of Universities (ASUU) is on its 16th strike since Nigeria's return to democracy in 1999, shutting down academic activities in public universities for more than 4 years within 23 years – a duration that is sufficient to complete a whole four-year degree programme. Iwara (2007) investigated the management of ASUU strikes in universities in Nigeria. The focus of the work was on the impact of political and Iwara (2007) investigated the management of ASUU strikes in universities in Nigeria. The focus of the work was on the impact of political and economic factors on the ASUU strike

in Nigeria. The work utilized an interpretational phenomenological approach in the analysis. It was found that unresolved external or macroeconomic factors were responsible for the ASUU strike. Institutionalized factors such as political and economic instability were also among the factors. Perception of the impact of the Academic Staff Union of Universities (ASUU) industrial actions on the development of Nigerian public universities was investigated by Alabi (2019). Data were analyzed using mean and standard deviation computation. A moderate impact of the strike on the development of the universities was found. There were dysfunctional impacts of the ASUU strike through the disruption of the academic calendar. It was concluded that the dysfunctional effects of the university program can be avoided if factors leading to ASUU strikes are resolved.

Chukwudi & Idowu (2021) inquired into the implications of the ASUU strike on Students and Society in a Changing World. The focus of the study was on the adverse effects of the strike on students and society at large. The study adopted a systemic review in the analysis. It was found that the strikes were caused by attempts of ASUU to protect its members from the government's unfriendly actions and prolonged by the government's inability to proffer solutions to ASUU's demands that led to poor quality of graduates,

drug addictions, armed robbery, obtaining by trick or 419 and (yahoo, yahoo), illegal bunkering activities, poor academic performance and other social vices in the society. Evaluation of the impact of the ASUU strike on university education in Nigeria was studied by Sanchi et al. (2022). The focus was on the negative and positive effects of the ASUU strike. Results showed that there are negative effects of the ASUU strike on both society and students' performance.

Aidelunuoghene, (2014) studied Historical and sociological causes and effects of industrial conflict in Nigerian universities. It was discovered that several issues were involved in the ASUU strike such as low wages and conditions of services, poor funding, poor and dilapidating facilities, and other unresolved political and economic issues. The effect of strikes on students who attended Imo State University, Nigeria, was studied by Ntiasagwe, (2020). The focus of the study was on the impact of strikes on students. The study adopted transcendental phenomenology for the analysis. Findings revealed that the strike impacted negatively students' performance and the graduation period was extended to six years instead of four years. The strike also negatively affected the learning qualities and habits of the students.

Ajayi (2014) investigated students' performance as a result of ASUU strikes in Ekiti State, using a multistage sampling technique. It was discovered

that regular strikes disrupted the academic calendar which affected students' performance. It was admitted that ASUU strikes hurt students' academic performance.

The socio-economic impact of academic staff unions of universities' incessant strikes on host communities was investigated by Oyebode & Obaka, (2022). The Focus of the study was on the consequences of incessant ASUU strikes in Nigeria. Data were analyzed using descriptive statistics of frequency tables, percentages, and bar charts. Findings revealed that ASUU's strike actions negatively impacted morality, threatened security, and retarded the economy.

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and standard deviation computation. A moderate impact of the strike on the development of the universities was found. There were dysfunctional impacts of the ASUU strike through the disruption of the academic calendar. It was concluded that the dysfunctional effects of the university program can be avoided if factors leading to ASUU strikes are resolved.

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More Years to Graduate

Also, most protracted strikes distort the school calendar. The after-effect is prolonged school year that exceeds stipulated periods. Most academic

activities for the school year are distorted. This is one major cause of producing unqualified graduates who are deficient in their fields of study. In the same vein, students who are supposed to do a four year course end up spending six years in the school for a simple programme. It is usually difficult for undergraduates at the Nigerian public universities under ASUU to graduate within the four, five or six years they're originally supposed to spend for their courses due to the disruptions in academic activities, leading to constant review of the academic calendars. Such strike periods also have the tendency of leading undergraduates into some social vices like prostitution, oil bunkering etc. "An idle man" they say, "is the devils workshop." Sometimes, a student studying for a four-year degree programme spends up to five or more years to graduate. Ayinde David, a Twitter user with the handle @AyindeDavid6 wrote, "This strike is hazardous to students and the FG doesn't even care. My School ID card says 2018-2022. It's 2022 and I'm still in my penultimate year. We are tired and want to go back to the classroom."

Toll on Mental Health

Many students have complained that while universities are on strike, they mostly remain bored and idle at home, while waiting for when schools will reopen. Such boredom and idleness can sometimes lead to mental health

challenges which include depression and anxiety, thus taking tolls on the students' mental health. Abdullahi Ibrahim Jalo, a 500-level student of Pharmacy at Ahmadu Bello University Zaria, while speaking to Daily Trust about his experience, said the strike has affected his mental health in some ways, particularly by inducing anxiety of whether the academic activities will resume or not, and when. He said, "There has been that anxiety of when we are going to resume, if we are even going to resume, because I want to graduate in time to be able to apply for jobs that come with age limits. Many other life plans such as marriage, keep getting disrupted."

Waning Interest in Educational System

With the many ways the constant strikes delay and frustrate students, some students have resorted to looking for opportunities to earn stipends. This situation makes education less interesting and sets them in a tight corner when classes resume from the industrial action.

On Twitter, @Maigari33 said, "We Nigerian students don't actually care about education anymore, because already, the government has convinced us that education is useless. We prefer to do EndSars and other protests than to do education protests." As the saying goes, when two elephants fight, it is the grass that suffers it. The grass, in this case is the students who bear the brunt of

the disagreement. Incessant strikes dwindle the academic performances of students. As learning is suspended for a long period, the students reading abilities fall. Even the knowledge acquired during the learning period is even forgotten by some students. This mostly turns some students into certificate seekers than knowledge seekers.

Waste of Accommodation Rent

Another serious effect of the strike is that many students who stay off-campus end up burning their rent since they can't stay in the rented apartments during the shutdown.

A final year student of International Relations in ABU Zaria, Muhammad Maina, told Daily Trust that he fears the N180,000 he paid for his accommodation would waste before schools resume.

“This strike has been affecting me seriously, especially mentally. In fact I have paid N180,000 for my accommodation, so now if it persists I would end up having to repay,” he said.

Rushed Academic Calendar

Usually when the strike is called off, the management of various universities “rush” students to quickly cover the remaining academic workload

to end the semester. This has therefore, in many ways affected the students' chances of learning well and without the stress of having to quickly prepare for C.A. tests, exam, etc.

Godwin Jackson, a final year law student at the University of Abuja recalled how after the 9-month ASUU strike in 2020, students had to quickly cover up the curriculum and start exam in just five weeks. "After that 2020 strike, when we resumed, our lecturers rushed us to cover the remaining lectures and do exam. It was really tough and stressful having to read for two or three tests in the night every day," he lamented.

Sound Education to the Poor

Positively, Asuu as a Union has Impacted on Universities education order to let the children of the Poor get a Sound education and has prevented it from being dead Unlike our Public primaries and Secondary schools, without this union the university education will have be long dead like the aforementioned ones, The Union has long pressed the Federal government to do its needful responsibilities without them I don't think most Children will have Access to Universities education.

Increment of Salaries of the Lecturers

It has also done positive things in the life of our lecturers, there was a case back then in 2007-2009 where the gov't were considering paying lecturers less amount like the teachers in public secondary teachers where an Asst graduate will b receiving less than 50, 000 naira monthly but with these strike there were able to demand for high salaty as nothing less than 90- 100, 000 for a least lecturer.

Acquisition of Skills

Students who has no skills might use this opportunity on learning something lucrative for the purpose of future and Idleness, If One have already One can Utilize and make use of it amidst strike Unless one is less privilege to do so, or for some other personal reasons, We all pray The strike should end soon and urge the federal government to meet up with the agreement soon” he lamented.

Mushinat, A hundred 100 student of Kwara State University, Malete, stated in her opinion also, saying,” Though ASUU strike is a norms before but not as alarming as this which is affecting student’s academic pursuit negatively and even ruin some people’s life by not having sense of engaging in any skill or

anything great that they'll keep doing pending the time they will be called. She cried out.

Liberty to see the Labour Market

Though I'm not to blame federal government that much if I'm too look at it with the view of how Nigeria are running out of capital. Neither will I blame ASUU because They're pretty demanding for their right which Federal government are depriving them of.

Muhammad Abubakar, A strong activist and a student of Usmanu Danfodiyo university Sokoto, Sokoto state, also said;" It is obvious that the ongoing ASUU strike is a positive shift on some student while it is negative on other.

Learning Online Courses

Most at times I usually think that it is not that we (students) didn't have plan during the long strike, but what if the lifespan of the plan is cut short when the association decide to resume.

Let assume a student decide to learn a skill, if all of sudden after 2 month or more on the skill school decide to resume he have to stop. What of someone that's taken a course offline, the course have to stop if school resumed.

The Causes of ASUU Strike Conflict with States and Federal Authorities of Nigeria

The ASUU strikes in Nigeria institutions had become very challenging. This left students and parents split in their views of who is to be held accountable for the persistent crises. When some view government nonchalant attitude and lack of commitment to the welfare of the education sector as the cause, others blame ASUU on their radicalism, confrontational approach and insatiable demand. Apart from the sentiments being expressed by people, not so much effort in the form of research has been extended towards this industrial crisis. (Ogbette et al., 2017, p. 16)

The ASUU embarked on strike as a “weapon in industrial relation” in the seventies. Isamiah, as cited by Ogbette et al., (2017), stated that,...social scientists showed no interest in professional unionism because until very recently, trade unionism was regarded as a working-class phenomenon and generally thought to be inconsistent with the ethics and status of professional employees. More so, most senior employees would prefer to call their organization associations rather than unions. (p. 16) Preceding ASUU strikes earlier in 2003 were caused by erosion of university autonomy and academic freedom, poor remunerative structure and conditions of service, under-funding

of universities, poor physical conditions of work in the universities, the delay in the payment of the elongated salary structure. Since 2003-2013, the above reasons have almost remained central in ASUU demand and the cause of ASUU crises (NAUT, as cited by Ogbette et al., 2017, p. 16).

Emphasizing on the causes of ASUU strikes, Adavbiele stated (as cited by Ogbette et al., 2017),...x-ray the causes of strike actions as; unfair treatment to the employees/victimization, violation of legislation and poor application of the provision of collective bargaining. Osabuohien and Ogunrinola (n.d), observes that unions within the system have often based their demands on adequate funding of the system, university autonomy and academic freedom, as well as salary and conditions of service. It also notes that high handedness, arbitrariness and corruption, on the part of university administration, are some of the causes of agitation in the system. (p. 16)

Prof. Biodun Ogunyemi, once the president of ASUU, reported on few of the agreement negotiated with the government and stated, as cited by Ogbette et al. (2017). That government had reneged on a 2013 agreement to revitalize universities with 1.3trillion over a period of six years. The first year, the government was to release N200billion, which it did, but it took a long time for us to access it. But since that release in 2013, no single has been released

thereafter. For 2014, N220billion was not released. Again 2015 and 2016, nothing was released up to the third quarter of 2017. In all, we can estimate the outstanding amount to be about N825billion for revitalization of our universities and in the last two years, what has been allocated to education in the between six and seven percent. (p. 16).

Future of Education in Nigeria

With that, how will a country be addressed as the developed one with this kind of saddened educational background? How do you expect to see a very good chance in life? How do you expect the continuous flow of illiteracy down to the upcoming generation? and how do you expect to get through the stream of dreams of the citizens for leaving their children with knowledge as an asset of life? How will that shade of difficulties have vanished without knowledge? Until the government has paid the maximum average of attention to the effects of the strike on the citizens and made a good graspable measure to stop the eroding factor as the strike; to meet the required attention to the educational sector and the lecturers. While, ASUU has to ponder about anything that has to happen, happening, or that is done as a result of their strike and reckon to be of the students as any lecturer's son or daughter. Meanwhile, government and ASUU should meet in the path of rebuilding a new Nigeria

and come across the dream of any patriotic; to withdraw any macrocosm of illiteracy within the country for the betterment of today and tomorrow for the current and the future generation.

Summary of the Related Review Literature

Chapter two reviewed pertinent literature spanning students, institutions of higher education in Nigeria, the Academic Staff Union of Universities (ASUU) in Nigeria, and causes of ASUU strike conflict with the states and federal authorities in Nigeria. It discussed the concept of industrial action, history of ASUU strikes, theories of ASUU strike, impact of ASUU strikes on students, the cause of ASUU strike conflict with the States and Federal authorities of Nigeria and conclusion that propelled this study. The literature review opened the doors for later analysis as the themes that emerged through the lived experiences of the participants were examined through the data analysis. The literature reviewed in this Chapter established a tangential groundwork of knowledge encompassing the phenomenon. The literature examined in chapter two confirmed the need to explore how and what students experience and understand ASUU strike in University of Benin in Nigeria. Sequel to the incessant strike actions, local and international communities need to rise to set-in their ideas on how to ameliorate the war in the education sector. Until the

government has paid the maximum average of attention to the effects of the strike on the citizens and made a good graspable measure to stop the eroding factor as the strike; to meet the required attention to the educational sector and the lecturers. While, ASUU has to ponder about anything that has to happen, happening, or that is done as a result of their strike and reckon to be of the students as any lecturer's son or daughter. Why can't they reason with we student that your future are our main priority and kindly call off the strike for the betterment of the student and parents which are generally the nationwide problem. Children are turning into different things negatively, different from what we know with them, A Nigerian mother lamented, she added that devil used the hand of an idle or deserted person.

Meanwhile, government and ASUU should meet in the path of rebuilding a new Nigeria and come across the dream of any patriotic; to withdraw any macrocosm of illiteracy within the country for the betterment of today and tomorrow for the current and the future generation. Conclusively, I hope that Nigeria will come across the everlasting dreams of her citizens; to be brimmed with any fanatical blessings of educational flow, and be the remain of aeonian peace and unity – I hope

CHAPTER THREE

METHODOLOGY

This chapter dealt with the methods and procedures used in carrying out the research. It will be discussed under the following subheading;

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validation of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The descriptive survey method was employed for this study's research design. According to Sambo (2005), a descriptive survey research design is one in which a group of people or items are examined by collecting and evaluating data from a small number of individuals or items that are thought to be typical of the entire group. The choice of survey research design was influenced by the fact that the research has a broad reach and enables for a

huge amount of information to be acquired from a big geographically dispersed population. The research method will be a quantitative study using a survey. The survey will be administered to students who have experienced an ASUU strike.

Population of the Study

The population of the study consist of students who have experienced ASUU strike at the University of Benin (UNIBEN). The students will be randomly selected from a list of all students who have been enrolled at UNIBEN in the past five years.

The sample will be a random sample of 50 students from the population.

Sample and Sampling Technique

The sample size for the study was 50 respondents, made up of ten (10) students from different levels in UNIBEN. The researcher employed the simple. The researcher employed the simple random sampling techniques to select ten (10) students at different levels from 100level to 400 level and even masters students as samples for the study.

Simple random sampling techniques was used to select ten (10) students as samples for the study. Ten (10) students were randomly selected from

100level, another 10 students from 200level, another 10 from 300level, another 10 from 400 level and lastly 10 from masters students which in total was made up fifty (50) students. This will ensure that all students in the population have an equal chance of being selected.

Research Instrument

The survey instrument will be a self-report questionnaire that will be developed by the researcher. The questionnaire will be divided into two sections. Section A, covers the demographic background of the participants while Section B, will consists of items related to the research questions. The research instrument adopted in this study is the multiple choice and a Yes or No answer questionnaire aimed at obtaining information for the study.

Validity of Instrument

The questionnaire created for the research is submitted to the project supervisor to confirm the validity of the contents. Any necessary corrections will be made and rewritten before the researcher prepares for administration to schools.

Reliability of the Instrument

To determine the instrument's reliability, the test re-test method will be employed. The questionnaire will be administered to a set of participants in the study and their responses will be compared. The test response obtained will be high enough to confirm the reliability of the research instrument.

Method of Data Collection

The researcher should also make sure that the students who are selected for the sample are aware of the purpose of the study and that they are willing to participate.

The choice of data collection instrument will depend on the specific research questions that are being asked. If the researcher is interested in the participants' academic performance, then a survey or document analysis would be a better choice.

The researcher will hand out the questionnaire to the respondents, provide instructions on how to fill it out, and then wait until the respondents have finished answering the questions before collecting the completed questionnaires.

Method of Data Analysis

The data will be analyzed using descriptive statistics and inferential statistics. The descriptive statistics will be used to describe the sample

population and the variables of interest. The inferential statistics will be used to test the hypothesis that ASUU strikes have a negative impact on the academic performance of students.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

INTRODUCTION

This chapter deals mainly with the presentation, analysis and interpretation of research findings through the data collected from the questionnaire.

Presentation of Results

Research Questions 1: How does the reduction in learning time, due to ASUU strike, impact to comprehension and assimilation of course materials by UNIBEN students?

Table 1

SN	Items	Mean	Std. Deviation	Remark
1	It made lots of students to loses focus in school	2.87	1.50	
2	After the ASUU strike, most students couldn't assimilate what was being taught in the class	2.17	1.42	
3	Most times, students read to pass examinations and not to learn what is being taught	2.84	1.36	
4	Students were rushed with class activities like lectures, series of tests, assignments and even examinations in 2months	2.68	1.45	

5	The rushed academic calendar made it difficult for students to comprehend lectures	3.07	1.56
6	The time allocated to students for a session is not enough for proper assimilation	3.19	1.48

Key: 1.00 – 2.49 = Disagreed; 2.50 – 5.00 = Agreed

Results from Table 1 shows that the respondents agreed that it made lots of students to loss focus in school with a mean of 2.87 and standard deviation of 1.50. Also, the respondents responses to item 2 which is After the ASUU strike, most students couldn't assimilate what was being taught in the class has a mean of 3.17 and standard deviation of 1.42 meaning the respondents agreed with the statement. Similarly, item 3 which is most times, students read to pass examinations and not to learn what is being taught has a mean of 2.84 and standard deviation of 1.36 meaning the respondents agreed with the statement. Also, the respondents response to item 4 which is Students were rushed with class activities like lectures, series of tests, assignments and even examinations in 2months has a mean of 2.68 and standard deviation of 1.45 showed the respondents agreed with the statement. More so, item 5 which is the rushed academic calendar made it difficult for students to comprehend lectures has a mean of 3.07 and standard deviation of 1.56 meaning the respondents agreed with the statement. Lastly, item 6 which is the time allocated to students for a session is not enough for proper assimilation has a

mean of 3.19 and standard deviation of 1.48 meaning the respondents agreed with the statement. This implies that the reduction in learning time, due to ASUU strike impact on comprehension and assimilation of course materials by UNIBEN students.

Research Question 2: What are the psychological effects such as stress and demotivation of ASUU strikes on students?

Table 2:

SN	Items	Mean	Std. Deviation	Remark
1	Did you go into depression or anxiety during the strike and after resumption	1.74	1.33	
2	I lost interest in education	2.92	1.43	
3	The ASUU strikes took toll on the students' mental health	1.88	1.41	
4	Lots of students dropped out during the strike	3.53	1.58	
5	Students dropped out of school because most students got married during the strike out of parents pressure	1.75	1.48	

Key: 1.00 – 2.49 = Disagreed; 2.50 – 5.00 = Agreed

Results from Table 2 shows that the respondents disagreed that they went into depression or anxiety during the strike and after resumption with a mean of 1.74 and standard deviation of 1.33. More so, the table showed that the

respondents agreed that they lost interest in education with a mean of 2.92 and standard deviation of 1.33. Furthermore, it was seen in the result that the respondents disagreed that the ASUU strikes took toll on the students' mental health with a mean of 1.88 and standard deviation of 1.41. Also, the respondents agreed that lots of students dropped out during the strike with a mean of 3.53 and standard deviation of 1.58. Lastly, the respondents disagreed that students dropped out of school because most students got married during the strike out of parents pressure with a mean of 1.75 and standard deviation of 1.48. This therefore implies that the psychological effects such as stress and demotivation of ASUU strikes on students include: loss of interest in education and lots of students dropped out during the strike.

Research Question 3: To what extent do ASUU strikes lead to skills decay among UNIBEN students and how does it affect their academic performance upon resumption?

Table 3:

SN	Items	Mean	Std. Deviation	Remark
1	Most students lost their skills due to lack of practice	2.87	1.32	
2	The constant interruption of the academical calender prompt students to go into the labour market, after resumption most students find it difficult to resume, assimilate and comprehend lectures	2.91	1.37	
3	The lack of interest in academics is due to the elongated and constant strike in the educational	2.88	1.30	

	sector		
4	Increment of wasted manpower in the society due to interruption of resumption of school	2.78	1.36
5	The number of brain drain in the society make students to give up their education to go into the labour market	3.00	1.42
6.	Most times, students forget what they are been taught due to the combination of both education and their business	3.07	1.54

Key: 1.00 – 2.49 = Disagreed; 2.50 – 5.00 = Agreed.

Results from Table 3 showed that the respondents agreed that most students lost their skills due to lack of practice with their respective mean: 2.87 and standard deviation 1.32; item 2 in the table above showed that the respondents agreed that the constant interruption of the academic calendar prompt students to go into the labour market, after resumption most students find it difficult to resume, assimilate and comprehend lectures with mean 2.91 and standard deviation 1.37; item 3 also showed that the respondents agreed that the lack of interest in academics is due to the elongated and constant strike in the educational sector with the mean 2.88 and standard deviation 1.30; item 4 also showed that the respondents agreed that increment of wasted manpower in the society due to interruption of resumption of school with their mean response 2.78 and standard deviation 1.36; item 5 showed that the respondents agreed that the number of brain drain in the society make students to give up their education to go into the labour market with the mean 3.00 and standard deviation 1.42. Lastly, item 6 showed that the respondents agreed that most

times, students forget what they are been taught due to the combination of both education and their business with the mean 3.07 and standard deviation 1.54. This implies that to a very large extent ASUU strikes led to skills decay among UNIBEN students and how does it affect their academic performance upon resumption.

Research Questions 4: What are the economic impact of ASUU strikes on UNIBEN students?

Table 4:

SN	Items	Mean \bar{x}	Std. Deviation	Remark
1	Did you learn a skill during the strike	3.51	1.20	
2	Did you work a white collar job	3.58	1.13	
3	It raised lots of idle youths which led to engaging in different social media challenges like Bop daddy etc.	1.62	1.17	
4	Students no longer care or have interest in education anymore	3.68	1.16	
5	Although it had it negative impacts, some students were able to learn some online courses during the course of the strike	2.84	1.26	
6	Some students acquired some skills, which could be either digital or hand skills	2.68	1.15	

Key: 1.00 – 2.49 = Disagreed; 2.50 and above = Agreed

Results from Table 4 shows that the respondents agreed that the economic impact of ASUU strikes on UNIBEN students were: some students learnt a skill during the strike, some worked a white collar job, Students no longer care or have interest in education anymore, Students no longer care or have interest in education anymore, Although it had it negative impacts, some students were able to learn some online courses during the course of the strike and Some students acquired some skills, which could be either digital or hand skills.

Research Question 5: How does this affect their academic focus and performance when academic activities resumes?

Table 2:

SN	Items	Mean	Std. Deviation	Remark
1	Are you eager to resume school after the strike	2.04	1.43	
2	Do you develop cold feet upon resumption	2.92	1.47	
3	Is there motivation to read your books, materials, textbooks or even to visit the library	1.88	1.41	
4	Did your academic performance in school drop after resumption	3.53	1.44	
5	Students are tired of school due to lost of interests and the constant strike	2.85	1.52	

Key: 1.00 – 2.49 = Disagreed; 2.50 – 5.00 = Agreed

Results from Table 5 shows that the respondents disagreed that they were eager to resume school after the strike with a mean of 2.04 and standard deviation of 1.43. More so, the table showed that the respondents agreed that they develop cold feet upon resumption with a mean of 2.92 and standard deviation of 1.47. Furthermore, it was seen in the result that the respondents disagreed that there was motivation to read your books, materials, textbooks or even to visit the library with a mean of 1.88 and standard deviation of 1.41. Also, the respondents agreed that their academic performance in school drop after resumption with a mean of 3.53 and standard deviation of 1.44. Lastly, the respondents agreed that Students are tired of school due to lost of interests and the constant strike with a mean of 2.85 and standard deviation of 1.52. This therefore implies that ASUU strikes affected their academic focus and performance when academic activities resumes.

Discussion of Findings

The study revealed that the reduction in learning time, due to ASUU strike impact on comprehension and assimilation of course materials by UNIBEN students

The study also revealed that the psychological effects such as stress and demotivation of ASUU strikes on students include: loss of interest in education and lots of students dropped out during the strike

Furthermore the study revealed that to a very large extent ASUU strikes led to skills decay among UNIBEN students and how does it affect their academic performance upon resumption

The also revealed that the economic impact of ASUU strikes on UNIBEN students were: some students learnt a skill during the strike, some worked a white collar job, Students no longer care or have interest in education anymore, Students no longer care or have interest in education anymore, Although it had it negative impacts, some students were able to learn some online courses during the course of the strike and Some students acquired some skills, which could be either digital or hand skills

Lastly, the study revealed that ASUU strikes affected their academic focus and performance when academic activities resumes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study focused on the impacts of ASUU strikes on students, using uniben students as a case study. Five (5) research questions were raised for the study. The study adopted survey research design. The instrument for data collection was a questionnaire; it was built around the research question by the researcher and validated by the researcher's supervisor. Data collected were analyzed using frequency count, percentages, mean and standard deviation.

The major findings of the study are as follows:

- the reduction in learning time, due to ASUU strike impact on comprehension and assimilation of course materials by UNIBEN students
- the psychological effects such as stress and demotivation of ASUU strikes on students include: loss of interest in education and lots of students dropped out during the strike

- to a very large extent ASUU strikes led to skills decay among UNIBEN students and how does it affect their academic performance upon resumption
- the economic impact of ASUU strikes on UNIBEN students were: some students learnt a skill during the strike, some worked a white collar job, Students no longer care or have interest in education anymore, Students no longer care or have interest in education anymore, Although it had it negative impacts, some students were able to learn some online courses during the course of the strike and Some students acquired some skills, which could be either digital or hand skills
- ASUU strikes affected their academic focus and performance when academic activities resumes

Conclusion

Based on the findings of the study, the researcher wishes to conclude that the reduction in learning time, due to ASUU strike impact on comprehension and assimilation of course materials by UNIBEN students and that the psychological effects such as stress and demotivation of ASUU strikes on students include: loss of interest in education and lots of students dropped out during the strike. More so, to a very large extent ASUU strikes led to skills

decay among UNIBEN students and how does it affect their academic performance upon resumption. Furthermore, the economic impact of ASUU strikes on UNIBEN students were: some students learnt a skill during the strike, some worked a white collar job, Students no longer care or have interest in education anymore, Students no longer care or have interest in education anymore, Although it had it negative impacts, some students were able to learn some online courses during the course of the strike and Some students acquired some skills, which could be either digital or hand skills. Lastly, ASUU strikes affected their academic focus and performance when academic activities resumes

Recommendations

Based on the findings and conclusions, the following recommendations are made:

1. The government and academic union should do their best to avoid strike
2. The students should always be put into consideration during strike negotiations
3. The government and academic union should seeks out ways to sort out their differences other than strike

4. ASUU strike should be avoided at all cost because of its negative impact on academic system
5. The government should see to demands of the academic union.

Suggestions for Further Study

This study focused on the impacts of ASUU strikes on students, using uniben students as a case study. uniben students were used as a case study and therefore generalization cannot adequately extend to other universities in the nation at large. Based on this fact among others, it is therefore, suggested that further studies should be carried out in other universities in Nigeria;

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**DEPARTMENT OF EDUCATIONAL FOUNDATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

**QUESTIONNAIRE ON THE IMPACTS OF ASUU STRIKES ON
STUDENTS, USING UNIBEN STUDENTS AS A CASESTUDY.**

Dear Participants,

This questionnaire is solely on the purpose of conducting a research. The researcher is carrying out a study on: **THE IMPACTS OF ASUU STRIKES ON STUDENTS, USING UNIBEN STUDENTS AS A CASESTUDY.**

Your response will be treated with utmost confidence.

Kindly read the questions carefully and tick in the box (✓) provided that corresponds to your choice of answer. Please do not tick in 2 boxes for a statement.

SECTION A:

Personal Data

Instructions: kindly tick (✓) The Option that best suits your opinion.

1. Sex: Male [] Female []
2. Age: 21- 25 [] 26 - 30 [] 31 and above []
3. Level: 300 [] 400 [] Master's level [] PHD []

4. Marital Status: Single [] married []

SECTION B

To each question, indicate your choice of option by ticking (✓) in the column given.

1. How does the reduction in learning time, due to ASUU strike, impact on comprehension and assimilation of course materials by UNIBEN students?
True [] False []
2. It made lots of students to lose focus in school.
True [] False []
3. Most times, students read to pass examinations and not to learn what is being taught.
True [] False []
4. Students were rushed with class activities like lectures, series of tests, assignments and even examinations in 2months.
True [] False []
5. The rushed academic calendar made it difficult for students to comprehend and assimilate lectures due to lack of enough timing allocated to them in a school session.
True [] False []

RQ.2. What are the psychological effects such as stress and demotivation, of ASUU strikes on students?

6. Some students went into depression or anxiety during the strike and after resumption.

True [] **False** []

7. I lost interest in education.

True [] **False** []

8. The ASUU strikes took toll on the students' mental health.

True [] **False** []

9. Students dropped out of school because most students got married during the strike out of parent's pressure.

True [] **False** []

RQ.3. To what extent do ASUU strikes lead to skills decay among UNIBEN students and how does it affect their academic performance upon resumption?

1. Most students lost their skills due to lack of continuous practice.

True [] **False** []

2. The constant interruption of the academic calendar prompts students to go into the labour market; after resumption, most students find it difficult to resume, assimilate and comprehend lectures.

True [] **False** []

3. The lack of interest in academics is due to the elongated and constant strike in the educational sector.

True [] **False** []

4. The number of brain drain in the society makes students give up their education to go into the labour market

True [] False []

5. **What are the economic impact of ASUU strikes on UNIBEN students?**

6. I learnt a skill during the strike.

True [] False []

7. Well, I did a white collar job.

True [] False []

8. It raised lots of idle youths which led to engaging in different social media challenges like Bop daddy etc.

True [] False []

9. Although it had it negative impacts, some students were able to learn some online courses during the course of the strike and even some digital skills and handiwork.

True [] False []

How does this affect their academic focus and performance when academic activities resumes?

1. Some students developed cold feet upon resumption.

True [] False []

2. There was little or no motivation to read books, materials, textbooks or even to visit the library.

True [] False []

3. Your academic performance in school dropped after resumption.

True [] False []

4. Students are tired of school due to loss of interests and the constant strike.

True [] False []