

ASUU Strike and Nigerian Educational System: An Empirical Investigation of the Nigerian Tertiary Institution

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ABSTRACT

Education is the panacea that liberates an individual from slavery while the university is the brain box of a nation. As such, this study set out to examine the extent to which academic staff union of the university (ASUU) strikes influences tertiary educational system in Nigeria. The study adopts the descriptive research design where questionnaires were distributed to 600 students of the four target universities in Rivers and Ekiti state. Student performance, quality of education and permanent solution to education problems were measures of the Nigerian educational system while ASUU strike remains the dimension. Findings from the study reveal that quality of education and student performance is negatively influenced by incessant ASUU strike such that increase in ASUU strike is capable of decreasing student performance in the Nigerian universities. The study thus concludes that incessant strike actions culminate into the erosion of academic quality, robbing off academic time from school administrators and upon resuming from a strike, academic work is bound to be rushed. As such, this study recommends that universities monitoring committee should be formulated whose responsibility will be to liaise with the union on the recent challenges the universities are facing and relate back to the government for quick action. This will further help in reducing the incessant industrial action of ASUU and thus boost the education system in Nigeria.

Keywords: Assu strike, Nigerian educational system, Industrial action, Correlation, Quality of teaching, Student learning performance.

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Highlights of this paper

- Due to the incessant industrial action of strike by the academic staff union of university (ASUU) in Nigeria
- Empirical findings has provided evidence that student performance drop drastically. As such, this study set out to investigate the extent to which academic staff union of the university (ASUU) strikes influences the Nigerian educational system and student performance.

1. INTRODUCTION

Education is the panacea that liberates individual from slavery while the university is the brain box of a nation and the key to success. As such, [Adamu and Nwogo \(2014\)](#) assert that education plays a lead role in ensuring the transformation of countries from developing to a developed nation. The education system in Nigeria comprises of the primary, secondary and tertiary institutional. Tertiary education is an advanced education system in which students are developed to be qualified as professional in their various career level. In Nigeria, tertiary education includes; the colleges, polytechnics, and universities which are assumed to be the highest level of a tertiary institution. This study interest is on the university as a tertiary institution.

University is a citadel of knowledge for learning and quality research were the future giant are build. In the university system, there are two recognized categories of workers/ staff via; Academic staff and non-academic staff. This study is taking interest in the academic staff. Academic staff is the members of the teaching staff of the university. Like every other organization, the academic staff has their own union body that fights for the welfare of their members and change in the university system. This union is called the Academic Staff Union of the university (ASUU).

Academic Staff Union of the university (ASUU) was a subset of the Nigerian Association of university teacher formed in 1965. Academic Staff Union of the university (ASUU) gain autonomy in 1978 and began to operate as a union that fights for the right of her members. The union is further saddled with the responsibility of assisting the stakeholder in attaining the aimed classic standard of education through the provision of quality education in the Nigerian university system. Further, the union also support the struggle just like another union to ensure adequate welfare of her member, job security for her member and facilitate enabling working environment for her member.

In Nigeria, just like in other nations, empirical studies have shown that whenever workers are demanding or agitating for certain entitlement or changes, they embark on strike. Strike simple means stoppage of work for a while in order to allow the employers to yield to workers agitation or demand. It is a means of protest against some unpalatable occurrence. [Tahir \(2013\)](#) as well as [Adamu and Nwogo \(2014\)](#) reported that trade union such as ASUU, usually embark on various actions over agitations for improvement of their welfare, teaching and research facilities and university autonomy.

Since the inception of the union, Academic Staff Union of the university (ASUU) in 1978, the union has undergone series of industrial action that amounts to 25 strike action apart from the internal strike by the various chapter of the union, statistics from the national universities commission (2014). The first industrial strike of the Academic Staff Union of the university (ASUU) as reported by [Olusegun \(2014\)](#) commence in 1988 during the military regime of General Gadamasi Ibrahim, Babangida which lasted for one year and nine months. The strike was anchored on fair wages of the union member, setting up of a join negotiation committee between the federal government and the university staff union and university autonomy. The strike led to the prescription of ASUU on 7th of August 1988 and this also resulted into the seizure of ASUU properties and the union was as well banned by the federal government. However, the ASUU responded by forming another association named university lecturer association (ULA) but could not withstand the test of time.

Meanwhile, all this industrial action has disrupted the academics activities of the university for years while the quality of education ditched to students is half-baked. The academic performance of students is getting poorer every section due to incessant industrial action of the Academic Staff Union of the university (ASUU). [Kazeem and Ige \(2010\)](#) reported that disruption of academic activities resulting from industrial action of the ASUU has crippled the Nigerian educational system as the product of the Nigerian tertiary institution are half baked due to disrupted academic calendar. [Edinyang and Ubi \(2013\)](#); [Olusegun \(2014\)](#) and [Adamu and Nwogo \(2014\)](#) also reported that incessant industrial action of the Academic Staff Union of the university (ASUU) in Nigeria has interrupted the academic calendar of the tertiary institution, elongated the study period and thus discourage academic interest of student upon resumption.

Despite the various phases of industrial action embarked on by the Academic Staff Union of the university (ASUU), has these actions being able to bring a permanent solution to the educational system in Nigeria? This constitutes the major worry of this study and on these premises, we build the following research objectives. To this end, this study set out to examine the extent to which ASUU strike has helped in boosting the Nigerian university education. The specific objectives are states thus

- i. To examine the extent to which ASUU strike has helped in improving student performance in the Nigerian universities
- ii. To investigate the extent to which ASUU strike has brought permanent solution to university education problems in Nigeria
- iii. To examine the extent to which ASUU strike has help boost the quality of teaching in Nigerian universities.

1.1. Research Questions

As such, the research is guided by the following question

- i. To what extent does ASUU strike help in boosting student learning performance in Nigeria?
- ii. Has ASUU strike brought permanent solution to tertiary institution problems in Nigeria?
- iii. To what extent does ASUU strike help in boosting quality of teaching in Nigerian tertiary institution?

1.2. Research Hypotheses

In an attempt to address the research question and objectives cited above, this paper will test the following hypotheses.

H₀₁: ASUU strike does not significantly boost student learning performance in Nigeria tertiary institution.

H₀₂: ASUU strike does not significantly provide permanent solution to tertiary institution problems in Nigeria

H₀₃: There is no significant relationship between ASUU strike and quality of teaching in the Nigerian tertiary institution.

2. CONCEPTUAL FRAMEWORK

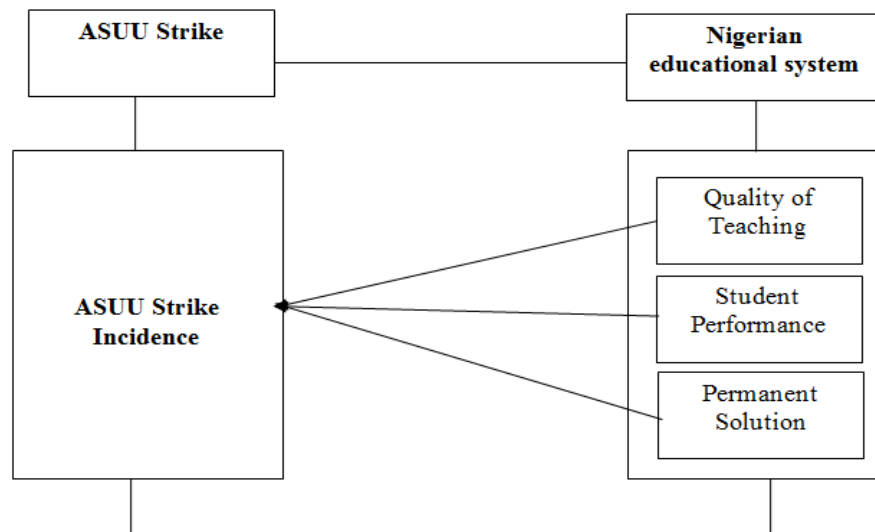


Figure-1. ASUU Strike and Nigerian Educational System.

Source: Conceptualized by the Authors.

2.1. Conceptual Mapping of Industrial Action by ASUU

From the inception of democracy in Nigeria, It's no longer a news that in every government regime, there must be an industrial action of strike demonstrated either by, the Nigeria labour congress (NLC), Trade union congress (TUC) or Academic Staff Union of Universities (ASUU) which will in one way or the other cripple the affected sector of the economy. However, industrial action came to be as a result of the conflict of interest between the employee and the employer on certain issues such as working condition, remuneration issues or terms and condition of operations, none payment of the earned allowance, inadequate funding of the university system and so on. Industrial action is seen as a last resort when all other efforts has proved abortive. In the Nigerian context, however, industrial action has always being a regular way of expressing a displeasing situation most especially by the public servant to their employer. Meanwhile, industrial action does come with some unpleasant effect on the affected sector. For instance, the recent strike of the ASUU has crippled the educational system in Nigeria with a whole lot of ripple effect. Some of this ripple effect of ASUU strike on the student is discussed accordingly.

2.1.1. Abandonment of Program or Loss of Interest in Continuing Program

Due to the incessant industrial activities of the ASUU, most students deem it fit to venture into the street in search for greener pasture in which they earn a stipend. As such, they find it difficult to go back to school upon resumption. Some of the students are not even planning to go back to school due to the huge amount of money there earn and doubt the opportunity of getting such job that will promise a huge sum of money after school. The interrogative investigation conducted on the street shows that once most students are exposed to a job that enables them to make little money, going back to the classroom becomes a mirage as most of them lost interest in education and give more credence to a money-making job.

2.1.2. Little or No Interest on the Nigerian Educational System

Due to regular industrial action of the strike by ASUU, most parent and student has lost hope in the Nigerian educational system as the majority of parents who can afford to send their children abroad are doing so while those who cannot foot the traveling bill register their children in the private university in the country. Nigerian federal

and state university is only or mostly patronized by the lower class citizens who cannot afford the foreign and private home university.

2.1.3. Inconsistent Academic Calendar System

Resulting from the industrial action of a strike, program that was supposed to last for eight semester and four years may extend to five or six years due to prolong ASUU strike. The effect of this prolonged period of strike well not only tell on the student duration on campus but also on the rent of the student as they are expected to pay for the house rent even when school is off section. Agreeably, industrial action in schools distorts academic plans and programs. It keeps students out of schools and makes them open to social vices and indolence. 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.

2.1.4. Poor Student Performance

Empirical result as shown that student performance in examination drops upon resumption from a strike. This is due to the fact that student are far from the academic environment during the strike. As such, less credence is given to reading and all forms of academic activities. Incessant strike actions culminate into the erosion of academic quality. Industrial actions rob off academic time from school administrators and upon resuming from a strike; they tend to rush academic work. This might mean forgoing important part of course work, shortening semesters and in turn bombarding students with a laden of academic work with limited study time. This problem usually reflects student performance. In the long term, embarking on Industrial action causes students to spend more than the statutory duration in school. This has a ripple effect on the employment pattern where age is an important consideration for entry-level jobs.

2.1.5. Increase in Youthful Crime and Immorality in the Economy

As it is rightly said that an ideal hand is the devil's workshop, due to lack of vision and mission, youth go around doing all forms of unlawful business, like gambling, yahoo and so on. The rate of unwanted pregnancy during a strike is also alarming as most students just wonder about with no direction.

Table-1. Phases of ASUU strike in Nigeria from the inception of the union in 1978.

Years	Duration
1988/89/90	2 months
1992	3 months
1993	4 months
1996	6 months
1999	5 months strike
2001	3 months strike
2002	2 weeks strike
2003/2004	6 months strike
2005	3 days strike
2006	3 days strike
2007	3 months strike
2008	1 week strike
2009	4 months strike
2010	5 months, 14days
2011/2012	3 months strike
2013	5 months 9days
2017	3 weeks strike
2018/19	2 Months 3days

Source: Extracted from Akah (2018), NUC statistic (2014) and Authors compilation.

The above mentioned are the rippled effect experienced as a result of incessant ASUU strike in Nigeria. The Nigerian university educational system has undergone a series of industrial action championed by ASUU. Below listed are the phases of ASUU strike witness in Nigeria from the inception of the union in 1978 till date.

2.2. Review of Related Literature

Ogbette and Eke (2017) using an advocacy method investigated the causes, effects, and management of ASUU strike in Nigeria between the periods 2003 to 2013. The study digs into the historical trend of industrial action of the ASUU and how various promises made by the previous administration has been unfulfilled. The study was able to identify that ASUU strike in Nigeria is fuel by political and economic factor. Instability in macroeconomic policies also contributes to the incessant industrial action of the ASUU. The study thus recommends that to resolve these issues between Federal Government and ASUU the Federal Government should create a strong forum where the active actors (Government, Management and ASUU) meet and deliberate on issues affecting them instead of expressing it through strike action

Eric and Urho (2015) using an experimental research design investigated the effect of strike action on educational management of universities in river state. The study distributed one hundred and thirty-five questionnaire to the academic and non-academic staff of universities in rivers state. Findings show that the industrial action of strike does more harm than good in Nigerian universities. The study outline some of the ripple effects of ASUU strike and their includes irregularities of academic programs, examination malpractices, and cultism among student, lack of interest in furthering higher education and so on. As such, the study recommended that previous agreement on salaries, fringe benefit and other working conditions between labor and management government should be respected as at when due.

Appraised the ASUU industrial action between the government and the union. The paper put into consideration the history of the ASUU industrial strike in Nigeria, the budgetary allocation of the federal government towards the education sector, causes and effect of ASUU industrial action and the way forward. A mixed method of analysis was adopted which comprises of the primary and documentary data form. The study thus identified that the prolong ASUU industrial action occasion from the indecision of the federal government on the issue at hand. The study report that issues like the poor condition of service and low wages, dilapidated equipment, and facility in the Nigerian tertiary institutions among others are issue ignored by the government and as such, the strike lingers. The study thus recommends that the government should increase her budgetary allocation towards the educational sector as this will prepare a solid financial ground to foot the educational bills in Nigeria.

Adamu and Nwogo (2014) empirically investigated the impact of academic staff union of universities on the quality of university education in Nigeria education using the quasi-experimental research design. The study administers twenty copies of a well-structured questionnaire where the targeted population of the study was four hundred and fifty students of a federal university in Nigeria. The study was able to retrieve all the distributed questionnaire due to the one on one method of allocation. The study proxies the quality of university education in Nigeria with study curriculum, quality of teaching, student skills and student learning habit. Findings reveal that there exists a negative relationship between the implementation of university curriculum and ASUU strike. To this end, when schools are on strike, all academics activities were shut down and upon resumption, a student is not given time to make up the lost periods. As such, the effect of ASUU strike on student performance and university curriculum is negative. The study concludes that the ASUU strike destabilizes the university curriculum in Nigeria. As such, quick negotiation process and inter-coherent relationship should exist between the government and the association as this will further help in tackling potential planned strike in the system.

Appraise the influence of university strike on educational systems, an exploratory study on Nigerian students. The study was an advocacy paper where various literature was reviewed and histories on various industrial strike were also considered. The study identified that the university industrial action has to be a synonymous excise and that the ASUU cannot be stopped from exercising their civic right. Meanwhile, the regular conflict between the union and the government is inflicting on the learning and study right of the student. Hence, the government should ensure that balance is been stroke with the union to avoid incessant industrial action.

Anonaba (2015) appraised strike in Nigeria higher education using historical research method. The study evaluated the Nigerian strike history, it causes and effects on the Nigerian educational system and the student. It was reported within the context of the study that strike in Nigeria lingers for a very long period due to inconclusive negotiation between the government and the union. As such, the educational standard in Nigeria is deteriorating. The study thus recommended that quick response and adequate negotiation should be reached by the union and government to improve the educational system in Nigeria as this will help to prevent a potential strike.

Aloye and Sheidu (2014) doge into the chronicles of the educational system in Nigeria, its arrival and problems associated with its founding from the inception. The study gave a breakdown of the establishment of universities in Nigeria from the inception of university college Ibadan in 1947 to the creation of the 2nd generation to the 3rd generation university. The study also stresses that the quantum of fund allocated to the ministry of education to manage the affairs of the university system in Nigeria is never enough. However, several issues affecting the educational system was also identified such as instability in the academic calendar, insufficient funding, and brain drain phenomenon. The study also identified that the government in her quest of not being able to make available provision for the indigenous universities liberalizes the system to the private firm who has the sufficient fund to run the administration. By liberalization of the university system, high quality of education is expected to be passed to the student, but the report from this study and the empirical investigation of Worika (2002) shows that liberalization of the university education has resulted into a competition as founder sees the opportunity of earning returns from their investment. Liberalization thus results in the sale of knowledge to the highest bidder.

3. METHODOLOGY

3.1. Research Design

Research design is a framework serving as a guide to the researcher in gathering, collecting and analyzing a set of data for a study which enables the researcher to easily draw inferences concerning relationships existing between different variables under study (Baridam, 2001). This study adopts the descriptive survey research design being that information is obtained through verbal discussion and distribution of a questionnaire to the respondent in the four selected Nigerian university which include, University of Port Harcourt, Rivers State University, Ignatius Ajuru University of Education and Ekiti State University, Ado Ekiti.

3.2. Population of the Study

All items under consideration in any field of inquiry constitute a 'population' (Kothari, 2004) thus the population of this study comprises of the three universities in River State which includes University of Port Harcourt, Rivers State University, Ignatius Ajuru University of Education and a university from the southwest, Ekiti State University where 150 students each were randomly targeted in each university. As such, the total population of the study thus amount to 600 undergraduate from the mentioned universities while the total of 498 was retrieved and 17 went bad. Hence, we work with 481 retrieved questionnaires. The sample size was determined using the Taro Yamane's formula at a 0.05 level of significance I.e. 95% confidence level

3.3. Method of Data Collection

Our data was generated from the questionnaires we distributed, hence our data is a primary data. The questionnaire was crafted to suit the purpose of the study and it was administered to the undergraduate and postgraduate student of the selected universities.

3.4. Test of Validity and Reliability

Validity and Reliability of instruments are of critical significance to this study. Validity according to Kumar (2005) is the ability of the instrument to measure what it was designed to measure. The validity of the study is in two phases:

Content Validity: in undertaking this form of validity test, the employed questionnaire of the research was subjected to facial validity to ensure that the utilized instruments are capable of doing what it is expected to do in this study, as it was given to the two of the researchers superiors for validation, and a total of 10 other experts in the field were consulted. Construct Validity: This validity came via the pilot testing which was carried out using 12 staff in the Universities within the South-South and South-West region, and it involved a miniature statistical analysis towards testing the sufficiency of the dimensions and measures as it pertains to the underlying topic, Their response led to the modification of some items prior to the administration to the respondents. Reliability analysis was performed on the data using the Cronbach Alpha coefficient so as to assess the degree of consistency of the scale. Given the nature of responses used to construct the scales Alpha values of 0.70 was obtained, that was deemed acceptable a high value of reliability amongst employee variables

3.5. Model Specification

Multiple regression techniques are deployed in this study as this will enable us to identify the nature of the relationship that existed between the measure and dimension of the study. As such, in line with the classical linear regression model assumption (CLRM), we formulated three models where one dimension (independent variable) is considered and three measures (dependent) are also considered. The model is developed thus.

$$\text{Student performance} = f(\text{ASUU strike}) \text{-----(1a)}$$

$$\text{Permanent solution} = f(\text{ASUU strike}) \text{-----(2a)}$$

$$\text{Quality of teaching} = f(\text{ASUU strike}) \text{-----(3a)}$$

We introduce error term to our model to make it an econometrics model. This is necessary because we are using the regression mechanism.

$$\text{STP} = b_0 + b_1\text{ASU} + Z_t \text{-----(1b)}$$

$$\text{PRS} = C_0 + C_1\text{ASU} + Y_t \text{-----(2b)}$$

$$\text{QOT} = a_0 + a_1\text{ASU} + U_t \text{-----(3b)}$$

Where

QOT = Quality of teaching

STP = Student Performance

PRS = Permanent Solution

ASU = ASUU strike

B₀, C₀ and a₀ = constant of the respective models

A₁, b₁ and c₁ = slopes

U_t, Z_t and Y_t = error term

4. RESULT AND DISCUSSION

The multiple regression and correlation matrix technique is employed in this study and 0.05 percent level of alpha is used as a yield stick for judgement accordingly.

Model 1

$$STP = b_0 + b_1ASU + Z_t \tag{1b}$$

Summary of the Regression Result for model 1

ANOVA Table (using 0.05 level of alpha)

The overall regression model is significant as

$$F(1,478) = 2.010, p = 0.044, R^2 = 0.56$$

The result here is similar to that of model 1. We found that our R² exhibited an average coefficient of 0.56 thus suggesting the ASUU strike is capable of predicting change in student performance in the Nigerian universities to the tune of 56 percent. The quantum of prediction as to whether it's positive or negative will be identified in the correlation Table 2. Further, the overall model is also significant as its P-value stood at 0.044.

Table-2. Presentation Correlation Result.

Correlations		PRS	ASUU Strike
STP	Pearson Correlation	1	-.065
	Sig. (2-tailed)		.157
	N	480	480
ASUU Strike	Pearson Correlation	-.065	1
	Sig. (2-tailed)	.157	
	N	480	480

Source: Extraction from SPSS.

The correlation result here provide evidence against student performance and ASUU strike. This is evidenced from its correlation coefficient which stood at -0.065 thus suggest a negative correlation between student performance and ASUU strike in Nigeria. This thus suggest that increase in ASUU strike will result into fall in student performance. The economic implication of this is that as ASUU industrial action lingers, student performance in the Nigerian university drops to the tune of 0.065 unit. Further, we also find absence of significant correlation between student performance and ASUU strike in Nigeria. This is evidence from it P-value which stood at 0.157

Model 2

$$PRS = C_0 + C_1ASU + Y_t \tag{2b}$$

Summary of the Regression Result for model 2

ANOVA Table (using 0.05 level of alpha)

The overall regression model is significant as

$$F(1,478) = 3.126, p = 0.039, R^2 = 0.65$$

The R² and the P-value of the model in the regression analysis suggest that incessant ASUU strike has not being able to provide permanent solution to the problems in the Nigerian educational system. The model of study appear to be significant as it exhibited a high R² of 0.65.

Table-3. Presentation Correlation Result.

Correlations			
		PRS	ASUU Strike
Permanentsol	Pearson Correlation	1	.081
	Sig. (2-tailed)		.078
	N	480	480
ASUUstrike	Pearson Correlation	.081	1
	Sig. (2-tailed)	.078	
	N	480	480

Source: Extraction from SPSS.

The result of the correlation matrix also suggest that there is no significant correlation between ASUU strike and solution to the Nigerian education system. In other words, ASUU strike has not brought a permanent solution to the problems in the Nigerian university. Hence, ASUU strike has a negative influence on the Nigerian educational system.

Model 3

$$QOT = a_0 + a_1ASU + U_t \tag{3b}$$

Summary of the Regression Result for model 3

ANOVA Table (using 0.05 level of alpha)

The overall regression model is significant as

$$F(1,478) = 1.356, p = 0.051, R^2 = 0.51$$

The result of the regression shows that the R² exhibited a coefficient of 0.51 which suggest that incessant ASUU strike account for about 51 percent variation in quality of teaching in the Nigerian universities. Further, the P-value of the ANOVA exhibited a significant value of 0.051 thus suggesting that the overall model of the study is significant.

Table-4. Presentation Correlation Result

Correlations			
		QOT	ASUU Strike
QOT	Pearson Correlation	1	-.053
	Sig. (2-tailed)		.245
	N	480	480
ASUU	Pearson Correlation	-.053	1
	Sig. (2-tailed)	.245	
	N	480	480

Source: Extraction from SPSS.

Result shows a weak negative correlation between quality of teaching and ASUU strike. This thus suggest that increase in ASUU strike weakens the quality of teaching in the Nigerian university. Further, the significant table shows absence of significant correlation between ASUU strike and quality of teaching in the Nigerian university. This can be evidenced from it P-value which amounted to 0.245 thus greater than the 0.05 level of significant.

5. DISCUSSION OF FINDINGS AND ACADEMICALS IMPLICATIONS

First, model one reveals the existence of a negative correlation between student performance and ASUU strike in Nigerian universities. By implication, this suggests that as ASUU strike increases, student performance decreases. Of course, this is not too far from our expectation because during the industrial action all academic activities in the Nigerian universities are short down and this gives room for the student to be at liberty and upon

resumption, the examination begins immediately as such, the student performs below expectation. The report here is in line with that of Iheanacho (2002); Isangedighi (2007) and Adamu and Nwogo (2014) whose study suggests that effective learning boost student performance and this can only be achieved when there is a mental and psychologically stability. Incessant ASUU strike intrudes the stability of student on campus, as such, their performance is threatened. Edinyang and Ubi (2013) also noted that interruption of the university academic calendar during strike usually affect the quality and quantity of learning habit of the student.

Secondly, model two suggest that incessant industrial action of ASUU has not been able to bring a permanent solution to the problems of the Nigerian university. Since change is constant, a certain situation in the system is bound to change which require quick intervention. For instance, the earn allowance, student work overload and so and are subjected to change and subsequent negotiations are required. As such industrial strike cannot or may not be able to provide a permanent solution to the Nigerian educational problems.

Finally, model three suggest the existence of a negative correlation between the quality of teaching in the Nigerian university and ASUU strike. By implication, this implies that a percent rise in incessant ASUU strike is capable of downsizing the quality of teaching in the Nigerian university to the tune of 0.053 accordingly. The report from this study is inconsonant with the empirical findings of Kazeem and Ige (2010) whose study suggest that during the industrial action of strike, academic activities are short down in the university while both the student and lecturers are affected and upon resumption, the student and lecturers are not given opportunity to make up for the time lost. As such, the quality of teaching is negatively affected as a result of industrial action. Further, Adesulu (2014) noted that incessant ASUU strike negatively influence graduate of the Nigerian public university as the chance to quality teaching is negotiated during the industrial strike while most lecturers find their way into the private university where resources are made available and quality teaching is rewarded. Also, the survey has also shown that during the ASUU industrial action, most of the union member went about doing their private business and upon resumption, adequate preparation is not made by the lecturer, as such student is not entitled to quality education. All of these is as a result of ASUU strike.

5.1. Conclusion

At this juncture, it is establish within the context of this study that student performance and quality of teaching is influenced by ASUU strike and in order to build a working educational system in Nigeria, ASUU industrial action should be reduce to a bearable minimum. Further, Incessant strike actions culminate into the erosion of academic quality. Industrial actions rob off academic time from school administrators and upon resuming from strike; academic work is bound to the rushed. This might mean foregoing important part of course work, shortening semesters and in turn bombarding students with a laden of academic work with limited study time. As such, the following recommendation is suggested;

5.2. Recommendation

Prior to our findings, the following recommendation is suggested;

- To this end, the quality of teaching in our university will improve if the academic activities in the Nigerian university are uninterrupted. As such, effort should be made by the government to ensure that quick action is taken when the request is being made by the union as this will help in boosting the quality of teaching in the Nigerian university as well as the student performance.
- Building potential world giant from the Nigerian universities require a smooth and uninterrupted running of the school calendar as such, universities monitoring committee should be formulated whose responsibility will be to

liaise with the union on the recent challenges the universities are facing and relate back to the government for quick action. This will further help in reducing the incessant industrial action of ASUU and thus boost the education system in Nigeria.

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