

## ASUU Strike on the Academic Performance of Students in Tertiary Institutions in Nigeria

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### ABSTRACT

The Nigerian public universities are confronted with many challenges, strike action is one of the major problems faced with the institution. This study examined the effect of ASUU strike on student's academic performance in selected tertiary institutions in Nigeria with particular reference to Nnamdi Azikiwe University Awka and Ahmadu Bello University Abu-zaria. A sample of 280 representing 25% of the population was drawn from the total population of 1116 academic students of these tertiary institutions. The study adopted a description survey research design while the instrument for data collection was a structured questionnaire. The likert five-point scale rating was adopted whereas the data collected was analysed using mean and the hypotheses were tested using Pearson moment correlation coefficient at 5% level of significance. The result of the data analysed showed that strike action by the Academic Staff Union of Universities (ASUU) has a high negative impact on the academic performance of students in tertiary institutions. Negligence by government, poor remuneration and inadequate funding of the universities amongst others were identified as the major causes of strike action. Therefore, the study recommended that various tertiary institutions in the country should be granted autonomy and joint consultation committees that would comprise of government representatives and other relevant stakeholders in the educational sector should be set up and meet on periodic intervals to discuss impending matters that could cause disagreement proactively.

**Keywords:** ASUU, Nigeria universities, prolonged strike, learning effectiveness, incessant strike academic performance, low CGPA of students

### INTRODUCTION

Nigeria tertiary institutions have witnessed in recent time incessant closures due to industrial actions by the Academic Staff Union of Universities (ASUU) and its non-academic staff. Industrial action or strike is workers' refusal to work as protest for insufficient service or terrible work condition. These university unions groups are known for embarking on strikes always because government has failed to meet their sincere demands. The effect of these repeated closures have left these tertiary institutions stigmatized and undesirable to many Nigerian students. Consequently, lead to students' examination malpractice, corruption and other social vices in the society. Tertiary education in Nigeria has suffered tremendous setbacks as a result of industrial actions by both the academic (ASUU) and the non-teaching staffs, and this has always subjected the students to pitiable conditions, disrupting academic programs, giving students' undeserved extension in their study years, causing poor students' concentration on academic programs and poor lecturer-student relationships amongst others. Consequently, students' academic performance has comparatively become so low while various forms of examination malpractice are on the increase (Ebi, 2017). The frequent strikes by the Academic Staff Union of Universities (ASUU) in Nigeria can be attributed to a multitude of issues plaguing the country's higher education system. These issues include inadequate funding, poor

infrastructure, unfair working conditions, and the non-implementation of agreements reached between the government and ASUU.

The history of strike in tertiary institutions in Nigeria according to Offem, Anashie, and Aniah (2018) is dated back to 20th May, 1980, when a trade dispute was declared with the Governing Councils of Universities in Nigeria, which demanded improved funding of the universities, academic freedom, autonomy, as well as the setting up of a special body, to review the conditions of service of the universities' staff. Data analysed by newspaper in 2018 and updated till 2020 showed that since 1999 Nigerian lecturers had gone on strike 15 times. The entire period they embarked on such strike spanned about 50 months. This represents about one-fifth, or 20 per cent, of the number of years since the dawn of democracy in Nigeria (1960). The report showed that during the Olusegun Obasanjo administration, academic workers downed tools for a cumulative period of about 18 months, approximately 19 per cent of his eight-year reign. The Umaru Yar'Adua administration's three-year span saw about four months and a week of strike. During Goodluck Jonathan's administration, the length of the strike in the universities had reached 13 months, which is 22 per cent of his years in office. So far, under Muhammadu Buhari, Nigerian universities have been shut for a total of 12 months and counting (or 18 per cent of his five-and-a-half-year tenure) (Yusuf, 2020).

University worldwide is regarded as the citadel of learning, the fountain of intellectual development and 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. First, 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. Positive handling of the problem of strike can help curb its unpleasant effect which include brain drain on the part of the lecturers and students which will affect the development of the nation at large as its human resources which would have aided its development are migrating elsewhere, prolonged academic year, increase in the crime rate as students who would have engaged in their studies are left idle (Offem, Anashie, & Aniah, 2018). Employees may be working with an organization but may not be satisfied with the job conditions surrounding employment terms. When employees experience dissatisfaction they tend to engage in unethical practices such as poor work attitude, pilfering organizational properties, absenteeism, conflict, grievance, delaying task completion, and unethical practices and in turn all these affect the firm (Nwagbala & Okafor, 2023; Nwagbala, 2018). It is important to discuss the effects of strike actions on Nigerian higher institutions programme. In view of the foregoing, this study sets to examine the effect of the Academic Staff Union of Universities (ASUU) strike on the academic performance of students in selected tertiary institutions.

### Statement of the Problem

Strike actions is one of the major challenges facing Nigerian public universities. Research showed that Nigerian university students have been forced out of the classroom for more than four years due to the frequent strikes embarked upon by the members of the Academic Staff Union of Universities (ASUU) since the return of democracy to the country in 1960. It was revealed that the union's ongoing strike is the 16th since Nigeria's return to democracy in 1960, shutting down academic activities in public universities for a cumulative period of more than

four years within 23 years, a duration that is sufficient to complete a four-year degree programme, with some strikes lasting few weeks and others for several months (Ogunode, & Ohibime, 2021). There is no doubt that education which is very vital to the survival of any nation should be treated as a subject beyond politics or evasive controversies.

The demand of ASUU and other industrial unions in the Nigerian Universities is that government ought to fulfil the agreement it reached with them in 2009 on how to stop the nation's universities from collapse. Nevertheless, ASUU has often accused the government of failing to implement these agreements fully. Unfulfilled promises related to funding, infrastructure development, improved working conditions, unpaid salaries, irregular payment of allowances, and inadequate welfare packages have contributed to dissatisfaction which affect the quality of education and the morale of the teaching staff. ASUU argues that these prompting them to resort to strike actions. On the other hand, government is proposing a piecemeal selective approach, and of recent brought out a new policy of no work no pay which was in time past nonexistent. Thus this has resulted in a loss of trust between ASUU and the government, leading to strikes as a means of demanding compliance and has brought about serious disputes between government and these industrial unions resulting into continual strike actions (Ebi, 2017). In the light of the above, the extent to which staff of the universities including ASUU strikes affects student's academic performance require a close examination and this research is geared in the path of inspecting the extent to which it has affected the overall performance of students mainly in selected tertiary institutions and suggest possible solutions to eliminate this problem or reduce it to the barest minimum.

### **Objectives of the Study**

Generally, the purpose of the study is to determine the effect of strike on the academic performance of student in selected tertiary institutions in Nigeria. Specifically, it seeks to:

- i. To what extent would disruption in Nigeria universities due to ASUU prolonged strike influence students' learning effectiveness.
- ii. To determine if the incessant strike contribute to low CGPA of students

### **Research Questions**

In order to guide the study and achieve the research objectives of the study, the following research questions were formulated in line with the objectives:

- i. To what extent would disruption in Nigeria universities due to ASUU prolonged strike influence the students' learning effectiveness?
- ii. How does the incessant strike contribute to low CGPA of students?

## **CONCEPTUAL CLARIFICATIONS**

### **Strike**

Strikes are most often weapons of first rather than last resort. However, labour unions recognize strike as a legitimate last resort when all else fail. Onyemanan (2016) strike is seen as a collective organized cessation or slowdown of work by employees to force acceptance of their demand by the employers. The legality of strike action requires the approval of majority of the employees by ballot, independent verification to ensure that majority are in support of the strike. The employer must be given a prior notice of the strike action before the strike is embarked on. This implies that no strike action can take place without the employer knowing or being warned of it. It is therefore at the failure of the employer to yield to the demand of the employees that will result to the industrial dispute (strike).

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

ASUU, an acronym for Academic Staff Union of Universities came into existence in 1978 as a successor to the National Association of University Teachers (NAUT). Specifically, ASUU is union of intellectuals from government and state owned universities in Nigeria seeking for the socio-political interest and economic welfare of her members and the country in general. ASUU without doubt is one of the strongest and reliable trade unions in Nigeria and synonymous with strike/struggles because of government insensitivity and irresponsibility. Labour unions or trade unions are organizations formed by workers from related fields that work for the common interest of its members. They help workers with issues like fairness of pay, good working environment, hours of work and benefits. They stand together as one and speak in unity with one voice. The purpose of these unions is to look into the grievances of workers and present a collective voice in front of the management (Benson, 2015).

### **Prolonged Strike**

Prolonged strike refers to a labour strike that extends for an extended period of time, typically beyond what is considered a normal or expected duration. It involves a sustained refusal to work by a group of employees, often in an effort to negotiate better working conditions, higher wages, or other labour-related demands (Brecher, 2014). He however, explores how strikes have been used as a powerful tool for workers to assert their rights, challenge unjust working conditions, and fight for better treatment. Smith (2022) Prolonged strike refers to a labour strike or work stoppage that extends over an extended period, typically lasting for weeks, months, or even longer. During a prolonged strike, employees collectively refuse to work in order to negotiate for better working conditions, higher wages, improved benefits, or other demands.

### **Learning Effectiveness**

Learning effectiveness is defined as the degree to which the learning outcomes are achieved. It is the holistic process by which students engage in a high-quality learning experience. Learning effectiveness is the result of carefully considered and highly structured learning systems which include students, educators, and educational institutions. It is measured in whole or in part by students' perceptions of meaningful progress, which can be accessed through self-assessment or instructor-defined or institutional-defined assessments. Learning effectiveness answers the question, "Do I know more now than I did before, and how does this new knowledge serve me?" (Blocker, 2005).

### **Incessant Strike**

Nigerian educational system in recent times has been characterized by incessant strike actions across the tiers of the educational system. Incessant strikes have been a historical problem in Nigeria. The incessant strike action in the Nigerian universities has affected the academic performance of students in various programme in the universities. Many students have dropped academically because of the continuous strike actions in the universities. The strike actions have cause them to maintain a steady academic performance. Offem, Anashie, and Aniah (2018) opined that most academic activities for school year are distorted. This is one of major causes of producing unqualified graduates who are deficient in their fields of study. In the same vein, students who are supposed to do a four years course end up spending six years or more in the school. Such strike periods also have the tendency of leading undergraduates into some social vices like prostitution, armed robbery, drug trafficking, oil bunkering etc.

### **Low CGPA of Students**

Mushtag and Nawaz Khan (2012) carried out a study and found that fully utilized learning facilities had a positive impact on students' results. Students' academic performance is measured by the Cumulative Grade Point Average (CGPA). CGPA calculates the overall average of students' academic performance for all examinations' grade for all semesters during the tenure years in the university. CGPA is considered vital because it is one of the most dependable measures of students' academic potential or success. There were evidences showing that teaching and learning process was a high significant factor towards students' academic achievement. The lecturers also need to improve their teaching styles in order to encourage the students to participate actively in class. Furthermore, high absenteeism rate would lead to lower results and Student's attitude towards the course they took also had an effect on their CGPA (Bavani & Sanjivee, 2015).

### **Academic Performance**

A student's success is measured by academic performance. Steinmayr (2014) identified that academic performance are outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in an instructional environment, specifically in schools, colleges and universities. This implies that academic performance is a multifaceted construct that comprises various domains of learning, because of wide-ranging academic achievement and the fact that it covers a broad variety of educational outcomes hence, its definition or meaning depends on the indicators used to measure it.

### **Theoretical Review**

This work is anchored on Disruption Theory propounded by Christensen Clayton (1997). The theory examines how disruptions in educational systems can affect student learning and achievement. He explores how external factors, such as technological advancements, economic changes, or in this case, labour strikes, can disrupt established systems and impact performance outcomes. According to this theory, disruptions can lead to a decline in performance, at least in the short term, as the usual processes and routines are interrupted, and individuals and institutions need to adapt to the new circumstances. ASUU strikes can be seen as a form of disruption within the Nigerian higher education system, impacting the regular flow of teaching, learning, and assessment activities. The strikes disrupt the established academic calendar, leading to delays, rescheduling, and the truncation of the curriculum, which can affect students' learning and academic performance. The lack of regular engagement with faculty, reduced access to resources and support systems, and the psychological stress caused by the uncertainty and prolonged absence from classes can further contribute to the disruption.

### **Empirical Review**

Emmanuella Gbaa (2022) assess the effects of strike action and the academic performance of students in Benue State University, Makurdi. The study adapted a descriptive design with a sample size of 400 respondents. Six research questions were raised from six purposes which lead to the formulation of three null hypotheses to guide the investigation. The instrument for data collection was the questionnaire which was crafted to suit the purpose of the study and it was administered to the undergraduate and post-graduate students. Data collected were analysed using simple percentages and frequencies as well as mean and standard deviation in answering research questions.  $\chi^2$ -test was used to test null hypotheses 1, 2 and 3 at 0.05 alpha level of significance. Findings showed that majority of respondents agreed with all the items with regards to students' perception about strike action carried out by ASUU, strike actions influence students' CGPA as well as overall academic performance of the students, there is significance relationship between students reading habits and academic

activities due to ASUU strike among other influences. Based on the findings of the study, it was established that Government education policies and the associated inactions and the strike embarked upon by members of the Academic Staff Union of Universities (ASUU) have contributed to the poor academic performance of the university students in Nigeria. It was recommended that the avoidable conflict between the government and ASUU must not be allowed to jeopardize the academics and future of Nigerian students, Education in Nigeria must be given its pride of place; the government must strive hard to meet the United Nation's minimum standard. Nigerian Universities cannot be locked up permanently and government must take moves that will nip this problem of strike permanently into the bud so as to create a conducive learning environment for our students.

Eric and Urho (2015) studied the effects of ASUU strikes on Educational Management Planning of Universities in Rivers State, Nigeria-Africa. The study adopted a survey design and randomly selected seventy-five (75) non-academic staff and sixty (60) academic staff from each population of the university which totalled one hundred and thirty-five (135) respondents from a population of 1547 staff. The data collected was gathered using structured questionnaire and oral interview and it was synthesized with the sample percentage (%) method. The data collected were analysed using descriptive statistics and presented in tabular form. The results obtained showed irregularity of academic programmes, examination malpractices, certificate racketeering, erosion of dignity, and cultism amongst students are the effects of ASUU strikes. The study also revealed that measures to eradicate organizational strikes in Universities in Rivers State include stifling all aspects of collective bargaining, both managers and employees to allow third party in negotiations and both management and labour to base subsequent negotiations on the rules and regulations binding labour matters. The study recommended that previous agreement on salaries, fringe benefit and other working conditions between labour and management government should be respected as at when due.

Monogbe and Monogbe (2019) examine ASUU Strike and Nigerian Educational System: An Empirical Investigation of the Nigerian Tertiary Institution. The study adopts the descriptive research design where copies of questionnaire 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 independent variable. Data were analysed using Arithmetic Mean and Chi Square were used to test hypotheses. Findings revealed 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 organizational strikes 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. The study recommended 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.

Abanobi et al. (2022) conducted a research on the perceived impact of industrial actions on the academic performance of students in tertiary institutions in Delta state Nigeria. Two null hypotheses were formulated and tested at a .05 level of significance. A descriptive survey research design was used in the study. Two hundred seventeen students of tertiary institutions in Delta State comprised the sample of the study. A structured questionnaire was used for data collection. Mean and standard deviation, as well as t-test statistics, were used to answer the research questions. The formulated null hypotheses were tested at a .05 level of significance using t-test statistics. The findings revealed that instability in the policies of the government both at the central and state levels, poor welfare and remuneration package of the staff of the various unions, among others, are causes of industrial actions of unions of Nigeria tertiary

institutions, and the difference in the mean ratings on the causes of industrial actions of unions of Nigeria tertiary institutions is not significant based on gender. Additionally, lack of interest in school among students, which leads to poor academic performance, reduced and low grades, and poor study habits among students to a great extent are the impact of industrial actions of various unions on the academic performance of students in Nigeria tertiary institutions, and, the difference in the mean ratings on the extent industrial actions impacts academic performance of students in Nigeria tertiary institutions is not significant based on gender. Based on the findings, the study recommended, among others, that the federal government should ensure that there is a smooth and regular dialogue with various unions of tertiary institutions so as to avoid incessant industrial actions. The unions of various tertiary institutions should understand the impact of their industrial action on the academic performance of the students, therefore, seek alternative means of dispute and conflict resolution with the federal government instead of resorting to industrial actions.

Mohammed Isa (2022) carried out a study that investigates how industrial action impacts academic performance at Taraba State University, Jalingo, Nigeria. A cross-sectional survey design was applied to collect primary data from staff and students using 320 questionnaires (120 staff and 200 students). The Input-Environment-Outcome (I.E.O) was used as the theoretical framework for the study. The finding of the revealed that industrial actions by the University disrupted the academic calendar and undermined the quality of teaching, learning, and general level of academic performance with implications for the social, economic, and psychological stability of the students. The study recommended among other things that the State Government should address concerns that affect the stability of academic system to enable uninterrupted teaching and learning of the students at Taraba State University, Jalingo

Yusuf (2018) investigated students' perception of industrial actions on Academic Performance in Nigeria University and its implications for best practices and counselling. The researcher stratified the participants into different strata of gender, academic level, institution attended. Simple random sampling technique was employed to select 1000 participants from four randomly selected Universities. The impact of Organizational strikes on Academic Performance Questionnaire (ISAAPQ) was administered to the respondents to collect relevant data. The data collected were analysed using t-test, Analysis of Variance (ANOVA) and Chi-Square statistics. The major findings show that there is no significant difference in undergraduates' expressions on the impact of organizational strikes on academic performance based on gender and academic level while, there is the significant difference in undergraduates' expressions on the impact of organizational strikes on academic performance based on institution attended. The result of the findings also revealed the significant relationship between organizational strikes and students' academic performance in higher institutions of learning. Based on the findings and conclusion, the study recommended that the Government should develop actions such as organizing meetings and interactive sessions; that will help to check incessant industrial action in the education sector in Nigeria; there should be a reduction of bureaucracies to enhance effective communication between ASUU officials and government bodies.

Kawugana (2018) carried a research on the impact of incessant Strikes on the Education Sector in Nigeria. The study area is the Federal Polytechnic; Bauchi. The study made use of Survey Research Design. Questionnaire was used to source data for the purpose of this research. Stratified sampling technique was used to select 400 sample sizes. This was based on the sample size guideline that when the population is about 5000 or more, 400 sample size is adequate for the study. The strata comprise students, management and academic staff of federal polytechnic Bauchi, Abubakar Tafawa Balewa University and Abubakar Tatari Ali Polytechnic Bauchi. The data was analysed using analysis of variance (ANOVA). Findings revealed that the incessant strikes in institutions of higher learning have in no small measure contributed to

low quality graduates, distortion of academic calendar that students and their parents can no longer determine or know when their wards will be graduating from school and financially, due to strikes parents and guidance are burdened more since their wards stay at home. The study recommended that governments should be proactive and not reactive in initiating increase in salaries and allowance as well as welfare packages of their workers as this will put in check frequent agitations on salary increase and welfare packages by staff unions.

Nwagbala and Okafor (2023) conducted a study on assessment on job satisfaction and employee performance in selected Enugu Electricity Distribution Company (EEDC), Enugu State. The study determined the relationship that exists between job satisfaction and employee performance of Enugu Electrical Distribution Company, Enugu State. Descriptive survey research design was adopted and structured questionnaire was used to collect data from 56 staff which are representatives of Abakpa Service Centre and Urban Service Centre. Arithmetic mean was used to analyse the responses of respondents while formulated hypotheses were tested using Pearson Product Moment Correlation Coefficient via Statistical Packages for Social Sciences (SPSS version 23). Findings revealed significant relationship between job satisfaction and employee performance in Enugu Electricity Distribution Company (EEDC), Enugu State by indicating positive relationship between reward system and employee loyalty; between effective training and task accomplishment. The study concluded that job satisfaction is necessary for employee performance and also deduced that reward is a factor that compels employee compliance to job details and organizational policies.

Nwagbala (2018) examines the effect of employee reward on job performance in Anambra State. Descriptive survey design was adopted for the study. A stratified sampling technique was used to determine the study sample. A sample size of 315 employees of small manufacturing firm in Anambra State was sampled. Hypotheses were tested using Pearson Product Moment Correlation. The results of the study revealed that there is a strong effect of job satisfaction on job performance. There is also a moderately weak effect of employees' commitment on job performance and also strong influence of employee loyalty on work performance.

### Gap in the Literature

The empirical review revealed that studies have been carried out on the effect of strike on academic performance. However, some studies merged strike with students, other studies focused on various aspects of strike such as civil service and bank strike and doctors strike etc. None of the studies sought to determine to what extent would disruption in Nigeria universities due to ASUU prolonged strike influence learning effectiveness of the student in Nnamdi Azikiwe University Awka and Ahmadu Bello University Abu-zaria. Studies also failed to investigate if the incessant strike contribute to low CGPA of students. These are the exact gaps that the study intends to fill.

### MATERIALS AND METHODS

Descriptive survey research design was adopted to elicit data directly from the respondents and as well as to determine the extent of relationship that exists among the variables as mentioned in the study. The study made use of Taro Yamane formula to determine the sample size of 280 drawn from the total population of 1116. Convenience Sampling Technique was adopted in this study to acquire the sample size of students in each faculty. The data collected was analysed using mean and the hypotheses were tested using Pearson moment correlation coefficient at 5% level of significance.

The necessary decision was made using the average of the response rate. The options in the rating are; strongly agree (5 points), agree (4 points), undecided (3 points), disagree (2 points), strongly disagree (1 point). The average of the rating is  $(5+4+3+2+1)/5=3.0$ . Hence,

mean rating below 3.0 would be regarded as disagree while mean rating of 3.0 and above would be regarded as agree.

**Table 1. Responses to the relationship between disruption in Nigeria universities and students' learning effectiveness in selected tertiary institutions in Nigeria**

S/N	Questionnaire Items	SA	A	U	D	SD	Mean	Remark
	<b>Disruption</b>							
1.	Student does not enjoy quality education.	76	88	43	53	20	3.53	Agree
2.	ASUU strike does not make students loose confidence in academics as significance to their career.	44	47	9	100	80	2.55	Disagree
3.	Low payroll to lecturers of public universities causes the disruption in academic activities.	78	153	3	33	13	3.89	Agree
4.	Students and lecturers are affected mentally.	54	115	13	28	70	3.19	Agree
5.	School calendar is affected by disruption in public universities.	85	119	1	39	36	3.6	Agree
6.	Poor academic performance amongst students.	91	114	12	32	31	3.72	Agree
	<b>Learning Effectiveness</b>							
1.	You do forget about academic activities when you are sent home due to ASUU strike.	85	11	19	39	27	3.38	Agree
2.	Students' engagement in tutorials during strike enhances their performance when they resume.	45	137	46	29	23	3.54	Agree
3.	Self-study during strike will minimize the negative effect of ASUU strike on students' academic performance	53	106	2	30	89	3.0	Agree
4.	There will be lack of interactions with lecturers and students.	78	96	53	20	33	3.59	Agree
5.	Lack of access to resources (e.g. library, equipment)	89	102	26	35	28	3.68	Agree
6.	ASUU strike has never contributed to your academic performance	20	50	40	80	90	2.39	Disagree
	<b>Grand Average</b>						<b>3.34</b>	<b>Agree</b>

Source: Computation of Respondents' responses, 2023

Table 1 indicates that respondents agreed to the relationship between disruption in Nigeria universities and students' learning effectiveness with an average of 3.34. But disagree with ASUU not making students lose confidence in academics as significance to their career and that ASUU strike has never affected their academic performance with mean scores of 2.55 and 2.39 respectively.

**Table 2. Relationship between incessant strike and low CGPA of students in selected tertiary institutions in Nigeria**

S/N	Questionnaire Items	SA	A	U	D	SD	Mean	Remark
	<b>Incessant Strike</b>							
i.	Government's provision of the request of ASUU will reduce their incessant strike action.	69	88	25	62	36	3.32	Agree
ii.	Loss of interest in academics.	79	90	39	32	30	3.52	Agree
iii.	The incessant strike often exposes lecturers and students to rumoured information from the media	56	78	25	75	46	3.0	Agree
iv.	Poor Govt. Policies towards education constitutes part of the reason for the incessant strike	58	93	37	58	34	3.29	Agree
v.	Non-payment of academic staff result to incessant strike.	99	85	43	33	30	3.77	Agree
	<b>Low CGPA</b>							
1.	Students focus on examination malpractice when exams are conducted immediately after ASUU strike	90	95	37	38	20	3.7	Agree
2.	There is generally better academic performance after ASUU strike	12	30	39	120	79	2.2	Disagree
3.	Your CGPA reduces when examinations are conducted immediately after ASUU strike	83	118	29	36	18	3.77	Agree
4.	CGPA generally tends to improve significantly after resumption from ASUU strike	25	51	30	130	44	2.58	Disagree
5.	It is usually difficult to assimilate lectures after resuming from a strike break	108	123	3	38	8	4.0	Agree
6.	Exams conducted immediately after ASUU strike are usually tough	79	131	33	23	20	3.87	Agree
	<b>Grand Mean</b>						3.4	Agree

Source: Computation of Respondents' Responses, 2023

Table 2 indicates that respondents agree to the relationship between the incessant strike and the low CGPA of students in selected tertiary institutions in Nigeria with an average mean of 3.4. But disagree with academic performance being generally better after ASUU strike and CGPA improving significantly after resumption from ASUU strike with a mean average of 2.2 and 2.58 respectively.

## TEST OF HYPOTHESES

### Interpreting the Pearson Result

A positive correlation means that as one variable increases in value, the second variable also increases in value. Similarly, as one variable decreases in value, the second variable also decreases in value.

Decision Rule: Reject the null and accept the alternate if P-value < 0.5; if otherwise accept the null Hypothesis.

**Test of Hypothesis One**

*H<sub>01</sub>*: The disruption in Nigeria universities due to ASUU prolonged strike negatively influence students' learning effectiveness in selected tertiary institutions in Nigeria.

**Table 3. Correlation between disruption and learning effectiveness**

		Correlations	
		Disruption	Learning effectiveness
Incessant Strike	Pearson Correlation	1	- .781
	Sig. (2-tailed)		.018
	N	280	280
Low CGPA	Pearson Correlation	-.781	1
	Sig. (2-tailed)	.018	
	N	280	280

Source: SPSS ver.23 Outputs

*Result Summary*

Table 3 shows that disruption in Nigeria universities due to ASUU prolonged strike negatively influence students learning effectiveness with  $r=-0.781$ ,  $n=280$  and  $p$  value of  $0.018$  ( $p<0.05$ ). Therefore, we accept the alternate Hypothesis and conclude that there is significant negative relationship between disruption and effective learning in selected tertiary institutions in Nigeria.

**Test of Hypothesis Two**

*H<sub>02</sub>*: The incessant strike does not contribute to the low CGPA of students in selected tertiary institutions in Nigeria.

**Table 4. Correlation between incessant strike and low CGPA**

		Correlations	
		Incessant Strike	Low CGPA
Disruption	Pearson Correlation	1	- .821
	Sig. (2-tailed)		.016
	N	280	280
Effective learning	Pearson Correlation	-.821	1
	Sig. (2-tailed)	.016	
	N	280	280

Source: SPSS ver. 23 Outputs

*Result Summary*

Table 4 shows that there is negative relationship between incessant strike and low CGPA with  $r=-0.821$ ,  $n=280$  and  $p$  value of  $0.016$  ( $p<0.5$ ). Therefore, we accept the alternate hypothesis and conclude that there is significant negative relationship between incessant strike and low CGPA in selected tertiary institutions in Nigeria.

### DISCUSSION OF FINDINGS

The test of hypotheses revealed that there is significant relationship between strike on the academic performance of student in selected tertiary institutions in Nigeria through the following findings;

- i. The test of the first hypothesis revealed that disruption in Nigeria universities is negatively related to student's learning effectiveness with  $r = -0.781$ ,  $n = 280$  and  $p$ -value of 0.018. This implies that disruption in academic scheme of work will negatively affect the learning habit of the student and there will be a low level learning effectively.
- ii. The test of the second hypothesis revealed that there is negative relationship between incessant strike and low CGPA with  $r = -0.821$ ,  $n = 280$  and  $p$ -value of 0.016. This implies that incessant strike affects the CGPA of students, thereby disrupting the flow of learning from their lecturers.

### CONCLUSION

This research indicates that the disruption of academic programs by the staff unions through industrial action (ASUU strike) have a significant undesirable negative effect on the academic performance of the students. This study therefore concludes that ASUU strike is detrimental to the academic performance of students and as such should be avoided. Based on the result of the findings, this study implies that strike action is a major blockage in the wheel of academic progress and the lack of functional education system in Nigeria public universities.

### RECOMMENDATION

Based on the findings of this study, the following were recommended;

Government should make it a point of duty and a necessary obligation in ensuring that the wages and salaries of the union members (lecturers) are paid when due. Most lecturers have no other sources of income outside their monthly entitlement. In a situation where their salaries are not paid for months such families, suffer a great deal of hardship. Which is spontaneous damaging to the image of the organization and country at large results. Joint consultation Committee that would comprise of government representatives and other relevant stakeholders in the educational sectors should set up and meet on periodic interval to discuss impending issues that could generate dispute proactively.

During strike, the staff should ensure that all the purposes for which they struck are met before thinking of calling off the strike. This will help reduce the frequency of strike occurring and re-occurring.

### SUGGESTIONS FOR FURTHER STUDIES

The study suggested that further studies may focus on ASUU strike and performance of lecturers, in this aspect, ASUU strike components would be manipulated to causes of ASSU strike and Nigeria system of education, here, various causes of ASUU strike may be brought to limelight to measure issues that are bounded to manifest in relationships that exists in Academic sector.

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