### INTRODUCTION INFLUENCE OF INDUSTRIAL ACTION ON THE ACADEMIC PERFORMANCE OF STUDENTS

**TITLE PAGE**

Certification

Dedication

Acknowledgement

Table of Content List of Tables

**ABSTRACT**

**CHAPTER ONE: INTRODUCTION**

* 1. Background of the study
  2. Statement of the problem
  3. Objective of the study
  4. Research Hypothesis
  5. Significance of the Study
  6. Scope of the study
  7. Definition Of Terms

**CHAPTER TWO: REVIEW OF LITERATURE**

2.1 Conceptual Framework

2.2 Theoretical Framework

2.3 Chapter Summary

**CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Introduction

3.2 Research Design

3.3 Population Of The Study

3.4 Sample Size Determination

3.5 Sample Size Selection Technique And Procedure

3.6 Research Instrument And Administration

3.7 Method Of Data Collection

3.8 Method Of Data Analysis

3.9 Validity Of The Study

3.10 Reliability Of The Study

3.11 Ethical Consideration

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1 Data Presentation

4.2. Answering Research Questions

**CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATION**

5.0 Summary

5.1 Conclusion

5.2 Recommendation

**References**

**Appendix**

**ABSTRACT**

The study’s overall objective is focused on the influence of industrial action on the academic performance of the student of the Ekiti State University. The study adopted the survey research design and randomly enrolled participants in the study. A self-structured questionnaire was issued to the participant whereas a total of 259 responses were validated from the enrolled participants where all respondent were students of Lagos State University. Data was analyzed using mean and standard deviation presented in frequencies and tables. Hypotheses was tested using Chi-Square statistical package for social science. Based on the findings of this study, the researcher concluded that; industrial actions significantly contribute to Low CGPA of students, industrial action by the staffs of the universities influence students’ reading habits, disruption in academic program in Nigerian universities due to ASUU strike influence students’ learning effectiveness and industrial actions o not motivate students to learn.The study recommended that the government and other educational stakeholders should standup to their responsibility and stabilize the educational system while stamping out strike actions in the system for effective human development. More so, government should provide adequate funding to the various tertiary institutions in the country. and autonomy should be granted to the various tertiary institutions in the country.

****CHAPTER ONE****

****INTRODUCTION****

****1.1   BACKGROUND TO THE STUDY****

The education sub-sector especially tertiary institutions in Nigeria have witnessed in recent time incessant closures due to industrial actions. The effect of these repeated closures of schools and academic programs on students’ learning effectiveness can better be imagined than described. Tertiary education in Nigeria has thus suffered tremendous setbacks as a result of industrial actions by both the academic (ASUU) and the non academic staffs. This has always subjected the students to pitiable conditions, disrupting academic programs, giving students’ undeserved extension in their study years, 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.

University worldwide is regarded as the citadel of learning, the fountain of intellectual development and a ground for the production of leaders of tomorrow. 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. 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.

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. As a result, the ASUU was proscribed on August 7, 1988 and all its property seized. It was allowed to resume in 1990, but after another industrial action, it was again banned on August 23, 1992. However, an agreement was reached on September 3, 1992 that met several of the union's demands including the right of workers to collective bargaining. The ASUU organized further industrial actions in 1994 and 1996, protesting against the dismissal of staff by the Sani Abacha military regime. After the return to democracy in 1999 with the Nigerian Fourth Republic, the union continued to be militant in demanding the rights of university workers against opposition by the government of President Olusegun Obasanjo. In July 2002, the national president of ASUU, petitioned Justice Mustapha Akanbi of the Independent Corrupt Practices Commission to investigate the authorities of the University of Ilorin for financial mismanagement and corruption.

In 2007, ASUU embarked on an industrial action for three months. In May 2008, it held two week 'warning strikes' to press a range of demands, including an improved salary scheme and reinstatement of forty-nine lecturers who were dismissed from University of Ilorin in 1998. In June 2009 ASUU ordered its members in federal and state universities nationwide to proceed on an indefinite strike over disagreements with the Federal Government's on an agreement it reached with the union about two and a half years ago. After three months of industrial action, in October 2009, ASUU and other staff unions signed a memorandum of understanding with the government and called off the industrial action.

Prior to the last industrial action embarked on by ASUU, the National Executive Council (NEC), of the Union met from Tuesday 29th November to Thursday 1st December 2011 at the University of Port- Harcourt to review, among other things: the level of implementation of the 2009  ASUU/Government Agreement; the extent of  compliance with the 2011 ASUU/FGN Memorandum of Understanding (MoU) on the implementation of the Agreement; Government’s unilateral dissolution of Universities’ Governing Councils; the on-going institutional accreditation and the state of the Nation, including the issue of alleged removal of fuel subsidy, but the lack of understanding between the two parties led to an indefinite strike embarked upon by the Union for fifty-nine days. It was later called off on the 1st of February, 2012. ASUU again went on a warning strike on 30th August, 2012. All these have left an unfavorable mark on the academic activities of the University students and it has also affected the academic calendar and the performance of the students. On 1st of July, 2013, ASUU embarked upon another Six months industrial action which was called off on the 17th of December, 2013 which really affected the Nigerian undergraduates leading to the involvement of students in many unwholesome activities. Often times, these incessant agitations by ASUU usually triggers industrial action by sister associations such as NASU, SSANU etc.

Industrial action or strike is workers’ refusal to work as protest for inadequate service or poor condition. In the education sector, industrial actions by academic and non academic staffs can lead to students’ examination malpractice, corruption and other social vices in the society. Strike is a social ill not different from corruption because it eats into students’ time which makes it difficult for students to be fully and properly ‘baked’ within the designated educational time frame. As a result, ‘products’ that are ill-equipped in both character and learning are turned out to the society. This research is targeted at examining the effect of these industrial actions on the academic performance of the students of the Ekiti State University.

****1.2   STATEMENT OF THE PROBLEM****

The demand of ASUU and other industrial unions in the Nigerian Universities is that government should fulfill an agreement it reached with them in 2009 on how to save the nation’s universities from collapse. On the other hand, government is proposing a piecemeal selective approach. There is no doubt that education is too vital to the survival of any nation that it should be treated as a subject beyond politics or evasive polemics. It is not deniable that Nigeria is presently not doing enough, by world standards, in the funding of her children’s education. As far as the government is concerned, there are other competing items for the limited funds available and government is not doing enough in the infrastructural development of the Nigerian Universities.

This has caused serious altercations between government and these industrial unions including ASSU resulting into persistent industrial actions. The incessant industrial action by the Academic Staff Union of Universities (ASUU) and all these industrial unions has inadvertently affected the academics of university students; it usually poses a lot of challenges to their study duration, performance in examinations and their final grading. The students are kept away from school for a long time; most of them are completely cut off from academics as conditions at home may not favor productive and rigorous academic exercise. The students and their parents become frustrated because of long expectation of school resumption that is far from sight. Some of the students while at home doing nothing get engaged in other things other than academics. In some cases they are easy recruits for criminal activities, such as armed robbery, kidnapping, and rape and on the other hand encourage cultism. This has made them a problem to the society peace and order in Nigeria. However the extent to which staffs of the universities including ASUU strikes affects student’s academic performance require a close examination and this research is geared towards examining the extent to which it has affected the performance of students particularly in Ekiti State University, Ado Ekiti, Ekiti State.

****1.3   OBJECTIVES OF THE STUDY****

The general objective of the study is to examine influence of industrial actions on the academic performance of students in Ekiti State University EKSU.  Specific objectives are:

1. To examine the perception of an average university student on industrial action by Labour unions in the university including Academic Staff Union of Universities (ASUU).
2. To determine whether industrial action by the staffs of the universities has influence on the reading habits of students during the disruption in academic activities period.
3. To assess the extent to which disruption in academic program in Universities influence students’ learning effectiveness.
4. To determine whether Industrial Actions by Lecturers significantly contribute to low CGPA of students.
5. To examine whether industrial actions have direct influence on students’ overall academic performance.
6. To determine whether industrial actions motivate students to learn.

****1.4   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:

1. What is the perception of an average university student on industrial action by Labour unions in the university including Academic Staff Union of Universities (ASUU)?
2. To what extent does industrial action by the staffs of the universities influence students’ reading habits?
3. To what extent would disruption in academic program in Nigerian universities due to ASUU strike influence students’ learning effectiveness?
4. Do Industrial actions significantly contribute to Low CGPA of students?
5. Do Industrial actions have direct influence on students’ overall academic performance?
6. Do industrial actions motivate students to learn?

****1.5 RESEARCH HYPOTHESIS****

1.     ****Ho****: Students have a negative perception about industrial actions carried out by academic staff of Universities.

****Hi****: Students have a positive perception about industrial actions carried out by academic staff of Universities.

2.     ****Ho:**** Industrial actions do not influence reading habits of students when academic activities are disrupted.

****Hi****: Industrial actions have influence reading habits of students when academic activities are disrupted.

3.     ****Ho****: There is no significant relationship between industrial actions and learning effectiveness of students.

****Hi****: There is a significant relationship between industrial actions and learning effectiveness of students.

4.     ****Ho****: There is no significant relationship between industrial actions and low CGPA of students.

****Hi:**** There is a significant relationship between industrial actions and low CGPA of students.

5.     ****Ho****: There is no significant relationship between industrial actions and overall academic performance of students.

****Hi****: There is a significant relationship between industrial actions and overall academic performance of students.

6.     ****Ho****: Industrial actions do not motivate students to learn.

****Hi:**** Industrial actions motivate students to learn.

1.6   ****SIGNIFICANCE OF THE STUDY****

This research will add to the body of knowledge by enlightening the students on how they can cope with the unfavorable industrial actions embarked upon by University’s staffs, so as to enable them perform as expected in their studies. Furthermore, this study would also help to further research and add to knowledge build-up in the university. Again from this study, students would be able to device exemplary means of ensuring excellent performance even with the occurrence of a strike action by the various labour unions in the university including the Academic Staff Union of Universities (ASUU). Policy makers may also find the outcome of the study useful for future planning in tackling the menace by reducing the incessant industrial actions to the barest minimum.

****1.7   SCOPE OF STUDY/LIMITATION OF STUDY****

This study on the influence of industrial action on the academic performance of the student of the Ekiti State University will cover all the issues of industrial action in Nigerian universities focusing on the Ekiti State University and the perception of students about it.

****Limitation of the Study****

The researcher in the course of this work encountered certain constraints which are:

1)          Time constraint as the research work is combining with other academic activities.

2)          Second is the dearth of information such as low respond from respondent due to one reason or the other.

3)          Lastly in financial constraint occasioned by the need for continuous sorting for information material.

****1.8   DEFINITION OF TERMS****

****Industrial action****: a protest in which workers show that they disagree with a policy of their employer

****Performance:**** the accomplishment of a given task measured against preset known standards of accuracy and completeness

****Infrastructure****: the basic physical and organizational structure and facilities e.g. building, roads, power supply etc.

****Funding****: a sum of money or other resources set apart for a specific objective.

****REFERENCES****

1. Adeniran (2000). Poor Learning Atmosphere in Universities. *Enough is Enough (EIE) Journal*, 26th May.
2. Adetiba, L. (2012). Effects of Incessant Strikes. *Vanguard*, January.
3. Adesulu, D. (2012). Positive and Negative Effect of ASUU Strikes. Retrieved from the Punch, 29th August.
4. Alvarez (2003). *Diversity and Heterogeneity in Conflict, How to Tackle Conflict*, Livlonz Publishers, U.S.A.
5. *5.*Adibe, J. (2009). ASUU and the Politics of the Stomach. Retrieved from Tribune 27th June.
6. Comte (1997). *Strike by Union Members,Organizational Conflict Resolution*, unital press publishers, 1011 New Zealand.
7. Fajana (2000). Poor Leadership and ASUU Strikes, Retrieved from Tribune 21st April.
8. Gouldner (1954). Forms of Strike Action. Available: www.organisationalconflict in society.com Haralambos and Holborn 7th ed. Sociology, Harper Collins Publishers limited, pp. 77-85.
9. Kuper and Kuper (2006). Industrial Relations. Available: www.industrialconflictsection.com
10. Marshall (2006). Industrial Disagreement of Employers and Employees. Available: www.orgsat.com
11. Ogbuka (2000*).*Government Contributes to Industrial Strike Actions. Available: www.ASUU.ng
12. Ojielo, M. (2002). Conflict and Strikes. Nigerian Tribune 17th November.
13. Olaiya, A. A. (2000). Collective Bargaining of Workers. Retrieved from the Punch 17th August, Nigeria.
14. Olaogun, J. A. (2008). *Research in Behavioral Sciences*, Lagos: Bolabay Publications, Ikeja.
15. Olugbenga (2011). ASUU Proceeds on an Indefinite Strike. *Vanguard*, December 6th.
16. Oluwadare, C. T. (2008). *Social Research Proposals and Long Essays*, Olujumex Nig. LTD. Ado-Ekiti.
17. Omolayo (2000). Theory of Basic and Procedural Conflict. Available: www.Vanguard.com,ng
18. Oxford Advanced Learners Dictionary, 8th ed. Oxford University Press, Oxford: New York.
19. Ralf, D. (1959). *Class and Class Conflict in Industrial Society*, Minnesota Press.

****CHAPTER TWO****

**LITERATURE REVIEW**

**2.0 INTRODUCTION**

Our focus in this chapter is to critically examine relevant literature that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

**2.1 CONCEPTUAL REVIEW**

**CONCEPT OF INDUSTRIAL RELATIONS**

Armstrong (2015) sees industrial relations as the inter wining activities of trade unions, employers and the state. Analyzing Armstrong‟s views, Akpala (1992:29) stated that it is in line with levine‟s definitions of industrial relations as the respective roles of management, labor and the government in the process which relates workers to employers, workers to workers and workers to work. He pointed out that John Dunlop has brought out the concept more clearly in listing the participants or actor of industrial relations as:

* A hierarchy of managers and their respective organizations A hierarchy of workers and their spokesmen
* Specialized governmental agencies that may include specialized private agencies created by the first two factors.

Akpala concluded his view on industrial relations by observing that each country has its system of industrial relations in a process of defining power and authority relations among management, labour and government agents. Flanders (1972:18) asserted that there are two kinds of rule making in industrial relations: the first kind is procedural rule making which serves as the means to an end. It deals with the methods to be used and the stage to follow in the settlement of the substantive rules while the second kind provide the form and constitutions for the making, interpretation and enforcement of the substantive rules. Flanders view provide a legal support of industrial relations to be practiced.

Fashoyin (2020) traced industrial relations to classical economist of the 19th, century, such as Adam Smith, Mathus and David Richardo, were concerned with problem of labour. These economists saw insufficient of different between labour and other factors to explain the complex nature of labour input into production. The climax of Fashoyine‟s view is the postulation that improvement in the conditions of the labour class could be achieved through the antagonism role of trade unions. According to him, Marx sees trade unions as revolutionary agents for changing social order. The classical view is important but fails to recognize the parties in industrial relations. Industrial relation within the context of Nigeria is seem from functional approach as put forward by Damachi (2016). He defined industrial relations in the production process. He point out that the crucial elements of the Nigeria system of industrial relations include the environment, which influence the actors as well as their goals. Ideology and power. Furthermore, he argued that the environment influences the actors, especially in the process of rules-making, both procedural and substantive and on the whole gamut of industrial relations practices.

Yesuf (2016) regretted that in the Nigerian society, the behavioral expectations of both the worker and management personnel, as well as those of government officials, are naturally different, More often than not, he argued that the expectation Patten of the actors is not in conformity with the practice in modern industrial management. He illustrated this point when he maintained that the traditional approach of industrial relations in Nigeria is the employer is seen as ”father” and for this reason, he is not bound to accept workers as his equals. Imoisili (1984) observed that African system social relations is strongly rooted in paternalism, and this is taken to the work place where organization of work is largely based on western values, is different. Corchova (1969) define industrial relations as the process of interest accommodation by conditions of work are fixed, relations are regulated and power is shored in the field of labor.

**THE PARTIES IN THE INDUSTRIAL RELATIONS SYSTEM**

Adeogun (1961:13-16) identified three parties to industrial relations system to include: The workers and their organizations, the employers and their associations, and the government and its agencies. According to him, these parties create the institutional framework that develops a “web of rules” which govern the industrial relations system in any country. Kilman (2016) defined the relationship between union and management as central issue for the survival of the organizations in order to achieve the purpose for which it was established.

Gloss and Backer (2014) used a limited liability company background to indentify the parties to industrial relations to include:

* The owners
* The managers as those who determine how the resource of the organization shall be employed.
* The worker as those responsible for taking the required action.

Shoemaker (2012) introduced the concept of tripartism in industrial relations. According to him, each of the parties in the tripartite set up has its won objective tend to guide its role in the society. He equally identified the parties to tripartite arrangement to include the unions the employers and the government.

**Concept of Industrial dispute**

Conflict is generally viewed as on of the central principles of an organisation’s life. However, the interpretations of its origin, nature and effects vary substantially. Robinson (1972) believes the existence of conflict in any organization. He identifies the dimensions of conflict as: (i) threats or disputes over a territory, whether the boundaries of the territory are physical, social or work boundaries; and, (ii) threats to values, goals, and policies, as well as threats to behaviour. Robinson (1972) also argues that not all conflicts are bad and not all cooperation is good, though people tend to view conflict as a negative force operating against successful achievement of group or organizational goals. Conflict can be harmful but may also serve some potentially positive functions, depending on the types of groups within and among which it occurs.

**TYPOLOGY OF LABOUR DISPUTES**

Ubeku(1983:15) asserted that labour disputes may be grouped into two types, namely: Dispute concerning an individual and disputes concerning the group and Disputes concerning the group- the union.

In some cases, he pointed out that a dispute that begins as an individual dispute can develop into a collective dispute. Generally, disputes involving an individual are over his right, what he thinks is entitled to as a work man in his place of work. These are regarded as legal rights because the claims are based on the contractual relations between the parties. The second category of disputes, he argued, is that of collectives disputes. It is concerned mainly with economic matters, except in cases where individual; disputes develop into collective disputes.

Akpala (2015) through of legal definition of industrial disputes as any dispute or difference employers and employers, or between employers and work man or between work men and workmen which is connected with employment or non employment or with condition of labour of any person. Industrial dispute relate to inter-organizational relations about job value can arise in any business, trade or occupation and organization providing must be a body of men, acting in a collective manner and not individually. He concluded by stating that a dispute at work involving an individual is better described as a grievance.

Onyia,. (2020) asserted that when conflicts arose between management and labour, both sides use pressure tactic some of which are illegal to resolve such conflicts. Labour unions make use of strikes or boycott or other approaches to enforce their demand. Management on other hands make use of lock-out federal or state level or bother or any other weapons aimed at forcing the union to accept their stand on the issue. According to him, the main reason for utilizing some these illegal weapon are based on the absence of pragmatic realization of trade union that such action could be counter- productive.

**INDIVIDUAL DISPUTES (GRIEVANCE)**

According to Ubeku (2013) individual grievances are those that emanate from what individual considers a denial or breach of his rights. Implementation of individual conditions of employment. He also noted that unlike collective grievance, it is not always easy to establish the real cause of work‟s grievances.

Turner (1974:8) opined that individual disputes could further be distinguished between those over rights and those disputes over interests. Disputes over right he noted, are those over the application or interpretation of provisions laid down in contracts or law or administrative regulations, while disputes over interests concern demand or proposals for fresh collective agreements or renewals of agreements or of inclusion of new item.

Ude (2020) observed that the various distinctions are important but make little difference to the procedure for final settlement of disputes at work.

**COLLECTIVE GRIEVANCES**

Collective grievance h as been identified as a common cause of industrial disputes in Nigeria. Umeh, (2021) traced collective disputes in Nigeria as the management refused to grant a demand made by the union. A variation of this is the breakdown of collective bargaining as result of inability of the parties to reach agreement on an issue that the union considers important to their members. Such issues according to Umeh will normally indeed wages and salaried, housing allowance and other fringe benefits.

Trade union Acts 1973 gives the minister of labour power to compel an employer to recognize a union. Recognizing or non-recognition of union and refusal to enter into collective bargaining with union by the management are the major source of conflict. Onuaguluchi (2020), tracing the source of may also be as result of non-observance of conditions of individual contract of employment or of rule inducing disciplinary rules. He also maintained that collective grievance may arise as a result of the claimed violation of legislation or rules of condition of work.

**FORMS OF EXPRESSION OF INDUSTRIAL DISPUTES STRIKES**

Nwabuzor (2020) remarked that the unpalatable side of industrial relations and one which the public often associate union with, is the strike. Strikes indicate a breakdown of cordial relationship between labour and management and is usually the one aspect of industrial relation that invites the most Negative commentary (source): Otobo (2018) He regretted that strike, distasteful as it is, performs various useful function for the two side of the parties: first when a union calls out its members on strike, it is in the belief that the strike will exert pressure o the employer to take a desire action, such as conceding a demand for improvement in terms of employment or ameliorating an unsatisfactory working condition.

Okougbo (2014) maintained that most strikes involve attempts by either the union or management to change the bargaining position of the other party. He opined that the demand of the union it can impose exorbitant cost and thereby induce then to reach agreement.

Olalokun (2019) quoting Akpala, pointed out industrial dispute assume different forms under different circumstances. The form of expression is political, technical, managerial and psychological factors. He lamented that the most common way of demonstrating industrial disputes. Or collective grievance is the use of the strike as a weapon. Akpala (1982:261) defined strike as collective stoppages of work by worker undertaken in order to bring pressure on those who depend on the sale or the use of the products of that work.

Olaloku (1979:10) identified various forms of strikes as including general strike, sympathy strike, go-slow, folded arms, open down strikes, lazy srrikes. He ended his view by defining strike as a refusal by employers to work, and lock- out as refusal by management to allow employers to work.

**The Concept of Labor Union**

According to Benson (2015), labour unions or trade unions are organisations created by employees from similar sectors who strive for the common good of their members. They assist employees with concerns such as wage equity, a pleasant working environment, work hours, and benefits. They represent a group of workers and serve as a liaison between management and labour. Labor unions have been a component of Nigerian business since 1912, according to Photius (2005), when government employees founded a civil service union. After the amalgamation of the protectorates of northern and southern Nigeria in 1944, this organisation became the Nigerian Union of Civil Servants. According to Wikipedia (2015), a labour or trade union is a group of workers who banded together to achieve common goals such as protecting the integrity of its members, improving safety standards, achieving higher pay and benefits such as health care and retirement, increasing the number of employees and employers assigned to complete the work, and improving working conditions. The trade union negotiates with businesses on behalf of its members through its leadership. This is to imply that trade, industrial, and labour unions are groupings of workers that organise themselves in one body with a leader in order to enhance and safeguard one another's welfare and interests; hence, they stand as one and speak in unity with one voice. The goal of these unions is to investigate worker issues and present a unified face to management. As a result, it serves as a conduit for communication between labour and management. According to Ivancevich (2007), a labour union is an organisation of employees that employs collective action to advance its members' interests in salary and working conditions. They form or unite because they believe in the power of togetherness. According to Shokan (1997), labour unions are any combination of temporary and permanent workers or employees whose objective is to manage the terms and conditions of employment of workers. According to Rosemary (1993), trade unions are viewed as the legitimate representation of labours, and conflicts emerging from a collision of interests are addressed, if feasible, via negotiating and compromise, and if not, through overt power. According to Amstrong (2004), the main objective of trade unions is to advocate and safeguard the interests of its members; they are to rebalance the balance of power between employers and employees. The preceding statement implies that the other primary duties of these trade unions include relationship control, grievance resolution, pressing new demands on behalf of employees, collective bargaining, and negotiating.

**Evolution of Unionism in Nigeria (ASUU)**

The antecedents of labour unionism may be traced back to the eighteenth century and Europe's industrial revolution. During this period, there was a significant influx of new workers into the workplace who need representation. Labor unionism is an international phenomenon. Labor unionism has existed in Nigeria since 1912, when government employees created a Civil Service Union. According to Wikipedia (2015), with the unification of the protectorates of Northern and Southern Nigeria, this organisation became the Nigeria Union of Civil Servants. Two more important unions were established in 1931: the Nigeria Railway Workers Union and the Nigeria Union of Teachers. As the number of employees increased and the necessity for representation increased, the need for a mother union became unavoidable, prompting the merging into one large or mother union that will oversee the activities of all workers under one umbrella organisation known as the Nigeria Labor Congress (N.L.C). As a mother organisation, the (N.L.C) was legally founded as the only national federation of trade unions in Nigeria 1978. According to Silverman (2004), the NLC has been a key voice for Nigerian workers from its inception, and has given rise to numerous other Industrial Unions in the fields of health, agriculture, finance, and education. The number of people in the country and the number of people in the country and the number of people in the country and the number of people in the country and the number of people in the country. As a result, a union

An organisation founded by and for employees to seek collective workplace goals such as salary, benefits, work regulations, authority, and so on, according to the Oxford Advanced Dictionary. As a result, the founding of the Academic Staff Union of Universities (ASUU) as a branch of an industrial (Labor) union has resulted in some significant changes in the academic system of the country's postsecondary institutions. The union was founded in 1978 as a successor to the Nigerian Association of University Teachers, which was founded in 1965 and covered academic employees at the Universities of Ibadan, Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife, and Lagos. In the 1980s, the union was active in its opposition to the military administration.

The union planned a national strike in 1988 to demand fair salaries and university autonomy. As a result, the ASUU was declared illegal on August 7, 1988, and all of its property was confiscated. It was permitted to restart in 1990, but following another Strike action, it was again prohibited on August 23, 1992. On September 3, 1992, however, an 8 agreement was struck that addressed some of the union's demands, including the right of workers to collective bargaining. The ASUU staged more strike activities in 1994 and 1996 to protest the military administration of Sani Abacha's firing of personnel. Following the restoration to democracy in 1999 with the establishment of the Nigerian Fourth Republic, the union remained militant in its pursuit of university employees' rights, despite resistance from President Olusegun Obasanjo's administration. In July 2002, the national president of ASUU petitioned the Independent Corrupt Practices Commission's Justice Mustapha Akanbi to probe the University of Ilorin's administrators for financial mismanagement and corruption.

ASUU went on strike for three months in 2007. It launched two weeks of 'warning strikes' in May 2008 to press a number of demands, including a better wage system and the restoration of forty-nine academics who were fired from the University of Ilorin in 1998. In June 2009, ASUU issued an indefinite strike order to its members at federal and state colleges across the country due to issues with the federal government over an agreement struck with the union around two and a half years previously. After three months of strike action, ASUU and other staff unions negotiated a memorandum of understanding with the government and called the strike off in October 2009. Prior to the last ASUU strike, the Union's National Executive Council (NEC) met at the University of Port Harcourt from Tuesday 29th November to Thursday 1st December 2011 to review, among other things, the level of implementation of the 2009 ASUU/Government Agreement; the extent of compliance 9 with the 2011 ASUU/FGN Memorandum of Understanding (MoU) on the implementation of the Agreement; and the Government's unilateral dissolution of Universities' Governing Bodies. It was later called off on the 1st of February, 2012. On August 30, 2012, ASUU went on strike once more. All of this has had a negative impact on the academic activities of University students, as well as the academic calendar and student performance.

On the 1st of July, 2013, ASUU began another six-month strike, which was called off on the 17th of December, 2013, severely affecting Nigerian undergraduates and leading to their engagement in several unwholesome activities. These constant agitations by ASUU frequently lead to strike activities by sister groups such as NASU, SSANU, and others.

**Concept of **Strike****

Scholars have provided several meanings of striking. For example, Griftin (1999) defines a strike as a stoppage of work by employees to force their employer's hands to accept terms and conditions of employment, whereas Idogho (2011) defines strike action as a period when no work is done due to disagreement over wage, promotion, hours of work, or other employment conditions. According to Nwadi and Oguugua (2005), a strike is caused by the lack of a clear and efficient industrial relations policy that takes into account the country's current economic position. A strike happens as a consequence of different interests, aims, or priorities among individual groups, employees, and employers; or noncompliance with task, activity, or process requirements (Obi, 2004). According to Okeke (2003), a strike is a conflict between employees and their employers that occurs when one party fails to satisfy the demand of the other, in order to redress complaints. These initiatives will almost certainly have a negative impact on educational institutions' output.

Strike action, according to the Oxford Advanced Learners Dictionary, is a period of time during which an organised group of employees of a corporation stops working because to a disagreement about wages or working conditions. A strike, often known as industrial action or just a strike, is a work stoppage caused by a large number of people refusing to work. A strike is frequently called in response to an employee's complaint. The term strike was first used etymologically in 1768, when seamen in support of a demonstration in London cut the top gallant sails of commercial ships at port, crippling the ships. Officially, the term "work stoppage or industrial dispute" is used. The first historically proven instance of strike action was on 14 November 1152 BC, at the conclusion of the 20th dynasty, under Pharaoh Ramses III in ancient Egypt. The craftsmen of Dire Elmedina's Royal Nacropolis walked off the job because they had not been paid (Wikipedia 2015). Strike actions are defined by Ozurumba (1997) as a condition of inaction in an organisation. According to Asolu (2010), a strike is an activity used to disrupt all working circumstances in order to accomplish a goal affected by demand for change in service conditions or to alleviate a societal crisis. A strike action, according to Russell (2003), is the formation of individuals with particular interests into a group sufficiently enough to successfully defy the organised forces of government when their reasons are disregarded, such that workers require public attention for their righteous cause.

According to Asobie (2006), strike action is a tool for raising the attention of employers and the general public to a conflict. It is employed when workers demand a new or better working situation, that is, one that is better than the one provided by law. For example, a pay raise and more annual leave. According to Ivancevich (2007), a strike is an attempt by employees to withhold employment in order for the employer to make larger concessions at the negotiation table. He claims that it is the labour union's primary bargaining tool. It ranges from an economic strike, in which employees cease working until their demand for improved working conditions is realised, to a sit-down strike, in which they go to work but sit instead of working.

Similarly, Michael (2013) feels that strikes are frequently politically motivated. Strikes are frequently used as a first rather than a last choice in industrial relations. Strikes, on the other hand, are recognised by labour organisations as a valid final choice when everything else fails. The legal dictionary describes a strike as a work stoppage; the coordinated refusal of employees to complete work allocated to them by their employers in order to force the employers to provide particular demand concessions, such as higher salaries or better working conditions. It also believes that "a work stoppage is often the ultimate stage in a labor-management conflict over salaries and working conditions". Employees are not paid when they go on strike, and employers lose productivity as a result, therefore both parties normally want to prevent it. Strikes, on the other hand, may be the sole negotiation option available to employees.

According to Onyemanan (2016), a strike is defined as a collectively coordinated halt or slowdown of work by employees in order to force employers to adopt their demand. The legality of the strike action requires approval by the majority of employees via ballot, independent verification to ensure that the majority supports the vote; advance notice of the impending strike; the result of the ballot must be provided to the employer; and final notice to embark on the strike must be issued to the employers before the action takes place. This indicates that no strike action may take place without the government (labour employers) knowing about it or being notified about it. As a result, the inability of the employer to meet the employees' demands leads to a labour conflict. According to an international labour group (2011), a strike is the most public and contentious form of collective action in the case of a labour dispute, and it is frequently viewed as the workers' organization's final alternative in pursuit of their goals.

According to Legal Dictionary (2016), employees can strike for economic reasons, to improve their working conditions, or to help and defend employees in another union. Furthermore, even if they do not have a union, employees might elect to stop working as a group on purpose. In that situation, they are entitled to all of the safeguards granted to organised strikes. It is a devastating component in our modern education system, regardless of its shape or character, because effective academic activities of students rely greatly on the right utilisation of chances and learning experiences in their surroundings. As a result, the issue of strike action has sparked much debate in various parts of our educational sector. This is because, according to the legal dictionary, labour unions do not have the right to use strike to interfere with management prerogatives or with policies that employers are free to implement that do not directly concern the employment relationship. A strike must be carried out orderly and cannot be used as a cover for violence or criminality. During a strike, intimidation and coercion are prohibited.

****Academic Staff Strike Action In Nigeria****

Over the years, normal academic calendar of Nigerian universities had hardly ever been devoid of hitches. This is occasioned by what is perceived by the lecturers as the insensitivity, irresponsibility and the negligence of the Government. The unrelenting Union had in the past embarked on numerous strike actions in order to press in their demands of funding the educational sectors adequately and other pressing issues. The Government on its part has remained indifferent to their plights during those periods. Perhaps the Government sees the academic sector as having little or no direct significance to the economic development of the nation.The demand of ASUU is that government should fulfill an agreement it reached with it in 2009 on how to save the nation’s universities from collapse. On the other hand, government is proposing a piecemeal selective approach. There is no doubt that education is too vital to the survival of any nation that it should be treated as a subject beyond politics or evasive polemics. It is not deniable that Nigeria is presently not doing enough, by world standards, in the funding of her children’s education. As far as the government is concerned, there are other competing items for the limited funds available. This has caused serious altercations between government and ASSU resulting into persistent industrial strike actions. Ogunode (2020) observes strike action is an endemic problem facing the administration of public universities in Nigeria. Nigerian public universities are known for continuous strike actions by different union groups within the system. The actions are frustrating the administration of public universities in Nigeria. The reasons for the strike actions by union groups include; underfunding of the public universities, inadequate infrastructural facilities, and poor implementation of agreements reached with union groups, and poor working conditions. The implications of the continuous strike actions on the public universities include; disruption in the academic program, poor quality of education, bad image for the universities, poor ranking internationally, and poor patronage of public universities in Nigeria (Adanwa, & Ogunode 2022; Ogunode, Zhenseh & Olatunde-Aiyedun, 2022).

**Causes of industrial action in the Nigerian university system**

Nwokeneme (2005) and Bangbose (2006) highlighted the following broad causes for the academic staff union of universities (ASUU) going on strike: Poor salaries and pay, nonprovision of essential amenities and instructional materials, Government instability about commitments or agreements, Secret cult operations, Independence/ autonomy. According to Nwokeneme (2008), many factors include university neglect, non-maintenance of university facilities, and violations of agreements between the government and lecturers. Furthermore, the autonomy of Nigerian higher institutions, as well as their limited funding, poor working conditions, distinct pay packages or working conditions for academic and non-academic personnel, are some of the reasons that lead to strike action at tertiary institutions.

In particular, Nasir F. Isa, the president of ASUU, described the key areas of agreement with the Federal government that have still to be followed, which necessitated the union's six-month strike, in an interview with CNN Television News on July 1, 2013. These include: Nigerian university funding requirements, federal government assistance to state universities, the establishment of the Nigerian University Pension Management Committee (NUPEMCO), a progressive increase in annual budgetary allocation to education to 26% between 2009 and 2020, and the establishment of the Nigerian University Pension Management Committee (NUPEMCO). a swagering the swagering the swaggering the swaggering the swaggering the swaggering the swaggering the swaggering the swaggering the swaggering the swaggering of the s Transfer of federal government-owned property to colleges, Establishment of a research development council and distribution of research equipment to our institutions' laboratories and classrooms.

Still on the causes of strike, the vice president of COEASU in an exclusive interview with vanguard Newspaper on June 15, 2014 gave some of the reason for the prolonged strike embarked upon by the union as follows;

1. Government refusal to implement an agreement signed with the union in 2010 which was due for a renegotiation in 2012. This agreement includes, addressing the infrastructural deficits in college of education and peculiar academic allowance to the tune of N5 billion which the government has refused to pay the lecturers.

2. Funds for the accreditation of courses

3. Government owes some members monetization arrears to the tune of N1 billion since 2010 and also the issue of underfunding relating to teaching practice.

4. Infrastructural deficit and dilapidation across the campuses

5. Another issue the colleges of education have hammered on for years is the harmonization of the conditions of services in tertiary institutions. The union believes that this will to a large extent, help stop the brain drain from the colleges of education.

6. In full proposed information payroll personal payment system.

**Other Notable Causes of Strike Actions in Public Universities:**

There are many causes of strike actions in Nigerian public universities propelled by some factors. In this paper, poor funding of public universities, inadequate infrastructural facilities, integrated payroll and personnel information system (IPPIS), poor and inconsistent payment of salaries, poor conditions of Service, political interference in University management, and poor implementation of agreements reached with the Union are considered.

**Poor Funding of Public Universities:** The government's inadequate support of public institutions is a primary cause of strike actions in public colleges (Ogunode, Jegede & Musa, 2021). The country's fiscal allocation for education is insufficient, falling short of 26% of UNESCO standards (Ogunode, Ugochukwu, & Jegede, 2022; Ogunode & Ndayebom, 2022; Ogunode, Akin-Ibidiran & Ibidiran, 2022). According to Odim, Annastashia, and Solomon (2018), the United Nations suggested that 26 percent of the nation's budget be diverted into the education sector in order to enhance education in Nigeria. It has been observed that the government has never satisfied such standards, resulting in many institutions being underfunded and having inadequate infrastructure, bad salary payment, and poor upkeep of existing plants. Ogunode, Abubakar, and Ajape (2021) and Ogunode, Olugbenga, and Ezema (2022) also verified that inadequate funding of public institutions is one of the causes of strike activities. A variety of data supports the idea of well-being as evolving and changeable at the individual and social levels as a result of research methodologies. Happiness intervention research, including meta-analyses, have conclusively demonstrated that happiness can be altered in people and groups via some recognised effective factors, such as the reasons of strike action (World Happiness Report, 2022).

**Inadequate Infrastructural Facilities:** According to Lawan and Ogunode (2021), another reason why diverse union organisations in higher education went on strike is the low infrastructure conditions shared by all higher education institutions. Okebukola (2005) reported the national universities commission's need assessment survey and highlighted the following: (a) Approximately 30% of Nigerian students have appropriate access to classrooms, workshops, lecture halls, labs, and libraries. (a) Libraries that are out of date in terms of the number of books, journals, and electronic support resources. (c) An insufficient academic calendar as a result of staff unions' industrial action based on a low pay, wages/welfare, and student strikes, which are frequently tied to inadequate facilities. (d) A lack of practical experience, which is sometimes caused by inadequate facilities. One of the causes for the unions' strike is a lack of infrastructure in public colleges (Omotere, 2014; Ogunode, Ugochukwu & Iroegbu, 2022; Ogunode, Akinjobi & Musa, 2022; Ogunode, Ugochukwu & Jegede, 2022). Furthermore, addressing the aforementioned requires government sensitization on welfare policies that target structural inequities and provide access to healthy living standards, meaningful and inclusive work, safety, and sufficient economic resources for public universities, corruption, and increase socially sustainable staff communities' quest, all of which play an important role (World Happiness Report, 2022).

**Integrated Payroll and Personnel Information System (IPPIS):** One of the grounds for the strikes is the integration of public universities into the Integrated Payroll and Personnel Information System (IPPIS). According to Lawan and Ogunode (2021), the federal government implemented the Integrated Payroll and Personnel Information System (IPPIS) and made it mandatory for all agencies, ministries, and higher education institutions to enrol for their wages and other payments. ASUU had been opposed to incorporating the IPPIS into the university system. However, the Federal Government argued that the payment system was created for transparency and not to trample on the institution's autonomy or to assimilate the university into the civil service. ASUU's previous President Biodun Ogunyemi was reported as stating, "We dare them to tell us anyplace in the globe where IPPIS is applied in the universities. IPPIS will close the door on foreign professors, contract officers, and researchers, whom we need need. Every day, new universities are established. Inquire how many qualified scholars they have in their pool. They must recruit from current universities." The ASUU designed and proposed the University Openness Account System, which it said would fulfil the IPPIS's transparency and accountability criteria. However, after a series of mutually harmful name-calling and blackmail, both parties appear to be willing to engage in productive discourse. Strikes occur for a variety of reasons, including failed negotiations, procedural issues, a probationary period of service, disciplinary procedures, redundancy principles, professional examinations, various unpaid claims, staff loan, pension, and gratuity schemes; salaries and wages, leave, acting allowance, inconvenience allowance, out of station expenses, medical scheme, sickness benefit, and so on. iv. Poor and inconsistent salary payment: Poor compensation and inconsistent payment of earned allowances are two significant reasons why public university employees go on strike all the time. According to Amadi and Urho (2015), the underpayment of university staff in comparison to their counterparts in other economic sectors, as well as the discriminatory salary structure between the Academic Staff Union of Universities (ASUU) and the Non-Academic Staff Union of Universities (NASU), are major sources of dissatisfaction. According to Odim, Annastashia, and Solomon (2018), university employees are frequently underpaid, and the government only provides part-time salary to instructors. Lecturers are dissatisfied since many politicians go away with large sums of money despite the fact that they are not as well educated as they are. Several studies (Ogunode, Olugbenga, & Ezema, 2022; Ogunode, Jegede, Adah, Audu, & Ajape, 2020; Ogunode & Abubakar, 2020; Okoli, Ogbondah, & Ewor, 2016) have found that low pay at public universities have resulted in strike activities.

**Poor Conditions of Service**: Educators, according to Odim, Annastashia, and Solomon (2018), are not given the same incentives and working circumstances as their colleagues. For example, workers in the health and other sectors are compensated for risks in their professions, but this is not the case in education, despite the fact that there are hazards in carrying out teaching tasks. This condition of service or employment, according to Amadi and Urho (2015), includes working conditions (i.e. working environment, hours of work, overtime shift work, flexible working hours), fringe benefits (i.e. sick pay, subsidised meals, pension scheme, company goods at a discount, company cars), and the application of fair judicial procedures. University unions, for example, might demand the immediate restoration of their colleagues who have been wrongly fired or penalised by the government, and failing to do so could result in strike action. According to Odim, Annastashia, and Solomon (2018), the university frequently lacks the autonomy to operate as an entity without political leaders attempting to influence operations. Schools are not permitted to make educational decisions independently. This causes issues when school authorities refuse to accept the concept of such leaders. According to Amadi and Urho (2015), the positions of Vice-Chancellor and Registrar of Universities are hotly contested. It was stated that one of the reasons why individuals quit colleges is because academic freedom is heavily regulated. However, when there is a persistent schism among university faculty, government action is unavoidable. Furthermore, data demonstrates that individuals are happier when they have a feeling of ownership and engagement in the intervention or policy design process, i.e., when they experience autonomy, empowerment, and social justice (World Happiness Report, 2022).

**Poor Implementation of Agreement Reached with Union:** According to Lawan and Ogunode (2021), non-implementation of the agreement struck with the government is another key reason of strike activities by various union organisations in Nigerian higher institutions. The Nigerian government made an agreement with the ASUU in 2009 to inject N1.3 trillion into universities over a five-year period beginning in 2009, but just a portion of that amount was disbursed. Because the government has been unable to provide the funds, ASUU has gone on strike. Workers and employers normally establish agreements following conversations, according to Odim, Annastashia, and Solomon (2018), however in other circumstances, one side may refuse to honour the agreements. For example, in December 2002, ASUU went on total strike as a result of the Federal Government's inability to fulfil the agreements signed with ASUU in 2001 about proper financing. The 2017 ASUU strike was triggered by the government's inability to follow through on previously negotiated agreements and memorandums of understanding (MoU) in 2009 and 2013. This includes the ongoing strike, which began in February 2022 and is currently ongoing.

**Concept of Academic Performance**

Academic performance or achievement refers to the amount to which a person has achieved specified goals that were the focus of activities in an educational setting, such as schools, colleges, or universities. According to Wikipedia (2016), academic achievement is frequently assessed via evaluation (examination) and ongoing assessment, although there is no widespread consensus on how to effectively capture it. Mellisa J.B (2012) stressed how effectively a student fits the institution's criteria in a similar study. Academic performance is used to determine a student's success. Scottk (2012) defines academic performance as how successfully a student completes tasks and studies. According to the survey, grades are the most well-known measure of academic ability. This is to indicate that one way to determine how well or poorly a student performs in a semester or session is by the student's grade at the conclusion of the test; if the students have high marks such as (A or B), it means that the student did well and the performance is good. If the student's grade is below (A or B), his or her performance is unsatisfactory. According to Arul Lawrence (2013), academic performance is the amount to which a student benefits from teaching in a certain area of learning, and accomplishment is shown by the level to which skill and information have been transmitted to him. Academic performance, according to Steinmayr et al. (2014), are results that show the amount to which a person has fulfilled specified goals that were the focus of activities in an instructional setting, specifically in schools, colleges, and universities. Because of the breadth of academic accomplishment and the fact that it encompasses a wide range of educational outcomes, academic performance is a multidimensional construct whose definition or meaning is dependent on the indicators used to quantify it. In light of this, the (researchers) determined that, because the strike has passed and people who observed and experienced it are still recounting their experiences of its aftermath, the use of questionnaires and interviews will assist in obtaining information about how the strike affected students.

**Effect of Strike on Students**

The persistence closure of the Nigerian tertiary institutions heightened in the 1990s. The tertiary institution lecturers had called for improved conditions of service, which in their assertion is worst if compared with their counterparts anywhere in the world. On their part, the students in Nigerian tertiary institutions have lamented over their own plight and described it as the worst any student in a tertiary institution can experience anywhere in the world. Nwosu as quoted in Njoku (2002, p. 12) stated that there are many traces of symptoms of moral decadence in our tertiary institutions, some of which are caused by strike actions. Stressing on this he said “Undoubtedly, most of our students are in perpetual cycle of distrust and want, and therefore, trapped in the labyrinth of greed and moral chaos. Our ancient academic norms have been corrupted. He however listed the following as the effects of industrial strike action

* Examination malpractice
* Cultism
* Violence
* Sexual promiscuity/harassment
* Delayed graduation
* Academic dishonesty
* Loss of interest in education and
* Stealing
* Impersonation
* Drug abuse
* Abortion
* Betrayal
* Nudity, and above all
* Poor academic performance or outcome

Elyoh (2000, p. 7) stated that the closure of tertiary institutions negates the fact that each academic program has to be covered in a specified number of years by intending students. Such students may be self-sponsored or financed by other individuals or organizations or government, which has a budget for its cost and duration. The plans of the student and such sponsors are shattered by incessant strike action by union/lecturers in tertiary institutions; enough time is not given for students to study. Whenever they are called back the next schedule will be examination. Olabisi (200, p. 15) expressed that our school calendar has become so unreliable and unpredictable because of the constant strike actions. Finally, the Nation Newspaper Friday July (2009:17) has it that “the academic calendar in many of the nation’s tertiary institutions has suffered constant disruption due to work stoppage instituted by the union (ASUU) (COEASU) etc., and regardless of their noble intentions the suffering endured by students and other members of the university community is better imagined than experienced.

**Strike Actions, Class attendance and academic performance**

Learning at universities has become irregular because students may have forgotten what they learned prior to the interruption of an academic session upon their return to school. If what is learned is not reactivated over time, memory is lost. According to statistical statistics, the bulk of University failures are documented in tests performed shortly after students return from an extended leave. The situation in university academics has resulted in a slew of half-baked graduates entering the work market. These half-baked products are unable to live up to expectations in their varied professions. This is due to inadequate learning as a result of bad services by disgruntled professors. Students have lost interest in academics as a result of their frequent absences from school; instead, they engage in frivolous hobbies (Adeniran, 2000). This is exacerbated by the fact that many of these students learn in abysmal conditions in certain universities. On the other side, the strike has a discouraging effect on the quality of graduates from Nigerian institutions since time that could have been spent teaching the curriculum is lost. The normal situation is to reduce the curriculum that should have been taught during the strike time to around one-fifth of what was intended and then hurry students to exams. This situation results in half-baked goods from colleges, as seen in the job market today.

Odubela (2012) indicates that effective learning or an elevated performance is obtained by successful coverage of the course outline promptly and before the assessment. When there is a strike, this is rarely achieved. Based on this, the researchers believe that disruptions in academic programmes caused by strike action expose students to depression, frustration, and emotional and psychological trauma, as well as a lack of preparedness on the learner's or student's part and a loss of motivation, which leads to societal vices and an unproductive and non-conducive learning environment in the country's tertiary institutions. Academic staff members' strike actions have resulted in a backlog of duties such as project supervision, completion of plan of work, submitting committee reports for those in one committee and another, grading of assignments, exams, and examinations, and so on. It is worth noting that even if the strike is called off, there would be significant academic work backlogs. Academic employees must work under extreme pressure to clear all of the backlogs in departments and offices.

Blueprint. (2022) cited a lecturer who said that after the previous strike was called off, university administration urged academics to swiftly fulfil the remaining academic assignment for the semester. In a parallel story, Mark, a senior lecturer at one of Nigeria's public universities, described how, following the 9-month ASUU strike in 2020, he was under pressure to wrap up the curriculum and begin examinations in only five weeks.

**2.2 THEORETICAL FRAMEWORK**

Theoretical framework in this section seeks to hinge the work to an existing theory. There are different theories that have been developed by scholars in the field of psychology and sociology to explain a conflict situation and also many educational theories to back up academic activities and performance. The researchers will hinge this work on the “frustration-aggression theory, social conflict theory, and the Tyler rational planning approach or objective approach.

**Frustration-aggression-theory**

Frustration-aggression-theory is an aggression paradigm presented by John Dollard, Neal E. Miller, and others in 1939. According to the notion, anger is the outcome of obstruction or frustration. It goes on to say that a person's endeavour to achieve a goal generates frustration, which leads to aggressiveness. They felt "that the appearance of violent conduct always implies the existing of frustration and, contrariwise, that the prevalence of frustration always leads to some kind of violence". In this context, frustration was defined as the failure to achieve a desirable reaction. As a result, being frustrated implies that one's access to reinforcements is being obstructed by another party (or potentially by a specific scenario), and that one's reaction to this thwarting is displeasure. Applying this theory to this work, we observe that the frequent conflict between academic unions and the government in recent times has always resulted in strike action by academic staff as a result of frustration with the government's inability to adhere to the cry and plea of the various academic unions, and the end result is aggression by the union, which causes them to embark on strike action.

**The social conflict theory**

According to Karl Marx and Max Weber in Oparah, Gbenga, and Ngozi (2014, p. 64), social conflict theory is the battle for agency or power in society. When two or more actors oppose each other in a social interaction, they are reciprocally exercising social power in an effort to achieve scarce or incompatible objectives and prevent the opponent from achieving them. It is a social connection in which the activity is deliberately geared toward carrying out the actor's own desire against the opposition of other parties. According to Max and Weber, "all history is the history of class conflict," arguing that the capitalist or industrialist (government) who employ labour and the working class (labourers) who comprise lecturers, professors, and students are constantly at odds owing to government exploitation. The above theory is consistent with social conflict between labour unions and the government as a result of the government's inability to pay workers and meet their demands, which results in strike action among workers, lecturers, and university staff, which eventually leads to poor academic performance among students. Max predicted that the divide between industrialists and labourers would widen further. Industrialists would get wealthy, but labourers would continue to fall into poverty.

Conflict theory may be found in connections and interactions between two groups of people, such as races, opposite sexes, and faiths. After all, if academic organisations such as lecturers, professors, and staff in various higher institutions are ignored by the government or employers of labour, it leads to anger and aggressiveness, which in turn leads to bad academic performance of students.

**Tyler Rationale Planning Approach**

Tyler Rationale planning objectives as cited in Igwe (2000). The objective emphasizes product (achievement of the educational objective or achievement performance, or intent) as a prerequisite issue as far as curriculum development is concerned. Igwe (2000) highlighted the general assumption of Tyler Rationale Planning Approach as follows: school is a formal institution with purpose and education should be an intentional activity which ought not to be disrupted either by internal or external classroom factors. All rational activities are characterized by having both purpose, procedure, aims and goals. Curriculum as rational activity is no exception in this rule. Education is a process which involves charging the behavior of learners. The success of academic activity depends on the learner’s attention, intention, commitment to the activities; that the end enumerates and justifies the means. The accomplishment of the academic goals by the students is a priority. Based on the foregoing, staff union industrial action cannot come and go without leaving any aftermath effect on the educational achievement of students.

**2.3 EMPIRICAL REVIEW**

Monogbe & Monogbe (2019) conducted a study on ASUU Strike and Nigerian Educational System. An Empirical Investigation of the Nigerian Tertiary Institution.The study adopted the descriptive research design where questionnaires were distributed to 600 students of the four target universities in Rivers and Ekiti States which includes University of Port-Harcourt, Rivers State University, Ignatius Ajuru University of Education and Ekiti State University, Ado Ekiti. Student performance, quality of education and permanent solution to education problems were measures of the Nigerian educational system while ASUU Strike remained the dimension. The population of the study comprised of the three universities in Rivers State which includes University of Port-Harcourt, Rivers State University, Ignatius Ajuru University of Education and a university from the South-West, Ekiti State University where 150 students each were targeted in each university. As such, the total population of the study amounted to 600 undergraduates from the mentioned universities while the total of 498 was retrieved and 17 went bad. Hence, the work was done using the 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. The Multiple regression technique and the Classical linear regression model assumption were used to answer the research questions while ANOVA and Correlations were used to test the hypotheses at 0.05 level of significance. Findings from the study 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 also revealed 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, the study 8 recommends that universities monitoring committee should be formulated, whose responsibility will be to liase with the union on the recent challenges the universities are facing and relate back to the government for quick action. It will further help in reducing the incessant industrial action of ASUU and thus boost the education system in Nigeria.

Olanrewaju, Akinjobi, & Nelly (2022) examined the psychological effects of strike actions on Academic Staff of Public Universities in Nigeria. Content analysis was adopted for the paper. Both secondary and primary data were used in the paper to support the points raised. The data were sourced from national and international dailies, published, and unpublished papers, articles, and reference materials. This paper concludes that poor funding of public universities, inadequate infrastructural facilities, integrated payroll and personnel information system (IPPIS), poor and inconsistent payment of salaries, poor conditions of Service, political interference in University management, and poor implementation of the agreement reached with Union constitute major reasons for strike action. The effect of these results in health challenges, brain drain, low productivity, manpower wastage, a backlog of workloads, and suspension of research. This also causes political and economic turmoil which is often the backdrop of rising negative emotions such as increased hunger, a lack of work freedom, and income inequality for the staff involved. The presence of this turmoil may contribute to the negative emotions of the academic staff who are on strike. It is recommended that the government should ensure that all agreements signed and reached with the Academic Staff Union of Universities (ASUU) in public universities are implemented as agreed. This will help to prevent strikes action in public universities.

Jamiu,Mahmud,& Issa (2021)examined the impact of strike on the students of tertiary institutions in Kwara state. Simple random sampling technique was used to select the three hundred (300) respondents that participated in this study. Two hypotheses were tested based on teaching experience and educational qualifications. The data collected were analyzed using Analysis of Variance (ANOVA) and the hypotheses were tested at 0.05 alpha level of significance. It was discovered that strike had detrimental impacts on employers, employees and the society at large and it is, therefore, recommended that government at all levels must be alive to its responsibilities in the areas of payment of staff salaries as and when due; improved employees’ welfare; accreditation of more courses in the colleges; and democratic leadership style in the colleges administrations. Regular labour agreement review and use of dialog in settling disputes between labour and the state Government was also recommended.

Abaekwume, Agundu & Obinna-Akakuru, (2022) examined the strike action on the academic performance of students in tertiary institutions with particular reference to Alvan Ikoku Federal College of Education, Owerri, Imo State. The population of the study was 635 academic staff in five schools of the college. A sample of 128 representing 20% of the population was taken. The study adopted a descriptive survey design while the instrument for data collection was structured questionnaire. The Likert four-point, scale rating was adopted whereas the data collected were analyzed using mean. The result of the data analyzed showed that strike action highly influences the academic performance of students in tertiary institutions. Poor remuneration, negligence by government, conducive academic environment among others were identified as major causes of strike action. The researchers recommend that autonomy of tertiary institutions, adequate funding, and the re-orientation of staff to find alternative ways of expressing their grievances as measures to curb incessant strike actions in our tertiary institutions.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 Introduction**

In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

**3.1 Research Design**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e. mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**3.2 Population of the Study**

According to Udoyen (2019), a study population is a group of elements or individuals, as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitutes individuals or elements that are homogeneous in description.

This study was carried out to examine the influence of industrial actions on the academic performance of students in Ekiti State University EKSU. Hence, the population of the study comprises of mass communication students of Imo State University.

**3.3 Sample Size Determination**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.4 Sample Size Selection Technique And Procedure**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of the entire population of Ekiti State University EKSU the researcher conveniently selected 261 participants as sampled size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.5 Research Instrument and Administration**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.6 Method of Data Collection**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.7 Method of Data Analysis**

The responses were analyzed using the mean and standard deviation, which provided answers to the research questions.

In analyzing the data collected, a mean score was used to achieve this. The four-point rating scale will be given values as follows:

SA = Strongly Agree 4

A = Agree 3

D = Disagree 2

SD = Strongly Disagree 1

Decision Rule:

To ascertain the decision rule; this formular was used

4+3+2+1 =10

4 4

Any score that was 2.5 and above was accepted, while any score that was below 2.5 was rejected. Therefore, 2.5 was the cut-off mean score for decision taken. While the hypotheses will be tested using Chi-square statistical tool.

**3.8 Validity of the Study**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.9 Reliability of the Study**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.10 Ethical Consideration**

The study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

1. **1 INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of two hundred and sixty one(261) questionnaires were administered to respondents of which two hundred and fifty nine (259) were returned while 259 were validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 259w as validated for the analysis.

**4.2 DATA PRESENTATION**

The table below shows the summary of the survey. A sample of 261 was calculated for this study. A total of 259 responses were received, and validated. For this study, a total of 259 were validated for the analysis.

**Table 4.1: Distribution of Questionnaire**

|  |  |  |
| --- | --- | --- |
| **Questionnaire** | **Frequency** | **Percentage** |
| Sample size | 261 | 100 |
| Received | 259 | 99 |
| Validated | 259 | 99 |

**Source: Field Survey, 2023**

**Table 4.2: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic Information** | **Frequency** | **Percent** |
| Gender  Male |  |  |
| 84 | 32% |
| Female | 175 | 68% |
| **Marital Status** |  |  |
| Married | 71 | 27% |
| Single | 90 | 35% |
| Prefer not to say | 98 | 38% |
| **Age** |  |  |
| 18-25 | 48 | 18.5% |
| 26-30 | 118 | 45.6% |
| Above 30 | 93 | 35.9% |
| **Class** |  |  |
| 100L | 63 | 24% |
| 200L | 63 | 24% |
| 300L | 62 | 23.5% |
| 400L | 71 | 28.5% |

**Source: Field Survey, 2023**

**Question 1:** What is the perception of an average university student on industrial action by Labour unions in the university including Academic Staff Union of Universities (ASUU)?

**Table 4.3:**

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Negative | 141 | 54 |
| Positive | 89 | 34 |
| Undecided | 29 | 11 |
| **Total** | **259** | **100** |

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 54% of the respondents said negative, 34% said positive, while the remaining 11% were undecided.

**Question 2:** To what extent does industrial action by the staffs of the universities influence students’ reading habits?

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| High | 90 | 35% |
| Average | 98 | 38% |
| Low | 71 | 27% |
| **Total** | **259** | **100** |

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 35% of the respondents said high, 38% said average, while the remaining 27% were low.

**Question 3:** To what extent would disruption in academic program in Nigerian universities due to ASUU strike influence students’ learning effectiveness?

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| High | 118 | 45.6% |
| Average | 93 | 35.9% |
| Low | 48 | 18.5% |
| **Total** | **259** | **100** |

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 45.6% of the respondents said high, 35.9% said average, while the remaining 18.5% were low.

**Question 4:** Do Industrial actions significantly contribute to Low CGPA of students?

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 139 | 53.6% |
| No | 90 | 35% |
| Undecided | 30 | 11.5% |
| **Total** | **259** | **100** |

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 53.6% of the respondents said yes, 35.9% said no, while the remaining 11.5% were undecided.

**Question 5:** Do Industrial actions have direct influence on students’ overall academic performance?

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 140 | 53.6% |
| No | 89 | 34.3% |
| Undecided | 30 | 11.5% |
| **Total** | **259** | **100** |

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 53.6% of the respondents said yes, 35.9% said no, while the remaining 11.5% were undecided.

**Question 6:** Do industrial actions motivate students to learn?

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 48 | 18.5% |
| No | 118 | 45.6% |
| Undecided | 93 | 35.9% |
| **Total** | **259** | **100** |

**Field Survey, 2023**

From the responses obtained as expressed in the table above, 18.5% of the respondents said yes, 45.6% said no, while the remaining 35.9% were undecided.

**4.3 TEST OF HYPOTHESES**

****Hypothesis one****

****Ho****: Students do not have negative perception about industrial actions carried out by academic staff of Universities.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 141 | 86.3 | 54.7 | 2992.09 | 34.6 |
| No | 89 | 86.3 | 2.7 | 7.29 | 0.08 |
| Undecided | 29 | 86.3 | -57.3 | 3283.29 | 38.0 |
| **Total** | **259** | **259** |  |  | **72.68** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(3-1) (2-1)

(2) (1)

= 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 72.68 and is greater than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is greater than the critical table value that is 72.68 is greater than 5.991, the Null hypothesis is rejected and the alternative hypothesis which states that students have negative perception about industrial actions carried out by academic staff of Universities is accepted.

****Hypothesis two****

****Ho:**** Industrial actions do not influence reading habits of students when academic activities are disrupted.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 139 | 86.3 | 52.7 | 2777.3 | 32.2 |
| No | 90 | 86.3 | 2.7 | 13.7 | 0.2 |
| Undecided | 30 | 86.3 | -56.3 | 3169.7 | 36.7 |
| **Total** | **259** | **259** |  |  | **69.1** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(3-1) (2-1)

(2) (1)

= 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 69.1 and is greater than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is greater than the critical table value that is 69.1 is greater than 5.991, the Null hypothesis is rejected and the alternative hypothesis which states that industrial actions have influence reading habits of students when academic activities are disrupted is accepted.

****Hypothesis three****

****Ho****: There is no significant relationship between industrial actions and learning effectiveness of students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 90 | 86.3 | 3.7 | 13.7 | 0.2 |
| No | 98 | 86.3 | 11.7 | 136.9 | 1.5 |
| Undecided | 71 | 86.3 | -15.3 | 234.1 | 2.7 |
| **Total** | **259** | **259** |  |  | **4.4** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(3-1) (2-1)

(2) (1)

= 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 4.4 and is less than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is less than the critical table value that is 4.4 is less than 5.991, the alternate hypothesis is rejected and the null hypothesis which states that there is a significant relationship between industrial actions and learning effectiveness of students is accepted.

****Hypothesis Four****

****Ho****: There is no significant relationship between industrial actions and low CGPA of students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 140 | 86.3 | 54.7 | 2992.09 | 35.0 |
| No | 89 | 86.3 | 2.7 | 7.29 | 0.08 |
| Undecided | 30 | 86.3 | -58.3 | 3283.29 | 39.0 |
| **Total** | **259** | **259** |  |  | **73.0** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(3-1) (2-1)

(2) (1)

= 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 73.0 and is greater than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is greater than the critical table value that is 73.0 is greater than 5.991, the Null hypothesis is rejected and the alternative hypothesis which states that there is a significant relationship between industrial actions and low CGPA of students is accepted.

**Hypothesis Five**

****Ho****: There is no significant relationship between industrial actions and overall academic performance of students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 90 | 86.3 | 3.7 | 13.7 | 0.2 |
| No | 98 | 86.3 | 11.7 | 136.9 | 1.5 |
| Undecided | 71 | 86.3 | -15.3 | 234.1 | 2.7 |
| **Total** | **259** | **259** |  |  | **4.4** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(3-1) (2-1)

(2) (1)

= 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 4.4 and is less than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is less than the critical table value that is 4.4 is less than 5.991, the alternate hypothesis is rejected and the null hypothesis which states that there is a significant relationship between industrial actions and overall academic performance of students is accepted.

****Hypothesis six****

****Ho****: Industrial actions do not motivate students to learn.

**Table 3:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| SA | 45 | 51.8 | -6.8 | 46.24 | 0.9 |
| A | 42 | 51.8 | -9.8 | 96.04 | 1.9 |
| SD | 60 | 51.8 | 8.2 | 67.24 | 1.3 |
| D | 59 | 51.8 | 7.2 | 51.84 | 1.0 |
| UN | 53 | 51.8 | 1.2 | 1.44 | 0.02 |
| **Total** | **259** | **259** |  |  | **5.12** |

**Source: Extract from Contingency Table**

Degree of freedom = (r-1) (c-1)

(5-1) (4-1)

(4) (1)

= 4

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 9.488.

**Findings**

The calculated X2 = 5.12 and is less than the table value of X2 at 0.05 significant level which is 9.488.

**Decision**

Since the X2 calculated value is less than the critical table value that is 5.12 is less than 9.488, the alternate hypothesis is rejected and the null hypothesis which states that Industrial actions do not motivate students to learn.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:**

**5.1 Introduction**

This chapter summarizes the findings on the influence of industrial action on the academic performance of the student of the Ekiti State University . The chapter consists of summary of the study, conclusions, and recommendations.

**5.2 Summary of the Study**

The study is was specifically carried out to ascertain the perception of an average university student about ASUU strike action, how does the strike action by ASUU affect students' academic performance, what are the possible ways of minimizing the effects of ASUU strike on student's academic performance and what can be done by government to reduce the incessant strike action to the barest minimum.

The study adopted the survey research design and randomly enrolled participants in the study. A self-structured questionnaire was issued to the participant whereas a total of 259 responses were validated from the enrolled participants where all respondent were students of Lagos State University. Data was analyzed using mean and standard deviation presented in frequencies and tables. Hypotheses was tested using Chi-Square statistical package for social science.

**5.3 Conclusions**

It has almost become normal for the union to embark on strike actions on a yearly basis. The reasons for their actions are not far-fetched as they are centered on conflicts with the Federal Government. These conflicts arise as a result of government’s refusal to meet up with the requests made by the union. Some of the issues leading up to the union embarking on strike actions eventually affect the academic performance of student

Based on the findings of this study, the researcher concluded that;

* The the perception of an average university student about ASUU strike action is negative.
* The causes of strike action in tertiary institutions in Nigeria includes: poor and inconsistent payment of salaries, dispute relating to minimum wages, poor conditions of service, political interference in education, poor funding of the education sector, dissatisfaction with the policies of the government.
* Industrial actions significantly contribute to Low CGPA of students,
* Industrial action by the staffs of the universities influence students’ reading habits.
* Disruption in academic program in Nigerian universities due to ASUU strike influence students’ learning effectiveness and
* Industrial actions o not motivate students to learn.

**5.4 Recommendations**

Based on the findings of the study, the following recommendations are proffered.

* The government and other educational stakeholders should standup to their responsibility and stabilize the educational system while stamping out strike actions in the system for effective human development.
* To stem the tide of strike and move tertiary institution forward, an effective administration of tertiary institutions, adequate funding of education/tertiary education by government, orientation of staff of tertiary institutions are necessary.
* There is need for orientation and re-orientation of staff of tertiary institutions on the need for alternative ways of expressing their grievances.
* Joint consultation committee that would comprise government representative and other relevant stakeholders in the educational sector should be set up and meet on periodic intervals to discuss impending matter that could generate dispute proactively.

**REFERENCES**

Abaekwume, N. Agundu K. & Obinna-Akakuru, E. (2022). Strike Action and the Academic Performance of Students of Alvan Ikoku Federal College of Education Owerri. International Journal of Education, Teaching, and Social Science e-ISSN: 2809-0489 Vol. 2, No. 2, April 2022

Adanwa, C. C., & Ogunode, N. J. (2022). Impact of strike actions on students of Public universities in Nigeria and the way forward. Miasto Przyszoci, 27, 1-11.

Amadi, E. C., & Urho, P. (2015). Educational management planners’ view of strike action and its effects on educational management in Universities in Rivers state. Singaporean journal of business economics, and management studies, 4(7), 45-55.

Andy, T. (2022). Psychological Effect of Brain Injury. Retrieved June 13, 2022 from https://www.headway.org.uk/media/3999/psychological-effects-of-brain-injury-ebooklet.pdf

Arul, L. (2003) Emotional intelligence and academic achievement of high school students in Kenya Kumari District. Retrieved from http://www.Academic.Edu/ 2590707/

Asobie, A (2006) Memorandum to the sub-committee of joint national committee of traditional rulers and leaders of thought on crises in Nigerian universities. Retrieved from http//www.vangaurdnews.online.org.

Asolu, O. (2010). The effect of mutual relationship in schools. Journal of education theory and practice, 5(3), 70-75.

Bamgbose O. (2008, July 1). Resolving the ASUU crises. The Guardian News, 15.Abiodun-Oyebanji, O. J. (2015). Lecturers’ Perception of Academic Staff Strike Actions in Nigerian Universities. IJES, 12, 98-106.

Bennett, C. (2015) Origin of labour union. retrieved from https://www.union/plus.org. /about union.plus

Benson, U. (2015). Effect of strike action on the academic performance of students in selected secondary schools: a case study of IkpobaOkha local government Area of Edo state. Retrieved from: myschool.com.ng/shop/research.work/

Blueprint. (2022). ASUU strike: How we’re coping – Lecturers. Retrieved June 13, 2022 from https://www.blueprint.ng/asuustrike-how-were-coping-lecturers/after-buhari-governmentdeclared-non

Christian, O. (2015). Influence of strike action on the academic performance of students in alvan ikoku federal college, International Journal of Education, Teaching, and Social Sciences, 2(1), 29-36.

Daily Post (2022) Asuu-strike-brain-drain to hit universities as lecturers relocate to oversea. https://dailypost.ng/2022/09/13/asuu-strike-brain-drain-to-hit-universities-aslecturersrelocate-overseas/

Dollard, M. (1939). Frustration and aggression, Yale university press New Haven, ISBN 0.313- 2201.0 Retrieved fromhttp://en.m.wikipedia.org/wiki

Ivancevich, J. M. (2007). Human resource management. Singapore: MC Graw Hill.

Jamiu M,Mahmud,& A. Issa, D (2021).Impact of Strike on the Students of Tertiary Institutions in Kwara State, Nigeria. African Scholar Journal of African Sustainable Development (JASD-2)

Lawan, A., & Ogunode, N. J. (2021). Strike actions in Nigerian higher institutions: Meaning, causes, effects, achievement and way forward. Scholarly Publishing Discourse, 1(1), 1-30.

Leadership. (2022). In 23 Years: Students Lose Cumulative 4 Years To 16 ASUU Strikes Retrieved June 22, 2022 from <https://leadership.ng/in-23-years-students-lose-cumulative4-years-to-16-asuu-strike>

Monogbe, B.O. and Monogbe, T.G. (2019). ASUU Strike and Nigerian Educational System: An Empirical Investigation of the Nigerian Tertiary Institution. American Journal of Social Sciences and Humanities 4(1), 56-67

Odim, O. O., Annastashia, I. A., & Solomon, A. A. (2018). Effect of Strikes on Management and planning of educational activities in Nigerian Universities. Global Journal of Educational Research, 17, 1-8.

Ogunode, N. J., & Atobauka, I. S. (2021). Effects of Brain-Drain on Higher Institutions’ Administration in Nigeria. Pindus Journal of Culture, Literature, and ELT, 8, 33-41.

Ogunode, N. J., & Ndayebom, A. J. (2022). Problems faced by teaching programmes in Nigerian public tertiary institutions and way forward. Kresna Social Science and Humanities Research Proceedings of the International Conference on Sustainable Development: Problems, Analysis and Prospects. 203-211.

Ogunode, N. J., & Okwelogu, I. S. (2022). Investigation into causes of inadequate academic staff in public universities in north-central Nigeria. Miasto Przyszłości Kielce, 25, 308-313.

Ogunode, N. J., Abubakar, L. & Ajape T. S. (2021). Evaluation of Causes of Inadequate Funds in Nigerian Public Universities. Middle European Scientific Bulletin, 9, 93-103

Ogunode, N. J., Akin-Ibidiran T. Y., & Ibidiran J. A. (2022). Analysis of factors responsible for poor ranking of public universities in Nigeria and way forward. European Multidisciplinary Journal of Modern Science, 5, 1-15.

Ogunode, N. J., Jegede, D., & Musa, A. (2021). Problems Facing Academic Staff of Nigerian Universities and the Way Forward. International Journal on Integrated Education, 4 (I), 230-239.

Ogunode, N. J., Jegede, D., Adah, S., Audu, E. I., & Ajape, T. S. (2021). Administration of Research Programme in Nigerian Public Universities: Problems and Way Forward. Educational Journal of History and Humanities, 3(2), 21-32.

Ogunode, N. J., Ugochukwu, U. C. & Jegede, D. (2022). Effects of Strike Actions on Nigerian Higher Education Goals and Programme. European Multidisciplinary Journal of Modern Science, 6, 1-9.

Ogunode, N. J., Ugochukwu, U. C. & Jegede, D. (2022). Effects of Strike Actions on Nigerian Higher Education Goals and Programme. European Multidisciplinary Journal of Modern Science, 6, 1-9.

Okebukola, P. A. (2005) Quality Assurance in the Nigerian University System. Nigerian Journal of Curriculum Studies, 12(3), 1-5.

Okeke, C. C. (2003). Philosophy of education concepts analysis and application. Owerri: Design Prints Publisher.

Okoli, N. J., Ogbondah, L., & Ewor, R. N. (2016). History and development of public Universities in Nigeria since 1914, International Journal of Education and Evaluation, 2(1), 322- 323.

Omotere, T. (2014). Effects of ASUU strikes on the academic performance of university students. M.Ed. Thesis, Ego Booster Books.

Olanrewaju M,Akinjobi, Funmilola & Nelly, & Jacob, Ogunode. (2022). Psychological Effects of Strike Actions on Academic Staff of Public Universities in Nigeria. Research Journal of Humanities and Social Sciences.

Onoyeme, J. (2016). Cabal behind ASUU strike. The Vanguard; online publication. January 28th. Punch. (2022). Proliferation of public higher institutions harmful. Retrieved June 13, 2022 from https://punchng.com/proliferation-of-public-higher-institutions-harmful/

Osuorji, C. (2014). The effect of incessant strike on academic performance of Business Education students in ASUU, Zaria. Association of Business education of Nigeria.

Saharareporters. (2022). How Nigerian University Lecturer Had Stroke, Died After Buhari Government Declared Non-payment Of Six Months’ Salaries – ASUU. Retrieved June 13, 2022 from https://saharareporters.com/2022/08/24/how-nigerian-university-lecturer-hadstroke-died

Thisday. (2022). ASUU Strike: Lecturers Beg, Borrow in Struggle for Survival. Retrieved from https://www.thisdaylive.com/index.php/2022/07/27/asuu-strike-lecturers-begborrow-in-struggle-for-survival/

Tomori, S. (2022). Huge strike at Nigeria’s universities is disrupting research. Retrieved June 13, 2022 from https://www.nature.comnewsq&a

Yusuf. (2015). Implication of Academic Staff Union strike action on student’s academic Performance: Ex-post-factor evidence from University of Lagos, Akoka, Nigeria Global Journal of Arts and Humanities,3(8), 12 – 24.

**APPENDIXE**

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE(s) ON A QUESTION OF YOUR CHOICE**

**SECTION A**

**PERSONAL INFORMATION**

**1. Gender**

Male [ ]

Female [ ]

1. **Marital Status**

Married [ ]

Separated [ ]

Not to say [ ]

1. **Age**

18-25 [ ]

26-30 [ ]

Above 30 [ ]

1. **Class**

100L [ ]

200L [ ]

300L [ ]

400L [ ]

**SECTION B**

**Question 1:** What is the perception of an average university student on industrial action by Labour unions in the university including Academic Staff Union of Universities (ASUU)?

|  |  |
| --- | --- |
| **Options** | **Frequency** |
| Negative |  |
| Positive |  |
| Undecided |  |

**Question 2:** To what extent does industrial action by the staffs of the universities influence students’ reading habits?

|  |  |
| --- | --- |
| **Options** | **Frequency** |
| High |  |
| Average |  |
| Low |  |

**Question 3:** To what extent would disruption in academic program in Nigerian universities due to ASUU strike influence students’ learning effectiveness?

|  |  |
| --- | --- |
| **Options** | **Frequency** |
| High |  |
| Average |  |
| Low |  |

**Question 4:** Do Industrial actions significantly contribute to Low CGPA of students?

|  |  |
| --- | --- |
| **Options** | **Frequency** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 5:** Do Industrial actions have direct influence on students’ overall academic performance?

|  |  |
| --- | --- |
| **Options** | **Frequency** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 6:** Do industrial actions motivate students to learn?

|  |  |
| --- | --- |
| **Options** | **Frequency** |
| Yes |  |
| No |  |
| Undecided |  |