

**THE CAUSES AND EFFECTS OF ASUU STRIKE ON
ACADEMIC ACTIVITIES OF PUBLIC UNIVERSITY
STUDENTS IN NIGERIA (2015-2021)**

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ABSTRACT: The study examines the major causes and effects of Academic Staff Union of Universities (ASUU) strike on the academic activities of public university students in Nigeria. The paper is qualitative in nature as it utilized secondary sources of data such as articles, textbooks, newspapers and online materials. The findings of the study established that inadequate funding of the universities, non-payment of financial entitlements of academic staff and the imposition of Integrated Payroll and Personnel information system are major causes of ASUU strike. The paper equally uncovered that the effects of ASUU strike on the academic activities of public university students are disruption in academic activities, irregular learning in the universities and discouragement and de-motivation of students in their academics. The paper recommended collaborative action plans by Government, University Management and ASUU towards harmonization and implementation of ASUU demands and adequate funding of the universities; development of good study habit skills, tutorial classes, and self study to reduce the effects of ASUU strike on the academic activities of public university students.

Key words: ASUU Strike, Academic Activities, University, Students.

INTRODUCTION

The frequent strike action by the Academic Staff Union of Universities (ASUU) in Nigeria has remained disturbing and worrisome. There was hardly any session that ASUU did not embark on strike (Omeje, & Ogbu, 2019) via withdrawal of services which served as a means of expressing their grievances against the failure of government to implement and honour agreements with ASUU as well as change certain policies of government in the administration of university education in Nigeria (Chijioke, 2013 cited in Adeyanju, 2018).

However, what seemed to be the first ASUU strike in Nigeria was observed in 1988 with the major reason of pursuing fair wages and university autonomy. Since then till date, Academic Staff Union of Universities had embarked on strike actions of different durations (Egbegi & Iheriohanma, 2018) with the reasons that were not unconnected to adequate funding, provision of sufficient teaching and learning facilities and equipment, university autonomy and implementation of the provisions of 2014 Pension Reform Act as well as the introduction of the University Transparency Accountability Solution (UTAS) as against the imposed Integrated Personnel Payroll Information System (IPPIS) by the Federal Government among others (Akah, 2018, Ejike, 2015).

Despite the reasons for embarking on strike in the Nigerian Universities by ASUU, it had continued to show adverse effects on the academic activities of public university students in Nigeria. ASUU strike disrupted academic teaching and learning, prolonged the study period

and de-motivated students which may have hampered academic activities (Wojuade, 2019). Besides academic activities refer to actions that have a strictly academic focus. Therefore, academic activities of public university students include class assignments, homework assignments, projects and reports, teamwork, debates, role playing, group discussions, presentations, quizzes, tests and exams (Kapur, 2021). In view of the incessant strike by ASUU, the issue of qualitative education and high educational standard are hardly obtainable in the Nigerian University system (Kawugana, 2016).

Statement of the problem

The Academic Staff Union of Universities (ASUU) strike in Nigeria has remained a recurring decimal. It is often believed that the inability of Government to reach a consensus with ASUU on some critical policy areas in the administration of government owned universities and delay in the enforcement of the previous agreements reached with ASUU appeared to be part of the contributory factors for ASUU strike in Nigeria. Despite what the rationale for ASUU strike is, it has far reaching consequences on the students. Hence the disruption in academic calendar, suspension of teaching and learning, distraction of normal learning process as well as prolonging study period and graduation of students have been argued to be some of the major effects of ASUU strike on the academic activities of public universities students in Nigeria.

Objectives of the study

The study aims to:

1. Identify the major causes of ASUU strike in public universities in Nigeria.
2. Determine the effects of ASUU strike on academic activities of public university students in Nigeria.

Research questions

The research questions include:

1. What are the major causes of ASUU strike in public universities in Nigeria?
2. What are the effects of ASUU strike on academic activities of public university students in Nigeria?

Methodology

The research is qualitative in design. It depended on the use of secondary data such as articles, newspapers, online materials, textbooks and utilized content analytical framework in its data analysis.

Conceptual Review

ASUU Strike: Strike is an organized collective cessation or slowdown of work by employees, to force acceptance of their demands by the employer (Omeje & Ogbu, 2019). **ASUU strike** refers to Academic Staff Union of Universities industrial actions or academic refusal to work as protest for inadequate service or poor condition of service (Etodike, 2020).

In the education sector, industrial actions by academic staff can lead to disruptions in academic teaching and learning, prolonged study period, students' examination malpractice and other social ill. ASUU uses strike as a means to enforce the government to respect the demands of the union. ASUU strike has made some positive impacts in the educational system and has also had negative effects on the academic activities of public university students in Nigeria.

Academic Activities: It refers to those effective actions prevalent in educational institutions of all levels that promote students learning and facilitates the achievement of academic goals (Kapur, 2021). Academic activities include class assignment administered by the teachers after imparting information among students to facilitate adequate understanding and clear all doubts. Homework assignments which the students normally work on within their homes. Projects and reports, teamwork, debates, role playing, group discussions, presentations, quizzes tests and exams.

Theoretical Framework

The study is anchored on conflict theory as the theoretical base of our discourse. Conflict theory draws its strength from the Karl Marx revolutionary idea which depicts inevitability of conflict in the Society (Tucker, 1969). Arguing from this point, Kloop (2019) notes that every society is in a state of perpetual conflict because of unrestricted and intense competition existing among the various classes over limited resources. This seems to suggest that the focus of the society on economic factors is the sole criteria for all conflict in the Society (Kinge & Nweke, 2019). Put differently, conflict theory sees society as a state in which two or more social entities or parties (such as ASUU and Federal Government) perceive that they possess mutually incompatible goals. (Mitchell, 1981). Hence, conflict theory shows a sequence of interaction between ASUU and Federal Government which explains the basis of conflict in the University educational system.

Applying this theory to our study, it is particularly useful for conceptualizing the conflict between ASUU and Federal Government which culminated into ASUU strike action in the universities. The conflict between the two parties bother on resource distributional inequality as the demands of fair wages, payment of earned academic allowance, adequate funding of public universities and provision of teaching and learning facilities etc made by ASUU in the agreement with Federal Government were not adequately fulfilled and enforced by the latter. The failure of government to implement these demands escalated the conflict leading to ASUU strike action with its attendant consequences on the academic activities of public university students in Nigeria.

Despite the relevance of conflict theory, critics have maintained that it tends to side with the people that have low social and economic power in the society and also violates scientific objectivity as it is most time counterproductive (Mohammed & Baba, 2018). Notwithstanding the criticism conceived against conflict theory, it is inevitable in the explanation of ASUU – Federal Government conflict, ASUU strike and its effect on the academic activities of public university students in Nigeria.

Empirical Review

Shimawua (2020) studied the impact of industrial unions strike on the performance of public Universities in Abuja, Nigeria. With the purpose of interrogating the impact of industrial unions strike on the performance of public universities in Nigeria, the study maintained that Nigeria universities which were designed to be a fulcrum for national development have been entrapped by continuous industrial actions leading to poor standard and products of public Universities. The study was a qualitative study. It depended on the secondary data which were analysed based on content analysis. It employed Marxian conflict theory which sees conflict as not only inherent in the society but also a necessary tool for change. The analysis of data uncovered that the major underlining reasons for incessant ASUU strike in the University include lack of enlightenment and education of some union leaders, poor communication, meddling with the Union affairs by Management and Government, frequent trade disputes, under funding of the Universities and insufficient teaching facilities as well as political factors. The study further uncovered that ASUU strikes have grossly undermined performance and activities as well as loss of productivity in the economic sector of Nigeria. The study, therefore, among others called for adequate training of the Management and leaders' representatives to enable them appreciate the workings of industrial relations, continuous holding of meetings and interactive sessions for all the stakeholders involved in the educational sector, and lastly sensitivity to the needs and demands of ASUU by government.

Ardo, Ubandawaki and Ardo (2020) in their work focused on examining influence of Academic Staff Union of Universities (ASUU) strikes on academic performance of students in Usman Danfodio University during 2013/2014 academic session. The study used survey methodological approach which was made possible through administration of questionnaire. It adopted Tyler's rational planning approach which among others argued that ASUU industrial action cannot come and go without leaving any aftermath effects on the educational performance and learning standard of students of the Universities. The data collected were analysed through frequency ratio, and t-test analysis of variance was employed in the test of hypotheses, hence the paper established that the disruptions of academic session by Staff Union industrial actions have significant undesirable negative impact on academic success of the students. The paper equally proved that the industrial action embarked upon by ASUU in 2013/2014 session in Usman Danfodio University Sokoto had negative impact on the performance of the student as there was increase in the failure rate of students. The study recommended engagement of students in tutorial class or self study during the strike, the use of alternative dispute management method by ASUU rather than strike, regular dialogue between the representative leaders of ASUU and government and honouring the agreement with ASUU by the government without undue politicisation. The study is apt and it provides a background for deeper understanding of the implication of ASUU strike on the University students and how the University could manage the situation without losing much.

Ogunyemi (2020) addressing the leadership of the ASUU and the Chief of Staff (COS) to the President, on Tuesday 3rd November, 2020 at the 'Aso' Rock Villa, Abuja summarized that the reasons why ASUU went on strike include: non funding for revitalization, non payment of earned academic allowances, withheld salaries of some ASUU members as well as the introduction of IPPIS by government which was and is not compatible with the university system, due to the extant laws. According to him, the UTAS was developed by the Union as directed by government. Rather than the government to facilitate the speedy deployment of

UTAS, they continued to insist that ASUU members must register on the IPPIS and later be migrated to the UTAS. This was vexatious and angered ASUU members.

Wojuade (2019) examined the perception of lecturers and students on impacts of incessant strikes on academic performance of students of social studies in Colleges of Education in South West Nigeria. Worried by the University ASUU strike, the paper maintained that incessant strikes disrupt academic calendar, teaching and learning which contributes to poor academic performance. The study used descriptive survey design and employed T-test in testing hypotheses. The analysis of data revealed that incessant ASUU strikes impact negatively on student's academic performance. And also, no significant differences exist in the perception of lecturers and students. The paper recommended adequate funding of the Universities, respecting and honouring agreements entered into by government with Labour Union, alternative means of conflict resolution and considerable demands by ASUU.

Omeje and Ogbu (2019) carried out a research on the impact of Labour Union strikes on public institutions with focus on Academic Staff Union of Universities (ASUU), Ebonyi State University 2016/2017 strike with the purpose of determining the place of Labour Union strikes on public institutions in Ebonyi state. The paper was anchored on Class theory and structural functionalism theory of trade Unionism as a basis to appreciate how strike affects the performance of University students. The study adopted a descriptive survey method which allowed the administration of questionnaire. The data were presented using simple frequency tables on a four point Likert scale as the hypotheses were tested with chi square. The findings of the study disclosed that strike action always disrupt the academic calendar of the University, alter the normal skill acquisition process among students of the university, reduces the morale of both teachers and students leading to poor performance in teaching and learning. The study recommended compliance with the resolution of bargaining by the stakeholders and parties to collective bargaining to avert strikes. The paper provided a blueprint that is necessary to resolve the incessant ASUU strikes in Nigeria. At the same time, the paper's periodization is very small to make a valid generalization.

Alabi (2019) examined students' perceptions of the impact of Academic Staff Union of Universities industrial actions on the development of Nigerian public Universities with emphasis on University of Ibadan. Worried by the numerous strikes ASUU had embarked upon in Nigeria which interrupted and disrupted teaching and learning process in the universities, the study maintained that industrial actions were usually a product of disagreement between the government and Academic Staff Union of Universities (ASUU) and anchored its analysis on social conflict theory of Lewis Coser. Cronbach Alpha Reliability method was employed in the analysis of data as the findings indicated that ASUU incessant strikes had moderate functional impact ($x=2.89$) on the university development. The study equally proved that ASUU industrial actions had high dysfunctional impacts ($x=3.41$) on the university development by disrupting academic calendar, extending the stay of the students in the Universities as well as destroying the reputation of the university system. The study recommended among others continuous meetings and interactive session for the stakeholders in the university system; ensuring modesty in making demands by ASUU as well as partnering and collaborating with ASUU by government at all levels.

Asua, Akwonya and Adizua (2019) looked at the effect of strike action on the academic performance of Vocational and Technical Education Studies in Makurdi, Benue State with the objective of investigating the effect of strike action on the academic performance on

vocational and technical education undergraduate students of University of Makurdi. The study utilized a cross sectional survey design via questionnaire administration based on mean and standard deviation as Chi square (χ^2) was used to test the hypotheses. The findings of the study showed that strike has significant negative effect on academic performance of undergraduate students of Vocational and Technical Education in the University of Makurdi. The findings of the study equally proved that there is a significant difference in mean achievement of strike action on academic activities of undergraduate students of Vocational and Technical Education in the university. The paper recommended cordial relationship existence between the employees of University Colleges of Education and Polytechnics with their students.

Abolo (2019) focused on the Academic Staff Union of Universities, Federal Government conflict and quality University education towards 2050 in Lagos, Nigeria with the objective of investigating the influence of the Academic Staff Union of Universities (ASUU)/Federal Government conflict on the achievement of Sustainable Development Goals (SDG4) particularly on education. The study employed survey design and utilised descriptive statistics. The analysis of the data uncovered that the Federal Government of Nigeria (FGN)/ASUU conflicts significantly influence the University learning environment, the realization of the teacher management, and the quality of education targets of Sustainable Development Goal 4 in Nigeria. The paper recommended among others, prioritization of education by government through aggressive plans, minimization or eradication of conflict through an effective resolution technique, overhauling the University syllabus and partnership with all the stakeholders in education for the achievement of Sustainable Development Goal 4 in the year 2030.

Monogbe and Monogbe (2019) examined ASUU strike and Nigerian educational system in Ekiti State University, Ado Ekiti. The study argued that the Academic Staff Union of the University (ASUU) strike influences educational system, academic activities and quality of education. The study adopted the descriptive research design based on administration of questionnaires. The findings proved that quality of education and academic activities of public university students is negatively influenced by incessant ASUU strike and decreases student performance in Nigerian Universities. The paper recommended establishment of Universities monitoring committee that will liaise with ASUU on the challenges of Universities in order to relate to the government for quick action.

The work of Akah (2018) focused on ASUU strike, Federal Government and Nigerian educational system in Calabar with the purpose of examining the factors bedevilling the smooth operation of Nigerian public Universities. The study argued that the percentage allocation to education in Nigeria is grossly insufficient in comparison with other African countries such as Ghana. The paper further maintained that issues like non payment or underpayment of salaries, non payment of earned allowances, and poor funding of Universities are aberration and should not be heard in the 21st century in Nigeria. As a qualitative research, the study relied on the use of secondary data anchored on descriptive analysis. The findings uncovered that government has failed to implement the agreement it had with ASUU and has also failed to provide sufficient financial resources for the funding of public Universities in Nigeria. The paper recommended among others payment of all outstanding debts to ASUU members and other Universities employees, payment of earned allowance, adequate provision of infrastructures, teaching and learning facilities and equipment and implementation of the provisions of 2014 Pension Reform Act with respect to

retired professors and their salaries. The paper gives an insight on the rationale for ASUU strike, the effects of ASUU strike on students' academic performance and human resource development. On the other hand, the statistics that provided Federal Government budgetary allocations were inadequate and scanty.

Igbokwe and Ogbonna (2018) examined the influence of incessant strikes on the professional training and development of student teachers in University of Nigeria, Nsukka. The study utilised survey design through the administration of questionnaires based on a four point Likert scale. The analysis of data was done with mean and standard deviation and data analysis showed that frequent ASUU strikes negatively influence both the students and the lecturers who constitute members of ASUU. The paper recommended adequate increase in the funding of tertiary education, increase in the duration of the training programme of lecturers as well as honouring any legitimate agreement government has with ASUU etc.

The study undertaken by Egbegi and Iheriohanma (2018) examined the synergic relationship between ASUU and Federal Government in restoring industrial harmony in Nigeria public universities. The study argued that something has to be done to avoid lecturers and professional researchers deserting the Ivory Tower. The study used relative deprivation theory which is attributed as one of the major reason for social conflict. It revealed that the poor state of facilities and infrastructure in the Universities should immediately be revived. The paper recommended among others meeting international approved standard of finding of university education by government and strengthening the federal Ministry of Labour and productivity with appropriate legislation to persistently engage ASUU effectively in meaningful dialogue on the best practices in resolving industrial conflicts in Nigerian public Universities.

Adeyanju, Oshinyadi and Alhassan (2018) examined the positive and negative sides of incessant ASUU strikes in University of Ibadan, Nigeria. The study argued that the most positive outcomes of incessant ASUU strikes to academic staff was engagement in terms of stress aversion, alleviation burnouts, and natural work leave. The most negative outcomes of incessant ASUU strikes to academic staff were programme disruption in terms of disruptive academic calendar, loss of productive time, and over-extension of study programmes. The paper utilised a qualitative research design. The findings proved that incessant ASUU strikes in Nigeria public Universities have been designed to maintain the integrity of university education and the need to provide global standard quality education. The study recommended that University Management should initiate 'Semester break' to relief lecturers from academic burnout. Academic staff in public Universities should work closely with their Union Chapters to promote quality University education.

Okoye (2018) studied the influence of teachers' strike action on the academic performance of secondary school students in Udi Local Government Area of Enugu State. The research design adopted for this study was survey design. The instrument used to obtain information was a structured questionnaire. The study proved that strike action delays students learning and strike action delays completion of academic calendar. Based on the findings, the researcher recommended that the government should stop using threats on the teachers as a solution to strike action rather they should use dialogue to bring a lasting solution.

Major Causes of ASUU Strike

The major causes of ASUU strike in public universities in Nigeria include:

(i) Inadequate Funding of Universities: One of the major causes of ASUU strike in Nigerian universities is inadequate funding of universities (Shimawua, 2020). Recently, the agreement that Federal Government had with ASUU which was signed in 2009 provided for adequate funding of universities and conditions of service for university lecturers, university autonomy, academic freedom and issues that required legislation before implementation. Thus, ASUU's agitations and actions over the years appeared to emphasize more on funding of universities and renegotiation of the 2009 FGN/ASUU agreement (Lagi, 2020). Particularly, the ASUU strike of 2020 and that of February, 7, 2019 bothered on getting revitalization fund for public universities (Akinwole 2003, & Muhammad, 2020). The non release of the revitalization fund as agreed in the 2013 Memorandum of Understanding (MoU) and refusal to renegotiate the 2009 agreement and insufficient teaching facilities were some of the factors that propelled the ASUU strike (Shimawua & Onuka 2020 & Ejike, 2015). Consequently, ASUU declared indefinite strike to get government on board to address matters of revitalization fund for universities (Oguyemi, 2020). Importantly, all over the world, public universities are expected to be properly funded by the government that established them. The Federal Government of Nigeria allocates 7% or 8% of her annual budget to the education sector when the minimum percentage recommended by the United National Educational, Scientific and Cultural Organization is 26% (Kammy, 2020).

(ii) Non payment of financial entitlements of academic staff: Another major cause of ASUU strike is non payment of financial entitlements of academic staff by Government (Yusuf, 2017). However, the 2019 and 2020 strikes embarked upon by ASUU were mainly due to government's negligence in paying arrears of Earned Academic Allowances (EAA) (Akinwole, 2020; & Lagi, 2020). Other areas of negligence to the needs of the academic staff include delay in the payment of outstanding academic allowances, salaries, non-remittance of third-party deductions from the workers' salaries, visitation panel reports, provision of teaching facilities, payment of emoluments, constitution of visitation panel to Federal universities as well as delay in honouring other agreements reached with the Academic Staff Unions of Universities (Badekale, Ngige & Hammanjada, 2016).

(iii) Imposition of Integrated Payroll and Personnel information System (IPPIS) on ASUU: The Integrated Payroll and Personnel Information System (IPPIS) is an information communications technology project initiated in 2012 by the former President, Goodluck Jonathan with the ultimate aim of improving the effectiveness and efficiency of payroll administration system for civil servants in Nigeria, particularly the university lecturers. Lagi (2020) remarked that the university lecturers were against the planned forceful imposition of IPPIS on universities, and that the industrial action of 2020 was to call on the Federal Government to accept Universities Transparency and Accountability Solution (UTAS), which was ASUU's innovative alternative to IPPIS. It could be recalled that ASUU embarked on a two-week warning strike declared by its National Executive Committee (NEC) because of the decision of the Federal Government to stop the salaries of lecturers who did not enroll in the Integrated Payroll and Personnel Information System (IPPIS) (Adedigba, 2020). ASUU believed that the Federal Government's IPPIS may constitute serious infringement on university autonomy and cause irregularities in payment of salaries and inexplicable deductions from salaries (Lagi, 2020). Unfortunately, President Buhari's Government had

not only refused to honour the agreement the Federal Government reached with ASUU in 2009, but had also worsened the situation by imposing IPPIS on ASUU. Consequently, ASUU took the option of strike which started in March, 2020 (Kammy, 2020) as a way of registering their grievances.

Effects of ASUU Strike on the Academic activities of Public University Students

ASUU strike affects academic activities of public university students. Among them include:

(i) Disruption in Academic activities: ASUU strike is a factor accounting for disruption in the academic calendar of public universities in Nigeria (Badekale, Ngige & Hammanjoda, 2016). It prolongs study period and hampers academic activities of many students in government owned universities in Nigeria (Shimawua, 2020). The disruption caused by strike in the academic activities was part of the reasons why some parents preferred to send their children to private universities (Yusuf, 2017). During ASUU strike, most students hardly read their books. In the long run, they tend to abandon their studies which negatively affected their learning capabilities. As acknowledged by Ogbette (2017, cited in Adeyanju, Oshinyadi & Alhassan, 2018), disruption in academic activities serve as disincentive to industrious students. Loss of study and research time by students impacts adversely on students' academic activities and has enormously contributed to low quality graduates (Kawugana, 2016).

(ii) Irregular learning in universities: Irregular learning in universities tends to make students forget what they have learnt in the university due to strike. Memory is usually lost if what was being learnt was not reactivated over time. Students find it difficult to concentrate on their studies when the strike was over and sometimes may not have enough time to prepare for examinations. According to Omotere (2014), during strike, most students are involved in diverse activities and as such forget about academics and class activities which negatively affect their learning capabilities corroborating to the above, Amadi & Precious (2015 cited in Adeyanju, 2018) added that the effects of strike actions in the university are irregularity of academic programmes, examination malpractices, cultism and other social vices among students.

(iii) Discouragement and De-motivation: Once there is strike, most students get into activities which do not promote their academic pursuit. It is pertinent to note that during strike, some university students are always tempted to seek for jobs and other means of generating money instead of remaining idle. This often results in students' discouragement and lack of interest to concentrate in their studies and in continuing with their academic program (Wojuade, 2019; Adesulu, 2012 cited in Etodike, 2020). Thus, frequent strike actions have contributed to the decline in the quality of education in public universities as lecturers rush the course outlines, tests, and assignments as soon as ASUU resumes from strike. This has always adversely affected some students' Cumulative Grade Point Average (CGPA) (Yusuf, 2017).

Conclusion

The paper examined the causes and effects of Academic Staff Union of Universities (ASUU) strike on the academic activities of public university students in Nigeria. Arguably, ASUU strike has significantly undermined academic activities which have invariably affected

adversely the students' academic activities. It was uncovered that among the key major causes of ASUU strike are inadequate funding of universities, non payment of financial entitlements of academic staff and imposition of IPPIS on ASUU. Notably, disruption in academic programs, irregular learning in universities, discouragement and de-motivation among students to concentrate on their studies and sustain interest in continuing their academic activities were the effects of the ASUU strike on the academic activities of public university students in Nigeria.

Recommendations

The study recommends as follows:

Collaborative Action Plan by the Government, University Management and ASUU There should be collaborative action plan by the Government, University Management and ASUU to manage those factors that contribute to university strike. The Government should be proactive and sensitive to the demands of the Unions as well as have a sustained platform for interactions with all the stakeholders by settling the important outstanding debts owed to ASUU members and other University employees such as payment of academic earned allowance, adequate provision of infrastructures, teaching and learning facilities and equipment. There is need to pay staff of the universities arrears of minimum wage. Government should ensure that quick action is taken to boost the quality of teaching in the Nigerian University as well as the student academic activities. The use of alternative dispute management method should also be employed by ASUU instead of strike. Government has to find a way to pay ASUU members their withheld salaries and to continue to pay them until UTAS is fully deployed. The Government is expected to search for adequate funding of the universities, respect and honour financial agreements entered into by Government with Labour Unions. Adequate funding of education is encouraged for effective research, teaching and learning. The general public and well meaning Nigerians should prevail on government to do the needful in ending the strike action by getting funds for revitalization of public Universities, renegotiation of 2009 FGN-ASUU agreements, and constitution of Visitation Panels and stoppage of proliferation of Universities.

Development of Good Study Habit Skills, Tutorial Classes and Self Study: The negative impact of ASUU strike on the academic activities of public university students can be reduced by assisting the students to develop good study habit skills during the strike and to enable them to study outside school periods. In this case, the assistance of parents and guardians are highly needed at home to develop good study habit skills in their children/wards and to engage them in academic activities while the strike lasts. University students should engage themselves in tutorial classes or self-studies during the strike action to keep themselves abreast with academics at resumption.

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