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## **Impact of Academic Staff Union of Universities' Strike Action on Academic Activities in Federal Universities in South-South, Nigeria**

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### **ABSTRACT**

The study examined how Academic Staff Union of Universities' strikes impacts on academic activities in federal universities in south-south, Nigeria. three research questions were answered and three corresponding null hypotheses were formulated and tested at 0.05 level of significance. The study adopted the descriptive survey design. The population of this study is 14,998 academic staff of all the Seven (7) federal universities in south-south Nigeria. The sample size for the study is 390 lecturers which was determined using Taro Yamen formula. Simple random sampling technique was used to select 97, 40, 89, 116, 17, 17, 14 respectively from the seven federal universities. The instruments for data collection were self-structure questionnaires tagged "Academic Staff Union of Universities Strike Questionnaire and "Academic Activities in Universities Questionnaire", The instruments were validated by three experts, two in Educational Management and one in Measurement and Evaluation. The study adopted test-retest method for the reliability of the instrument. The reliability coefficient of the instrument was 0.89 using mean and standard deviation for research question while hypotheses tested using z-test. The data collected for the study was analyzed using Pearson Product Moment Correlation. The study found that Academic Staff Union of Universities strike action, to a high extent, impacted on academic calendar, accreditation of programmes, promotion of staff, lecturers research in universities in south-south, Nigeria. Based on the findings of the study, it was recommended among others, that university students should engage themselves in tutorial classes or self-study during the strike action to keep them abreast with academics on resumption. The members and the executives of Academic Staff Union of Universities should employ other industrial dispute strategies such as bargaining, persuasion and harmonization to express their grievances rather than embark on indefinite strike action which obviously paralyzes students' academics. The Nigerian Government should also employ the method of prompt dialogue and grant the requests of Academic Staff Union of Universities in time to prevent erosion and total breakdown of the educational sector.

**Keywords:** Academic Activities, Strike, ASUU

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### **Introduction**

Education continues to influence all levels of human endeavors and take place at all levels from nursery to tertiary level. The role of education at the tertiary level in human capital development, research and technological innovation cannot be under-minded, especially in the universities. Nations invest in university education because society expects it to contribute to national development in three principal ways. First, society expects highly skilled personnel in technology, engineering, management and other professions; secondly, universities have the responsibility of producing academic personnel, that is, the intellectual resource pool that will, through scientific research, generate new knowledge and innovation to solve developmental problems; and thirdly, universities produce academic staff, administrators and managers for other sectors of national development. In Nigeria, the university governing body is called the National University Commission (NUC) and academics in universities have a union called Academic Staff Union of Universities (ASUU). The university is one of the tertiary institutions responsible for training and producing human capital at the highest level.

The Academics Staff Union of Universities (ASUU) came into existence in 1978, and has brought about some changes and challenges in the academic system of Nigerian universities. Prior to the last industrial action embarked on by Academics Staff Union of Universities, 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 a 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 of academic programmes 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, Academics Staff Union of Universities 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.

Several other Academics Staff Union of Universities strikes have also been connected to inadequate service or poor condition. In the education sector, industrial actions by academic and non-academic staff 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. Furthermore, according to Michael (2013), strike has four dimensions which include: first, frequency: the number of work stoppages in a given unit of analysis over specific period of time. Secondly, breadth: the number of workers who participate in work stoppages. Thirdly, durations: the length of stoppages usually in main days of work lost. Fourthly, impact: the number of working days lost through stoppages.

These strikes actions always lead to disruption of academic activities which exposes students to disjointed learning, delaying of students' orientation programme and graduation, lack of convocation, stoppage of research, slow promotion of academic staff, delayed accreditation of academic programmes of universities, no external assessment of lecturers and disruption of teaching and learning. According to Odubela, (2012), an effective learning or an enhanced academic performance is achieved by the successful covering of the course outline before the examination. Maliki and Ekpekin-Ekanem (2011) opined that quality and quantity of students' learning determined by individual study habit. According to Arukaino (2013), the idling youths at home could cause security problems. Isangedighi (2011) opined that the way a stimulus excites or impacts on an individual would trigger his/her responses. These are an indication that students may lose the skill for preparedness and readiness to learn at the time of the strike. Hence their educational attainment becomes adversely affected.

This is in line with Oladipo (2012) who stated that strike would result in the academic calendar being compressed and parts of the curriculum skipped, some topics would not be treated and the students would have to write the exams like that, resulting in delay and abrupt academic activities which often results in the decline in the quality of education. The long term effect of the strike would be profitable to all only when government meets the demands of the academic staff union of universities. The immediate effect of the strike is obviously adverse. It would be very tough. Programmes, lectures, exams, meetings and students' evaluation are often adjusted.

According to Kazeem and Ige (2010), disruption in academic activities resulting from strike leads to closure of universities for a period of time. This period may be defined to be specified or indefinite and at such periods, no academic activity takes place in universities. While Olukunle (2011) opined that disruption in academic activities caused by strike gives students another or extra study years extension. Isangedighi (2007) and Iheanacho (2002) stated that effective learning is achieved when students are emotionally and psychologically stable.

However, on the contrary, when disruption in academic activities occurs from strike action, students become emotionally and psychologically unstable especially on the perception that it will cause them to stay longer than expected in the university, and shifted convocation and graduations date and time for students who were preparing for graduation. The Law Insider Dictionary (2020) defined academic activities as any assigned work or project used to determine academic credit, including (but not limited to) an examination, writing project, take-home test, or other project; or [ii] any competition, activity, or project sponsored or sanctioned by the University in which the student participates for the purpose of gaining an academic advantage. Academic activities include preparation of Universities' academic calendar, university research work, Teaching and learning, graduation/convocation of students, accreditation of academic programmes of courses in the universities, promotion of academic staff of staff, and external assessment of professors in universities. A student's GPA is typically measured on a scale of zero to four with higher GPAs representing higher grades in the classroom (Leslie, Gwen & Geoff, 2021).

All university academic activities are guided by their academic calendar. Academic calendars are systems by which a university defines the landmark dates that drive much of the day-to-day business at the academic institution. Each academic calendar contains resumption time, approval of results timeframe, withdrawal, and drop deadlines along with other landmark dates that vary, depending on the academic calendar type. As you define academic calendars, it is important to consider how the dates in these calendars affect all of the business processes (such as class enrollment, tuition refunds, and statistical reporting). All applications in Campus Solutions use the academic calendar dates in many of their business processes (Oracle, 2014).

As universities work within the timeframe on the academic calendar, students are also carried along to know the scope of things in the university they are admitted into. This process of enlightening students or creating awareness on the rules and regulations of the university are usually done through the orientation programme. Orientation is a program that is normally performed for fresh intakes in an organization, in academic situation it's a ceremony for new one hundred level students or new postgraduate students educating and familiarizing them about the rules and regulations of such the university system. It also includes introducing the students to places of interest, such as the fresh student and the rules and regulations governing the university, as well as the faculties (Abdulsalami, Ekhaguosa & Adeh, 2021).

Orientation is necessary as an academic activity because new students need direction and guidance in enrolling for classes, faculty members should have an opportunity to provide academic advice at the orientation program. An academic component to orientation will give the new students the advantage they will need in making the transition from high university to college (Owusu, Tawiah, Sena-Kpeglo & Onyame, 2014). By giving a strong overview of academic expectations, students will be better prepared to meet the challenges of collegiate academics.

Orientation is widely conceived as an annual academic tradition organized by university management, faculty and academic departments to welcome freshers in to their various academic departments. Orientation is a former training to prepare, educate, and guide freshers about the campus life, rules and regulations, offences and disciplinary measures, academic, reporting, communication channel and administrative hierarchy within the university. Safford and Stinton (2016) argue that an orientation programme offers the best means of introducing students to campus resources. Orientations can provide the requisite technical training if the orientation provides students opportunities to understand how the university system works.

In the course of studying any approved or accredited course in the university, students as well as lecturers are expected to carry out their research in their various field of study. The term 'research' is applied in so many ways in our daily life, from our quest of customer knowledge to writing PhD level research, to exploring a problem at work. Research is a systematic process of collecting, analysing and interpreting information (data) in order to better understand a phenomenon about which we are interested or concerned. It is a lengthy process, focused, specific, intensive, accumulative and educational, and is not mere information gathering, transportation of facts from one location to another and rummaging for information. Academic Research is defined as a "Systematic investigation into a problem or situation, where the intention is to identify facts and/or opinions that will assist in solving the problem or dealing with the situation". This academic or scholarly research focuses on research goals/questions that arise from independent researchers. It uses formal, scientific and systematic procedures to discover answers. The scholarly research is guided by an already existing theory in order to reject or support the theory (Vinoth & Jay, 2019).

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### Statement of the Problem

The recent demands of Academic Staff Union Universities are that government should fulfill an agreement it reached with them in 2009 on how to save the nation's universities from collapse. This has caused serious altercations between government and Academics Staff Union of Universities resulting into persistent industrial actions. The incessant industrial actions by Academic Staff Union of Universities (ASUU) have inadvertently affected the academics activities of universities (Ajayi, 2013). It also poses a lot of challenges to their study duration, performance in examinations and their final grading. The administrators, lecturers and students are kept away from university 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 stakeholders especially lecturers, administrators, students and their parents become frustrated because of long expectation of university resumption that is far from sight. Some of the students while at home doing nothing get engaged in other things other than academics. Lecturers also find the situation to be worrisome as their acquired human capital, research and assessment are put on hold. It is against these backdrops that this study is conducted to examine how strike actions of academic staff union of universities impacted on academic activities in federal universities in south- south Nigeria.

### Purpose of the Study

The purpose of the study is to examine the impact of Academic Staff Union of Universities' (ASUU) strikes on academic activities in federal universities in south-south, Nigeria. Specifically, the study seeks to:

1. Find out the impact of academic staff union of universities strike on academic calendar in federal universities in south-south, Nigeria.
2. Find out the impact of academic staff union of universities strike on orientation programmes in federal universities in south-south, Nigeria.
3. Find out the impact of academic staff union of universities strike on research by lecturers in federal universities in south-south, Nigeria.

### Research Questions

1. What is the impact of academic staff union of universities' strike action on academic calendar in federal universities in south-south, Nigeria?
2. What is the impact of academic staff union of universities' strike action on orientation programmes in federal universities in south-south, Nigeria?
3. What is the impact of academic staff union of universities' strike action on research by lecturers in federal universities in south-south, Nigeria?

### Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of universities' strike action on academic calendar in federal universities in south-south, Nigeria.

**H<sub>02</sub>:** There is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of universities' strike action on orientation programmes in federal universities in south-south, Nigeria.

**H<sub>03</sub>:** There is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of universities' strike action on research by lecturers in federal universities in south-south, Nigeria.

## Method

The study adopted the descriptive survey design. The population of the study was 14,998 academic staff of all the Seven (7) federal universities in south-south Nigeria. The sample size for the study is 390 lecturers which was determined using Taro Yamen formula. Simple random sampling technique was used to select 97, 40, 89, 116, 17, 17, 14 respectively from the seven federal universities. The instrument for data collection was a self-structured questionnaire tagged "Impact of Academic Staff Union of Universities Strike on Academic Activities in Universities Questionnaire" (IASUUSAUQ) developed in the pattern of 5-point rating scale of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1). The instrument was validated by three experts, two in Educational Management and one in Measurement and Evaluation. The study adopted test-retest method for the reliability of the instrument. The reliability coefficient of the instrument was 0.89. The research questions were answered using mean and standard deviation for research question hypotheses tested using z-test. A criterion mean of 2.50 was used to determine if a statement item connotes "Agree" or "Disagree". The null hypotheses was rejected and the alternate hypotheses accepted when the computed value was greater than the critical value of  $\pm 1.96$  at the significance level of 0.05. On the contrary, the null hypotheses was also accepted and the alternate hypotheses rejected when the computed value is less than the critical table value of  $\pm 1.96$ .

## Results

**Research Question 1:** What is the impact of academic staff union of universities' strike action on academic calendar in federal universities in south-south, Nigeria?

**Table 1: Lecturers' Mean Response on Academic Staff Union of Universities Strike Action on Academic Calendar in Federal Universities in South-South, Nigeria**

S/N	Item Statement	Male (N <sub>1</sub> = 261)			Female (N <sub>2</sub> = 109)		
		X	SD	RMK	X	SD	RMK
1	It affects the conduct of JAMB examination.	3.84	0.83	Agree	3.40	0.63	Agree
2	ASUU strike alters university lecture timetable	3.06	0.60	Agree	3.33	0.88	Agree
3	Strike action of ASUU changes the date of school resumption.	3.66	0.74	Agree	3.45	1.01	Agree
4	It elongates semester examination period	3.41	1.01	Agree	4.10	0.70	Agree
5	ASUU strike action delays convocation plans of the university.	3.21	0.84	Agree	3.68	0.94	Agree
<b>Grand Mean</b>		<b>3.44</b>		<b>Agree</b>	<b>3.59</b>		<b>Agree</b>

The analyses in Table 1 revealed how academic staff union of university's strike action have impacted on academic calendar in federal universities in south-south, Nigeria. Result shows that all the respondents (male and female) from federal universities agree that academic calendar of universities is affected by strike actions of academic staff union of universities and hence making an impact. The result revealed that all the item was agree with a mean score that ranges between 3.06 and 3.84 for male lecturers and 3.33 and 4.10 for female lecturers respectively. Result from Table 1 further revealed an average mean of 3.44 and 3.59 for male and female lecturers with a standard deviation value of 0.80 and 0.83 respectively. The mean responses on each item were agreed base on the mean score which is greater 3.00 as cut-off point for decision. Standard deviation value greater than 1.00 indicate that the respondents (male and female lecturers) were heterogeneous or far apart in the responses while standard deviation value less than 1.00 implies that the respondents were homogenous or close in their responses.

**Research Question 2:** What is the impact of academic staff union of universities' strike action on orientation programmes in federal universities in south-south, Nigeria?

**Table 2: Lecturers' Mean Response on Academic Staff Union of Universities Strike Action on Orientation Programmes in Federal Universities in South-South, Nigeria**

S/N	Item Statement	Male (N <sub>1</sub> = 261)			Female (N <sub>2</sub> = 109)		
		X	SD	RMK	X	SD	RMK
6	ASUU strike truncate university's SIWES orientation programme.	4.21	1.01	Agree	3.85	0.71	Agree
7	A formal training to prepare, educate, and guide freshers about the campus life, rules and regulations, offences and disciplinary measures, academic, reporting, communication channel and administrative hierarchy within the university are not carried out during strikes.	3.68	0.66	Agree	4.06	0.95	Agree

8	It alters personal orientations that provides students with the training needed to be successful in the classroom.	3.75	0.70	Agree	3.05	0.70	Agree
9	ASUU strike changes university's students familiarization tour on campus	3.58	0.84	Agree	3.64	1.11	Agree
<b>Grand Mean</b>		<b>3.81</b>		<b>Agree</b>	<b>3.65</b>		<b>Agree</b>

The analyses in Table 2 revealed how academic staff union of university's strike action have impacted on orientation programmes in federal universities in south-south, Nigeria. Result shows that all the respondents (male and female) from federal universities agree that orientation programmes of universities is affected by strike actions of academic staff union of universities and hence making an impact. The result revealed that all the item was agree with a mean score that ranges between 3.58 and 4.21 for male lecturers and 3.05 and 4.06 for female lecturers respectively. Result from Table 2 further revealed an average mean of 3.81 and 3.65 for male and female lecturers with a standard deviation value of 0.80 and 0.87 respectively. The mean responses on each item were agreed base on the mean score which is greater 3.00 as cut-off point for decision. Standard deviation value greater than 1.00 indicate that the respondents (male and female lecturers) were heterogeneous or far apart in the responses while standard deviation value less than 1.00 implies that the respondents were homogenous or close in their responses.

**Research Question 3:** What is the impact of academic staff union of universities' strike action on research by lecturers in federal universities in south-south, Nigeria?

**Table 3: Lecturers' Mean Response on Academic Staff Union of Universities Strike Action on Research by Lecturers in Federal Universities in South-South, Nigeria**

S/N	Item Statement	Male (N <sub>1</sub> = 261)			Female (N <sub>2</sub> = 109)		
		X	SD	RMK	X	SD	RMK
10	Lecturers cannot get access to research materials.	3.20	0.60	Agree	4.08	0.60	Agree
11	It affects the quality of research to be done.	3.94	0.77	Agree	3.50	0.59	Agree
12	Lecturers feel relax in carrying out research during strike.	4.30	0.58	Agree	3.21	0.70	Agree
13	ASUU strike truncate doctoral research students	3.80	0.71	Agree	3.66	0.84	Agree
14	Postgraduate students find it difficult to carry out their research activities.	3.70	0.84	Agree	3.73	1.05	Agree
<b>Grand Mean</b>		<b>3.79</b>		<b>Agree</b>	<b>3.64</b>	<b>0.76</b>	<b>Agree</b>

The analyses in Table 3 revealed how academic staff union of university's strike action have impacted on research by lecturers in federal universities in south-south, Nigeria. Result shows that all the respondents (male and female) from federal universities agree that research by lecturers of universities is affected by strike actions of academic staff union of universities and hence making an impact. The result revealed that all the item was agree with a mean score that ranges between 3.20 and 4.20 for male lecturers and 3.21 and 4.08 for female lecturers respectively. Result from Table 3 further revealed an average mean of 3.79 and 3.64 for male and female lecturers with a standard deviation value of 0.70 and 0.76 respectively. The mean responses on each item were agreed base on the mean score which is greater 3.00 as cut-off point for decision. Standard deviation value greater than 1.00 indicate that the respondents (male and female lecturers) were heterogeneous or far apart in the responses while standard deviation value less than 1.00 implies that the respondents were homogenous or close in their responses.

### Test of Hypotheses

**H<sub>01</sub>:** There is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of universities' strike action on academic calendar in federal universities in south-south, Nigeria.

**Table 4: Z-Test Analysis on Impact of Academic Staff Union of University's Strike Action on Academic Calendar in Federal Universities in South-South, Nigeria**

Category	$\bar{X}$	SD	N	df	$\alpha$	zcal	zcrit	Remark
Male Lecturers	3.44	0.80	261	368	0.05	1.02	1.96	Accepted
Female Lecturers	3.59	0.83	109					

Accept Ho if  $z_{cal} \leq z_{crit}$ , Otherwise Reject Ho.

Since the calculated value of z ( $z_{cal} = -1.60$ ) is less than the critical value of z ( $z_{crit} = 1.960$ ) at 0.05 level of significance, the null hypothesis was accepted. This implies that there is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of university's strike action on academic calendar in federal universities in south-south, Nigeria.

**H<sub>02</sub>:** There is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of universities' strike action on orientation programmes in federal universities in south-south, Nigeria.

**Table 5: Z-Test Analysis on Impact of Academic Staff Union of University's Strike Action on Orientation Programmes in Federal Universities in South-South, Nigeria**

Category	$\bar{X}$	SD	N	df	$\alpha$	zcal	zcrit	Remark
Male Lecturers	3.81	0.81	261	368	0.05	0.13	1.96	Accepted
Female Lecturers	3.68	0.87	109					

Accept Ho if  $zcal \leq zcrit$ , Otherwise Reject Ho.

Since the calculated value of z ( $zcal = 0.13$ ) is less than the critical value of z ( $zcrit = 1.960$ ) at 0.05 level of significance, the null hypothesis was accepted. This implies that there is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of university's strike action on orientation programmes in federal universities in south-south, Nigeria.

**H<sub>03</sub>:** There is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of universities' strike action on research by lecturers in federal universities in south-south, Nigeria.

**Table 6: Z-Test Analysis on Impact of Academic Staff Union of University's Strike Action on Research by Lecturers in Federal Universities in South-South, Nigeria**

Category	$\bar{X}$	SD	N	df	$\alpha$	zcal	zcrit	Remark
Male Lecturers	3.79	0.70	261	368	0.05	1.80	1.96	Accepted
Female Lecturers	3.64	0.76	109					

Accept Ho if  $zcal \leq zcrit$ , Otherwise Reject Ho.

Since the calculated value of z ( $zcal = 1.80$ ) is less than the critical value of z ( $zcrit = 1.960$ ) at 0.05 level of significance, the null hypothesis was accepted. This implies that there is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of university's strike action on research by lecturers in federal universities in south-south, Nigeria.

## Discussion of Findings

The study found that academic staff union of universities strike action impacted on academic calendar in universities in south-south, Nigeria as it affects the conduct of JAMB examination and elongate semester examination. The findings of the study revealed that there is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of university's strike action on orientation programmes in federal universities in south-south, Nigeria. The findings of this study are in corroboration with Ogbuka (2010) who affirmed that strike actions by academic staff union of universities disrupts academic activities of universities due to the fact that long period strike makes it difficult for federal ministry of education and universities to be able to maintain or operate a regular academic calendar.

The study also found that academic staff union of university's strike action has an impact on orientation programmes in federal universities in south-south, Nigeria through changing university's student's familiarization tour on campus and truncating university's SIWES orientation. The study also found that there is no significant difference in the mean response of male and female lecturers on the impact of academic staff union of university's strike action on orientation programmes in federal universities in south-south, Nigeria. It was found that academic staff union of universities strikes alters orientation programmes and make annual academic tradition organized by university management, faculty and academic departments to welcome freshers in to their various academic departments during strikes disrupted. A former training to prepare, educate, and guide freshers about the campus life, rules and regulations, offences and disciplinary measures, academic, reporting, communication channel and administrative hierarchy within the university are not carried out during strikes and in-person orientations can provide students with the training needed to be successful in the classroom are also disrupted during strike activities of academic staff union of universities. This finding is in line with Olugbenga (2011) who found that strikes actions of academic staff union of universities have subjected academic programmes in Nigerian universities to a pitiable state as some of the universities could not organized programmes and other activities such as council board meeting, senate meetings and matriculation among others.

In the same vein, the study revealed that academic staff union of university's strike action has an impact on research by lecturers in federal universities in south-south, Nigeria as lecturers cannot get access to research materials, lecturers feel relax in carrying out research during strike and it affects the quality of research to be done. The study also found from the hypothesis that there is no significant difference in the mean

response of male and female lecturers on the impact of academic staff union of university's strike action on research by lecturers in federal universities in south-south, Nigeria. In line with finding of this study, it was found that during strike period, members of academic staff union of universities refuse to carry out fundamental and basic activities as part of the responsibilities. These activities include total and complete abandonment of teaching, no examination, no grading of scripts, no conference participation which affects lecturers' level of research thereby limiting the content of knowledge contribution to the society (Olugbenga, 2011).

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## Conclusion

The conclusion reached from this study actually established the fact that strike of academic staff union of universities relates to academic activities of universities. The findings of the study revealed that strike action of academic staff impacts on the stability of university academic activities which include academic calendar, orientation programmes and lecturers' research among others.

## Recommendations

Based on the findings of this study, the following recommendations were made:

1. University management should ensure that academic calendar is maintained to avoid disruption of academic activities.
2. The executives of Academic Staff Union of Universities (ASUU) and members should employ other industrial dispute strategies such as bargaining, persuasion and harmonization to address their grievances rather than embark on indefinite strike action to pave way for accreditation of academic programmes and graduation/convocation which obviously paralyse student's academics.
3. The Nigerian Government should also employ the method of prompt dialogue and grant the requests of Academic Staff Union of Universities in time to prevent erosion and total breakdown of academic calendar of universities.

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