



## Impact of 2022 ASUU Strike on Academic Staff Productivity and Students Choice of Admission in Universities in South East Nigeria

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### ABSTRACT

*This paper investigates the impact of the 2022 Academic Staff Union of Universities (ASUU) strike on academic staff productivity and students' decision-making regarding university admission in the South East region of Nigeria. Three research questions were used for the study. A survey research design was adopted for the study. The study was carried out in the South East region of Nigeria. A purposive sampling technique was used to select 790 students and 489 academic staff, which are made up of universities in the southeast region of Nigeria. A questionnaire was used to collect data for the study and the questionnaire was validated. It was found that the 2022 ASUU strike impacted academic staff productivity in universities in the Southeast East and the ASUU strike has influenced students' decisions on university admission in the South East, considering factors such as delayed academic calendars and perceived educational quality. Lastly, the perspectives of academic staff and students in the long term have consequences. It was recommended that the study should be made available to the Ministry of Education in other to review and know the damages strikes are causing to the educational sector if it persist in affecting both student and academic staff in the university system.*

Keywords: **Academic Staff, Productivity, Strike, Students Choice, Universities.**

### Introduction

The Academic Staff Union of Universities (ASUU) was established in 1978. They are an organization of teaching staff that uses collective action or stoppage of work to advance its member's interest regarding wages and working conditions. Furthermore, the union's goals are to help academic stakeholders achieve their high profile in education, create and promote sustainable management of education, and offer high-quality services in education. However, in the last 2 decades, the Nigerian university system has been subjected to labor strike actions by ASUU and other unions and these have resulted in various education interruptions in the Nigerian university system (Ige 2013). Meanwhile, ASSU does not dine with the Government which explains why it is difficult to infiltrate its ranks. It goes beyond its primary mandate of protecting the interest of its members to fight for the downtrodden in Nigerian society (Uzoh, 2017). In 1988, what appeared to be the first ASUU strike in Nigeria, the reason was ASUU's support of fair pay and university autonomy (Egbegi and Iheriohanma, 2018). Since then and to this day, the Academic Staff Union of Universities has engaged in strike actions of varying lengths, with reasons related to adequate funding, the provision of adequate teaching and learning facilities and equipment, university autonomy, and the implementation of the 2014 Pension Reform Act's provisions as well as the introduction of the University Transparency Accountability Solution (UTAS) as opposed as against the imposed Integrated Personnel Payroll Information System (IPPIIS) by the Federal Government among others. It is very crucial to note that the Academic Staff Union of Universities (ASUU), called off the eight-month strike it embarked on February 14, 2022, and was paid the October salary based on the number of days they worked. Angered by the payment of half salary, ASUU has embarked on a protest in different universities to express their dissatisfaction with the government's decision not to pay them in full in October. Despite protestations from ASUU over pro-rata October salary payments, the federal government insisted that the lecturers were paid what was due to them. The Nigerian government has insisted on implementing the No Work, No Pay policy for the period the university lecturers were away from their duty posts. Unfortunately, the industrial actions that were always embarked upon by ASUU to compel the government to meet the needs of lecturers and to improve funding, autonomy, wage allowances, and infrastructural facilities affect the students.

Students deserve to know what to do in the bid to enhance or explore effective performance in his/her education aspect. It is important to consider who a student is and what he or she is doing (*Onyekachukwu, Oguejiolor & Okoli, 2019*). Yusuf (2017) observed that, during industrial actions, some students engaged themselves in unproductive activities such as sexual immorality, cultism, cyber scams, gambling, gossip, watching films, and reading comic materials for entertainment purposes rather than reading essential academic materials. This is so because the students have been placed in an environment that assists them in adjusting to the social attitudes, norms, and values demanded by the larger society (Darling-Hammond, Flook, Cook-Harvey, Barron,

& Osher, 2019), which means that the students have been exposed to activities around them as they do not have what to do. Thus, upon resumption, students are most likely allowed to make up for lost time. This laterally resulted in the compressed academic calendar and syllabus and parts of the curriculum being skipped, while some course contents would not be treated. The students would have to write their exams haphazardly, which would later metamorphose into a decline in the quality of education (Yusuf, 2017). Isangedighi (as cited by Ogbette, Eke, & Ori, 2017), assumed that strike action hurt students' learning ability and that students had lost time to prepare and readiness to learn as a result of the ASUU strike which ended up hurting their educational realization

The constant Strike action usually puts pressure on the Academic staff who work tirelessly under immense pressure to cover their modules within a limited time frame. It also affects the students in that they will not have proper time to learn what they are supposed to learn and this could create a low-quality student graduate in the society. This issue of a strike in Nigeria has become so rampant prompting the need for urgent attention by the government in order not to jeopardize the interest of the Academic staff in improving their job performance and productivity in the place of work. However, in the case of Nigeria, the Government has done little or almost nothing to ensure that the persistent strike action completely comes to an end (Onah, Ayogu, and Paul, 2016).

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## Statement of the problem

The Academic Staff Union of Universities (ASUU) in Nigeria has continued to engage in frequent strikes, which is disconcerting and worrying. There was hardly a session that ASUU did not embark on a strike by withholding services to express their displeasure over the government's failure to implement and uphold agreements with ASUU as well as change some government policies in the management of university education in Nigeria (Omeje, and Ogbu, 2019).

Despite the reasons given by ASUU for going on strike in Nigerian universities, the strike's negative effects on Nigerian public university students' academic activities persisted. ASUU strike disrupted academic teaching and learning, prolonged the study period, and de-motivated students which may have hampered academic activities (Wojuade, 2019). Students at public universities participate in a variety of academic activities, including classwork, homework, projects and reports, teamwork, debates, role acting, group discussions, presentations, quizzes, tests, and examinations (Kapur, 2021). Because of ASUU's ongoing strike, the Nigerian university system is struggling to provide students with a high-quality education. Hence the disruption in the academic calendar, choice of admission, suspension of teaching and learning, the distraction of normal learning process, academic staff productivity as well as prolonged 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.

Furthermore, the strike further led to unbridled anxiety, anger, uneasiness, and frustration among parents, clergies, traditional rulers, businessmen and women, civil society groups, and civil servants who then decided to allow their wards to migrate to neighboring countries for the completion of their undergraduate studies. The strikes could also discourage admission seekers from jettisoning their plan of enrolling in federal universities in Nigeria, which can affect the student's choice of admission. The choice of a university that is suitable for a given secondary school graduate can be a difficult decision to make. The reputation of the university, perceived difficulty of the degree program, distance from home, tuition and living costs, student's areas of academic strength as well as actual scores achieved are just some of the factors that may be considered by a student graduating from secondary school. Likewise, a strike could make some students change their admission choices to avoid delays in their school program.

Despite the numerous strike actions that have taken place in Nigerian public Universities, little research has been done to examine the impact and also to evaluate the extent to which the ASUU strike has affected the Academic Staff productivity and students' choice of admission. It is against this backdrop that the study intends to assess the impact of the ASUU strike on the productivity level of Academic staff and students' choice of admission in universities in southeast Nigeria.

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## Research Objectives

This study therefore determines the effect of the 2022 ASUU strike on academic staff productivity and choice of admission into universities in the southeast.

Specifically, this study would wish to

1. assess the extent to which the 2022 ASUU strike has affected academic staff productivity in universities in the South East.
2. examine the influence of the ASUU strike on students' choice of admission, considering factors such as delayed academic calendars and the perceived quality of education.
3. explore the perspectives of academic staff and students on the long-term consequences of the 2022 ASUU strike in Southeast universities.

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## Research Questions

The following research questions would guide the study:

1. To what extent has the 2022 ASUU strike impacted academic staff productivity in universities in the South East?

2. How has the ASUU strike influenced students' decisions on university admission in the Southeast, considering factors such as delayed academic calendars and perceived educational quality?
3. What are the perspectives of academic staff and students on the long-term consequences of the 2022 ASUU strike in Southeast universities?

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## Literature Review

Related literature to the key concepts in this study will be reviewed

### Concept of ASUU Strike

A strike is an organized collective cessation or slowdown of work by employees, to force acceptance of their demands by the employer (Omeje and Ogbu, 2019). ASUU strike refers to the Academic Staff Union of the University's industrial actions or academic refusal to work as a protest for inadequate service or poor condition of service. In the education sector, industrial actions by academic staff can lead to disruptions in academic teaching and learning, prolonged study periods, student examination malpractice, and other social ills. ASUU uses strikes as a means to force the government to respect the demands of the union. ASUU strike has made some positive impacts on the educational system and has also had negative effects on the academic activities of public university students in Nigeria. ASUU has engaged on strike frequently but this study will only look into the 2022 ASUU strike.

### Concept of Choice of Admission

A university education has become a basic part of most people's preparation for working life. University admission is therefore a topic of importance. How a student chooses a university is based on the perception of the student. However, most existing studies of university admission are based on the perspective of universities that are to receive the new incoming students, and not on the perspective of students, parents, and secondary schools that are sending their students to pursue higher education or on the perspective of the student who has to decide which university to apply to. Given that the university knows very little about the applicant, whereas the secondary schools, students, and parents know a great deal more, there is value in extending the university admission process to include secondary schools. In this study, choice of admission is how students (candidates) select their preferred tertiary institutions given the available alternatives.

### Academic Staff Productivity

Ali, Ali, and Adan (2013) defined Productivity as a measure of the efficiency of management, it can be described as a ratio of what is put into anything. The efficiency of an employee or a group of employees is accessed by the degrees to which they produce high-quality goods or services during the shortest possible time efficiency, therefore, involves doing things right. Another definition by Eneh (2021) is that productivity is a measurement or calculation between input and output. Input includes raw materials, machinery, and labour: output is the goods or services produced. If the output is equivalent to the inputs, the worker is considered productive. The benefits of academic research in sustainable national development cannot be overemphasized. Academic staff productivity is related to the quality of the academic's Ph.D. degree (Broder, 1993); as well as the academic's field of specialization (Davis and Patterson, 2001). Therefore, in this study, academic staff productivity is measured through research, teaching, and community service.

### ASUU strike and education

The effect of the ASUU strike on the quality of education in Nigeria using multiple regression models was used by Ibrahim and Alagbu (2014). The result revealed that the ASUU strike hurts the quality of university graduates that the country produces. Given this, it was recommended among others that, the government should develop actions that will help to check incessant industrial action in the Nigerian educational sector.

Idowu, Olumide, and Fatima (2018) examined the conceptions of incessant ASUU strike actions in Nigerian public universities using a qualitative research design. Results showed that the context of incessant ASUU strikes was perceived as involvement in politics, desire for continuation, civil responsibility, engagement, research output, and programs disruption. The study recommended that the academic staff in public universities should work closely with their Union chapters to promote quality university education.

Akintoye and Uhumwuangho (2018) analyze the effects of frequent strikes on the academic Performance of Students in universities in Nigeria. From the analyzed data, it was observed that frequent strikes had adverse effects on the academic performance of students. The study recommended that government-owned Universities should emulate private school owners by avoiding strikes and intensifying efforts to convince ASUU of the evils of strikes to see that students would have enough time to study so that they can be able to face challenges in the Labour Market.

Uzoh (2017) examined the impact of the Academic Staff Union of Universities (ASUU) on Human Resource Development (HRD) in Nigerian Universities. This study contends that ASUU has always played a leading role in Human Resource Development in Nigerian Universities through its numerous and continuous engagements with the Government to always do the needful in ensuring that educational development in Nigeria remains on track. The study recommended that Human Resource Development through qualitative education should be the priority of the government.

Chukwudi and Idowu (2021) highlighted the issue of the Asuu strike and the Nigerian government. With the secondary sourced data from journals, newspapers, journals, books, and the internet while underpinning the research with the social contract theory, the study concludes that public university students are exposed and tempted to indulge in social vices, have a sense of being disadvantaged unlike their private colleagues, and the society developmental agenda is threatened because of the poor quality of graduates produced from the Ivory Tower. The study recommended that the government and ASUU should renegotiate their agreements while the former should also ramp up the budgetary funding allocation to the University amongst others.

Offem, Anashie, and Aniah (2018) examine the effect of the strike on the management and planning of educational activities in Nigerian universities. The study posits that a strike is an event that consumes and wastes a lot of time which implies that urgent attention is needed to solve this problem. Recommendations were also made based on the observations from this study.

Sule took an exploratory view on the concept of strike action in Nigeria, and the types of strikes were explained. According to the study, a strike is an event that consumes and wastes a lot of time which implies that urgent attention is needed to solve this problem. The recommended ways of controlling the problem, which include appropriate motivational strategies for employees, respect for a negotiated agreement between government and unions, and an increase in education budgetary allocation of at least 26% as recommended by UNESCO to avoid strike actions, etc were made.

Abiodun examined the economic impact of the lecturer's strike and the migration of Nigerian students to the Republic of Benin for undergraduate studies. The study adopted the descriptive research of a survey type of design. The major findings show that: Abiodun the level of Nigerian student migration to the Republic of Benin for undergraduate studies despite incessant strike action by lecturers is high. It was recommended among others that the government should strengthen its education system, perhaps with the help of innovative technologies and infrastructures to reduce excessive spending from parents sending their children to neighboring countries in order to reduce its bad effect on the nation's economy. Ayuba, Dang, and Nvau examined the extent to which strike action affects the productivity level of Academic staff in Nigerian public Universities. A simple random sampling technique was adopted for the sample size. Data were collected using the survey method - questionnaire. The data were analyzed using the statistical package for social sciences and the chi-square method was used to test the hypotheses that were postulated. The study discovered that strike action does have a significant negative impact on the productivity level of the Academic staff. The study recommended that the welfare of staff should not be taken for granted by employers/management. The study further recommends that what is due for the staff should be given to them as at when due.

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## **METHODOLOGY**

### **Population**

The area of the study covers all federal universities in the Eastern part of Nigeria. The researcher decided to use federal universities because they are mostly involved in strikes anytime the national strike starts. The population of the study is Alex Ekwueme Federal University Ndufu-Alike (AE-FUNAI) in Ebonyi state with 14972 students and 954 academic staff, Federal University of Technology, Owerri, Imo state with 25,000 students and 1482 academic staff, Michael Okpara University of Agriculture (MOUAAU) in Abia state with 30,078 students, and 1315 academic staffs, Nnamdi Azikiwe University (UNIZIK) in Anambra state with 40,000 students, and 2702 academic staffs and the University of Nigeria, Nsukka (UNN) in Enugu state with 36,000 Students and 1519 academic staffs

### **Sample and Sampling Techniques**

A survey research design was adopted. According to the view of Nworgu (2014) in Dimelu, & Chukwuone, (2016), survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Survey research design is therefore relevant to this study because it studied a few groups of people that represented a large group. The cluster sampling technique was further used to select three Universities from five federal universities in the Eastern part. The three Universities, Purposive sampling technique was used to select 790 students and 489 Academic staff in the three universities which are Michael Okpara University of Agriculture (MOUAAU) in Abia state, Nnamdi Azikiwe University (UNIZIK) in Anambra, and University of Nigeria, Nsukka (UNN) in Enugu state. The 790 students comprised 250 students from Michael Okpara University of Agriculture (MOUAAU), 300 students from Nnamdi Azikiwe University (UNIZIK) and 240 students from University of Nigeria, Nsukka (UNN), also 143 academic staffs from Michael Okpara University of Agriculture (MOUAAU), 186 academic staffs from Nnamdi Azikiwe University (UNIZIK), and 160 academic staffs from University of Nigeria, Nsukka (UNN).

### **Instrument for Data Collection**

The instrument was a questionnaire. The questionnaire was designed and administered to the respondents,

### **Method of Data Collection**

The questionnaire was administered with the help of assistant researchers from the different universities. The questionnaires were administered to students and workers (teaching and non-teaching staff of each university) in their respective institutions while a face-to-face method of data administration was used.

### **Method of Data Analysis**

The data collected was analyzed using Mean and standard deviation using the Statistical Package for the Social Sciences 2020 version (SPSS). For the decision rule, any item, with cut-off points of 2.50 or above, indicated that the respondents agreed on the item, while any item with a mean less than 2.50 indicated that the respondents did not agree.

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## **Findings**

**Research Question 1:** To what extent has the 2022 ASUU strike impacted academic staff productivity in universities in the South East?

**Table 1:** Mean rating of the respondent on the extent of 2022 ASUU strikes impacted academic staff productivity in universities in the South East

N/B			SD	Remark
1	The 2022 ASUU strike significantly disrupted my regular academic activities	3.70	.80	<b>Agreed</b>
2	The strike adversely affected my ability to engage in academic conferences, workshops, and seminars during the period	1.95	.75	<b>Disagreed</b>
3	The delayed resumption after the ASUU strike negatively influenced the effectiveness of my teaching activities	3.70	.73	<b>Agreed</b>
4	The duration of the ASUU strike had a noticeable impact on the completion of my research projects and academic publications	3.60	1.06	<b>Agreed</b>
5	The disruption caused by the ASUU strike affected my ability to maintain consistent communication with students	2.90	.78	<b>Agreed</b>
6	The strike has led to a backlog in administrative tasks and paperwork that I am responsible for	3.50	.94	<b>Agreed</b>
7	The prolonged ASUU strike affected my ability to collaborate with colleagues on research projects	2.05	1.05	<b>Disagreed</b>
8	The strike has impacted my overall job satisfaction and motivation as an academic staff member	3.55	.94	<b>Agreed</b>
9	The ASUU strike created challenges in accessing necessary resources for my research and teaching activities	3.35	.74	<b>Agreed</b>

Key: Mean  $\bar{X}$  SD (Standard deviation)

Table 1, shows the responses of the respondents to the statement items designed to answer research question one, which tends to ascertain the extent of the 2022 ASUU strike impacted academic staff productivity in universities in the South East. According to the table, items 1, 3, 4, 5, 6, 8, and 9 agreed that the 2022 ASUU strike has significantly disrupted their regular academic activities, and the delayed resumption after the ASUU strike has negatively influenced their effectiveness of teaching activities. They agreed that the duration of the ASUU strike had a noticeable impact on the completion of their research projects and academic publications and the disruption caused by the ASUU strike has affected their ability to maintain consistent communication with students, also the strike has led to a backlog in administrative tasks and paperwork that they are responsible for and the strike has impacted their overall job satisfaction and motivation as an academic staff member. Lastly, the respondents agreed that the ASUU strike created challenges in accessing necessary resources for their research and teaching activities, while items 2 and 7 disagreed that the ASSU strike adversely affected their ability to engage in academic conferences, workshops, and seminars during the period and the prolonged ASUU strike affected their ability to collaborate with colleagues on research projects with the mean score of 1.95, 2.05 respectively. The table also showed that the standard deviation ranged from 0.73 – 1.06 and is less than 1.96 (95 percent confidence limit). This indicated that the respondents were not far from the mean or opinion of one another.

**Research Question 2:** How has the ASUU strike influenced students' decisions on university admission in the Southeast, considering factors such as delayed academic calendars and perceived educational quality?

**Table 2:** Mean Rating responses on the influence of the ASUU strike on students' decisions on university admission in the Southeast.

N/B		$\bar{X}$	SD	Remark
1	The delay caused by the ASUU strikes affected my academic progression and career plans	3.85	.74	<b>Agreed</b>
2	Quality of education during non-strike periods influences my choice of a university for admission	3.75	.63	<b>Agreed</b>
3	Frequent ASUU strikes can provide a consistent and high-quality educational experience	2.40	.88	<b>Disagreed</b>
4	The frequency of ASUU strikes influences my overall satisfaction with a university's academic environment	1.85	1.03	<b>Disagreed</b>
5	Universities' responses to ASUU strikes, such as compensation for lost academic time, influence my perception of their commitment to students	2.55	1.09	<b>Agreed</b>

6	The availability of alternative learning resources during ASUU strikes affect my decision to choose or avoid a particular university for admission	2.00	.79	<b>Disagreed</b>
7	ASUU strikes impact my academic focus and motivation negatively	1.84	.95	<b>Disagreed</b>
8	The occurrence of ASUU strikes influenced my decision to choose or avoid a particular university for admission	3.90	1.02	<b>Agreed</b>

Key: Mean  $\bar{X}$  SD (Standard deviation)

Table 2, shows the responses of the respondents to the statement items designed to answer research question two, which tends to ascertain the influence of the ASUU strike on student's decisions on university admission in the South East. According to the table, item 1, 2, 5, 8, agreed that the delay caused by ASUU strikes affected their academic progression and career plans and quality of education during non-strike periods influences their choice of a university for admission, also universities' responses to ASUU strikes, such as compensation for lost academic time, influence their perception of their commitment to students and the occurrence of ASUU strikes influenced their decision to choose or avoid a particular university for admission, while item 3, 4, 6 and 7 disagreed that frequent ASUU strikes can provide a consistent and high-quality educational experience and the frequency of ASUU strikes influence their overall satisfaction with a university's academic environment, also availability of alternative learning resources during ASUU strikes affect their decision to choose or avoid a particular university for admission and ASUU strikes impact their academic focus and motivation negatively with the mean score of 2.40, 1.85, 2.00, 1.84 respectively. The table also showed that the standard deviation ranged from 0.63 – 1.09 and is less than 1.96 (95 percent confidence limit). This indicated that the respondents were not far from the mean or opinion of one another.

**Research Question 3:** What are the perspectives of academic staff and students on the long-term consequences of the 2022 ASUU strike in Southeast universities?

**Table 3:** Mean ratings of responses from both students and academic staff on the perspectives of long-term consequences of the 2022 ASUU strike

N/B	ACADEMIC STAFF	$\bar{X}$	SD	Remark
1	The 2022 ASUU strike has had a lasting impact on the academic and research environment at our university	3.85	.74	<b>Agreed</b>
2	The strike has affected the overall morale and job satisfaction among academic staff	3.75	.63	<b>Agreed</b>
3	The strike has led to a decline in the quality of academic programs and teaching standards in our university	3.40	.88	<b>Agreed</b>
4	The long-term consequences of the 2022 ASUU strike may impact the recruitment and retention of academic staff in our university	3.85	1.03	<b>Agreed</b>
5	The strike has hindered the progress of ongoing research projects and academic publications	2.55	1.09	<b>Agreed</b>
6	The strike has strained relationships and communication between academic staff and university administration	2.00	.79	<b>Disagreed</b>
7	The strike's effects on academic staff productivity will likely have a long-term impact on the quality of education in our institution	3.84	.95	<b>Agreed</b>
8	Overall, the 2022 ASUU strike has had a detrimental impact on my professional development as an academic staff member	3.90	1.02	<b>Agreed</b>
<b>STUDENTS</b>				
9	The strike has affected my perception of the quality and effectiveness of education in our university	3.53	.61	<b>Agreed</b>
10	The 2022 ASUU strike has negatively influenced my academic progress and overall learning experience	1.70	.82	<b>Disagreed</b>
11	The long-term consequences of the 2022 ASUU strike may impact my future career prospects and employability	3.45	1.00	<b>Agreed</b>
12	The strike has influenced my confidence in the ability of university authorities to address academic issues effectively	2.59	1.10	<b>Agreed</b>

13	The strike has influenced my perspective on participating in extracurricular activities and campus life	1.93	.57	<b>Disagreed</b>
14	The strike has contributed to a sense of frustration and disillusionment among students regarding the overall university experience	3.14	.94	<b>Agreed</b>

Key: Mean  $\bar{X}$  SD (Standard deviation)

Table 3, shows the responses of the Academic staff to the statement items designed to answer research question three, which tends to ascertain the responses of both students and academic staff on the perspectives of long-term consequences of the 2022 ASUU strike. According to the table, items 1, 2, 3, 4, 5, 7, and 8, agreed that the 2022 ASUU strike has had a lasting impact on the academic and research environment in the university and the strike has affected the overall morale and job satisfaction among academic staff, also the strike has led to a decline in the quality of academic programs and teaching standards in the university and the long-term consequences of the 2022 ASUU strike may impact the recruitment and retention of academic staff in the university. They also agreed the strike has hindered the progress of ongoing research projects and academic publications and the strike's effects on academic staff productivity will likely have a long-term impact on the quality of education in the institution. Also, the 2022 ASUU strike has had a detrimental impact on their professional development as an academic staff member while item 6 disagreed that the strike has strained relationships and communication between academic staff and university administration with a mean score of 2.00. The table also showed that the standard deviation ranged from 0.63 – 1.09 and is less than 1.96 (95 percent confidence limit). This indicated that the respondents were not far from the mean or opinion of one another.

The responses of the students according to Table 3, items 9, 11, 12, and 14, agreed that the strike has affected their perception of the quality and effectiveness of education in the university and the long-term consequences of the 2022 ASUU strike may impact their future career prospects and employability. Also, the strike has influenced their confidence in the ability of university authorities to address academic issues effectively and the strike has contributed to a sense of frustration and disillusionment among students regarding the overall university experience, while items 6 and 10 disagreed that the 2022 ASUU strike has negatively influenced their academic progress and overall learning experience and the strike has influenced their perspective on participating in extracurricular activities and campus life with the mean score of 1.70 and 1.93 respectively. The table also showed that the standard deviation ranged from 0.57 – 1.10 and is less than 1.96 (95 percent confidence limit). This indicated that the respondents were not far from the mean or opinion of one another.

## Discussion

In assessing the impact of the 2022 ASUU strike on academic staff productivity and students' choice of admission to universities in the Southeast, it was found that the 2022 ASUU strike impacted academic staff productivity in universities in the Southeast. Such that regular academic activities were disrupted and the delayed resumption after the ASUU strike negatively influenced their effectiveness of teaching activities and the strike had thus have noticeable impact on the completion of their research projects and academic activities. The findings were in agreement with Offem, et, al (2018) who noted that a strike is an event that consumes and wastes a lot of time which implies that urgent attention is needed to solve this problem. Akintoye and Uhunmwangho (2018), had the same view that frequent strikes had adverse effects on the academic performance of students. Also duration of the ASUU strike, the noticeable impact on the completion of their research projects and academic publications, and the disruption caused by the ASUU strike have affected their ability to maintain consistent communication with students and the strike has led to a backlog in administrative tasks and paperwork that they are responsible for. This is in line with Wojuade, (2019) who noted that strikes have negative effects on Nigerian public university students and academic activities. Thus ASUU strike disrupted academic teaching and learning, prolonged the study period, and de-motivated students.

On the influence of ASUU strike on students' decisions on university admission in the South East. It was noted that the delay caused by ASUU strikes will affect their academic progression. however career plans and quality of education during non-strike periods will influence their choice of a university for admission. This is noting what Abiodun (2021) viewed that the level of Nigerian student migration to the Republic of Benin for undergraduate studies despite incessant strike action by lecturers is high. Also, universities' responses to ASUU strikes, such as compensation for lost academic time, influence their perception of their commitment to students and the occurrence of ASUU strikes will also influence their decision to choose or avoid a particular university for admission.

Concerning the responses of both students and academic staff on the perspectives long-term consequences of the 2022 ASUU strike, it was found that the 2022 ASUU strike has a lasting impact on the academic and research environment in the university, and the strike will affect the overall morale and job satisfaction among academic staff, also the strike will be led to a decline in the quality of academic programs and teaching standards in the university and the long-term consequences of the 2022 ASUU strike may impact the recruitment and retention of academic staff in the university. Also, the strike will hinder the progress of ongoing research projects and academic publications and the strike's effects on academic staff productivity will likely have a long-term impact on the quality of education in the institution. These findings were in line with Isangedighi (as cited by Ogbette, Eke, & Ori, 2017) who assumed that strike action hurt students' learning ability and that students had lost time to prepare and readiness to learn as a result of ASUU of the strike which ends up hurting their educational realization. Also Wojuade, (2019) noted that strikes have negative effects on Nigerian public university students and academic activities. Thus ASUU strike disrupted academic teaching and learning. In the same vain strike has affected the perception of the quality and effectiveness of education in the university and the long-term consequences of the 2022 ASUU strike may impact their future career prospects and

employability. Also, the strike will influence the confidence of students in the ability of university authorities to address academic issues effectively and the strike will contribute to a sense of frustration and disillusionment among students regarding the overall university experience. These findings were in line with Alagbu (2014) who observed that the ASUU strike hurts the quality of university graduates that the country produces.

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## Recommendations

1. The findings of this study should be made available to the Ministry of Education in order to review and know the damages strikes are causing to the educational sector if they persist in affecting both student and academic staff in the university system
2. The findings should serve as information to members of the university system in finding a lasting solution to strike in the country in order not to affect the student's dream and the choice of universities in immigrating to other countries.

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## Conclusion

The strike that happened in 2022 has been one of the longest strikes ASUU has ever done and this has affected the academic calendar of the educational system, mostly the university system, and has reduced the teaching and learning morale of both the academic staff and students. This observation tends to suggest poor quality of education in the country and can thus create a negative future effect on the productivity of students and research in the country if a positive solution is not done to stop strikes in the country. This study, therefore, was carried out to find out the impact of the 2022 ASUU strike on academic staff productivity and students' choice of admission to universities in south East. It was found that the 2022 ASUU strike impacted academic staff productivity in universities in the South East and the ASUU strike has influenced students' decisions on university admission in the South East, considering factors such as delayed academic calendars and perceived educational quality. Lastly, the perspectives of academic staff and students in the long term have consequences. This paper, therefore, concluded that the Nigeria government and Ministry of Education should review and ascertain the damages strikes have caused to the educational sector for both student and academic staff in the university system

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