

Academic Staff Union of Universities (ASUU) - Federal Government of Nigeria (FGN) Trade disputes and the advancement of University Education in South-South, Nigeria

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doi: <https://doi.org/10.37745/gjplr.2013/vol12n123341>

Published January 23 2024

Citation: Nein G. and Oyinniebi P. (2024) Academic Staff Union of Universities (ASUU) - Federal Government of Nigeria (FGN) Trade disputes and the advancement of University Education in South-South, Nigeria, Global Journal of Politics and Law Research, Vol.12, No.1, pp.23-41

ABSTRACT: *The study examines ASUU-Federal Government trade disputes and the advancement of university education in Nigeria, a study of Universities in South South Nigeria; University of Port Harcourt, Delta state university and Niger Delta University, 2010-2022. Universities Nigeria has at various times experienced disruption in their academic calendar due to industrial disputes between FGN-ASUU, state government-ASUU or university management. But the goals of tertiary education are fundamental to the building of a productive society, through the ground work for excellence expertise, research and release technological breakthrough, but universities education have suffered setbacks from strikes, leading to loss of man hours in teaching and learning. Scholars have contended that trade disputes have tremendously affected the fabrics of the university system and the productivity of the Nigerian economy. Others have argued that trade unions have become veritable tools and important agents of quality education and socio-economic transformation. It is based on this that the study investigates ASUU/FGN disputes in Universities. The study is be guided by three main objectives. First to identify the causes of the protracted trade disputes between FGN-ASUU, secondly, to evaluate the positive effects of disputes on the advancement on infrastructural development and the third to examine the effect on quality education. To achieve the objectives, the study employs the Hegelian Dialectics theory as its explaining framework for analysis. Data from primary sources generated from questionnaires and was complemented with focus group discussion for this study. The responses from the field work through questionnaire are presented in simple frequency distribution, tables and the quantitative data are analyzed using SPSS statistical tool. The findings show and ascertain that industrial disputes between FGN-ASUU is a blessing in Nigeria Universities' as result of establishment of TETFund and the massive infrastructural advancement and others for qualitative education. The recommend among others government must budgetary allocation to 26% bench mark and abide by the agreements signed with ASUU*

KEYWORDS: academic staff, industrial dispute, Craig's theory, trade dispute, university advancement, federal government, trade union

INTRODUCTION

The Academic Staff Union of Universities (ASUU) traces its roots to the Nigerian Association of University Teachers (NAUT), formed in 1965 when there were five universities in Nigeria. These universities included the University of Nigeria (established in 1960), University of Ibadan (founded in 1962, with its roots in the University College, Ibadan, established in 1948 as a College of the University of London), Ahmadu Bello University (Zaria), University of Ife, and University of Lagos (all founded in 1962). The NAUT, in its inception, was not considered a radical organization. It viewed itself as a vehicle for safeguarding and advancing the welfare of its members, with no specific trade union methods such as service withdrawal or work-to-rule. It lacked a political orientation, took no positions on, and did not participate in political struggles within the country. Notably, NAUT made no demands on funding, natural development, or addressing injustices to workers and students or the broader challenges facing Nigeria (ASUU, 2017; Nein, 2023).

The initial orientation of the Nigerian Association of University Teachers (NAUT) proved insufficient to address the evolving needs of academic workers, leading to dissatisfaction with their material conditions. In 1978, NAUT underwent a transformation and became the Academic Staff Union of Universities (ASUU). The new objective of ASUU extended beyond pursuing just and proper conditions of service to include the protection and advancement of the socio-economic and cultural interests of the nation. Additionally, ASUU aimed to encourage the active participation of its members in the affairs of the university system and the country, signifying a significant stride in its development (ASUU, 2017). The relationship between ASUU and the federal government of Nigeria (FGN) has been marked by discomfort and mutual distrust. This study seeks to analyze the intricate dynamics of this strained relationship and its impact on university education in Nigeria (Anikpo, Ed. 2011).

At a broader societal level, there exists a paradoxical ambivalence in the attitude of some segments of Nigerian society towards university lecturers. While lecturers are highly revered as epitomes of intellectual success, they are often despised as embodiments of financial failure (Anikpo, 2011). Ogunlade, Ekundayo, and Emodan (2015) describe academic communities as encompassing both teaching and non-teaching staff, administrators, and students, highlighting the crucial role played by tertiary institutions as apparatuses of social engineering. These institutions contribute significantly to societal advancement and the diffusion of consciousness for the maintenance and adaptive structure of society (Poten & Glasman, 1977; Uko & Nnagi, 2015; Oyewum & Oyewunmi, 2017). Given this context, the goals of university education are essential for building a productive society. University education plays a critical role in producing higher-level skilled and competent manpower crucial for national development, especially in the context of globalization and the shift towards knowledge-based economies (Akinyemi & Bassey, 2012, p. 86).

The university system in Nigeria, despite being the foundation for excellence, expertise, and research, has been plagued by numerous industrial disputes, both localized within universities and national in scope (Nein, Ossai & Timinepere, 2018). These conflicts, often involving

unions such as ASUU, have challenged the system's lofty goals and objectives, particularly in the face of non-implementation of agreements and wage increases by the government since 1980. The Nigeria university education system is characterized by various unions safeguarding the diverse interests of their members. The persistent industrial disputes have significantly impacted the Nigerian educational system and the overall productivity of the economy. This study focuses on ASUU in federal and state universities in Bayelsa, Delta, and Rivers states, situated in the south-south region of Nigeria.

ASUU, over time, has emerged as a vital force for quality education and socio-economic transformation (Marcus, Kabiru, Solomon & Akhimen, 2017). While some studies highlight the positive impact of ASUU on workers' productivity, pro-governmental viewpoints argue that the union, particularly due to its strikes, is detrimental to the quality of university education (Odey & Sambe, 2018). In light of this ongoing debate, the study aims to investigate the impact of trade unionism, specifically ASUU-Federal Government disputes, on productivity and educational development in Uniport, Rivers State University, Delta State University, Abraka, and the Niger Delta University. The key focus areas for assessment will include academic performance, infrastructural development, and the overall quality of education. This study endeavors to fill the existing gap by examining whether trade unionism and disputes between FGN and ASUU are a curse or a blessing. The study aims to evaluate the impact of ASUU as a trade union on academic performance, infrastructural development, and the quality of education in Nigerian tertiary institutions.

Statement of the Problem

For more than three decades, 1990 to date, ASUU-federal Government of Nigeria (FGN) have been engaged in prolonged industrial conflict over several issues of importance to the union especially, poor wages and conditions of services, under funding, infrastructural deficit, lack of autonomy and academic freedom. These issues accordingly to the union, are inhibiting the quality of teaching, research, scholarship and innovation (Severus, 2015). Universities in Nigeria, have at various times experienced disruption in their academic calendar, due to industrial disputes between federal Government – ASUU, state government – ASUU or University Management- ASUU, this is as a result of conflict arising from the desire of ASUU to have quality education for public universities and welfare of its members. These conflicts are at times between labour Unions in the Universities and government on one hand, or the Union and Universities management on the other. These conflicts have taken a great toll on the effective administration of the universities in terms of loss of main-hours, both on the side of administration, teaching and learning, which have been wasted as a result of these disputes.

The disputes include the unduly politicized negotiation relating to university autonomy and academic freedom, differential salary structures between academic and non-academic staff, university funding, student union government, and the monetization policy, the re-negotiation of the 2009 agreement and the most recently (i.e. 2019), the enrolment into Integrated Personnel and Payroll Information System (hereinafter IPPIS) etc. However, the inconsistencies and contradictions inherent in the implementation of the policies have made it possible for trade unions to be relevant. ASUU emerged not only as veritable interest groups

for harmonious industrial relation, but also legal device to ensure equity, justice, and fairness checks and balances, as well as enhance productivity.

Alternatively, the debate is that, as a result of (ASUU/FGN disputes in Universities, there is constant disruption of effective teaching and learning. This has seemingly affected turnout of quality of graduates from universities due to interference on academic calendar of tertiary institutions in Nigeria, Rivers, Delta and Bayelsa State in the South South Nigeria. The Universities has suffered setbacks from strikes, leading to loss of man-hours in teaching and learning in academic calendar due to ASUU-FGN disputes, as a result, programmes often extends to five or six years as the case may be, following the shutdown of Universities (Bade kale, Ngige & Hamm Ajoda, 2016). This study seeks to interrogate impact of ASUU-FGN on university advancement in selected universities in the South-south.

Objectives of the Study

The broad objective of the study is to interrogate the ASUU/FGN industrial disputes and the advancement of universities education in the south-south, Nigeria. The specific objectives are:

1. To identify the causes of the frequent trade disputes between the Federal Government of Nigeria and ASUU.
2. To determine the effect of ASUU-FGN trade dispute on the advancement of universities.
3. To examine the effect of the FGN/ASUU disputes on quality universities education in South-south, Nigeria.

Research Questions

The study is set to answer the following questions:

1. What are the immediate and remote causes of the frequent industrial disputes between FGN/ASUU?
2. What are the implications of FGN/ASUU dispute on the quality University education in Nigeria?
3. Is there a relationship between FGN/ASUU dispute on infrastructure and quality education in south south Nigeria?

Hypotheses

1. There is no relationship between the FGN/ASUU disputes and the advancement of universities in South-south, Nigeria.
2. There is no relationship between FGN/ASUU dispute on quality of education in Nigeria South South.

Literature Review:

Between 1992- 2021 there has been a frequent industrial dispute between ASUU and Federal Government which has impacted negatively on university education in Nigeria.

Table 1; Disputes between Federal Government-ASUU from 1992-2020

Publication of the European Centre for Research Training and Development -UK

S/N	Strike Year	Reasons for the Strike Action	Duration
1.	1992	ASUU demanded improved funding, academic freedom, autonomy and review of 2009 condition of service for the universities' academic staff.	9 months
2.	1993	Government disregarded of agreement with ASUU	4 months' strike 3 rd May to Sept., 1993
3.	1996	SSANU/ASUU over a special salary structure.	6 Months
4.	1999	May 25 th 1999: Negotiation on a slight increase in the University worker's salary.	5 months
5.	2000	ASUU strike to compel government to resume negotiation on basic salary, university funding and autonomy.	4 Months
6.	2001	Agreements with ASUU on increment of 22% salary increment/guaranteed autonomy/IMF loan/ASUU/strike over stalemate in the negotiation and 3 months' agreement signed on June, 30 2001.	3 Months
7.	2002	ASUU strike over perceived non-implementation of agreement.	2 months
8.	2003	Inadequate financing, non-implementation of agreements, wage inequality, professors' retirement age, and allowance non-implementation prompted all university unions to go on strike.	6 months
9.	2004	Unions in higher institutions in Nigeria went on strike over the non-implementation of agreement and lack of proper handling of the above issue.	6 Months
10.	2005	Failure of federal government to re-negotiate with ASUU and non-implementation of improve funding of the institution.	1 week
11.	2006	To compel the federal government to re-negotiate the 2001 collective agreements over non-implementation of collective bargaining.	3 Months
12.	2007	Agreement with the federal government.	1 week
13.	2008	More money for teachers at Ilorin University, who were fired in 2001 after a strike, and rehiring of those lecturers.	3 weeks warning strike
14.	2009	Anger at the need to pay lecturers an additional 140% of what they are already paid, as well as the raising of the retirement age for professors from 65 to 70 years old.	4 Months

Publication of the European Centre for Research Training and Development -UK

15.	2010	When federal government agreements on harmonised salaries, educational environments, and decaying infrastructures aren't put into practice.	5 months, 1 week
16.	2011	ASUU/Federal Government	3 months strike
17.	2012	ASUU/Federal Government	3 months strike
18.	2013	Funds to upgrade infrastructure at 61 public institutions (27 federal and 34 states) have accrued to the tune of ₦500 billion, while the non-payment of earned allowances has been estimated at N92 billion.	6 months indefinite strike
19.	2014	Release of funds accruing to N500 million (Florence, 2017).	6 months
20.	2017	Government failure to redeem the term of agreement signed in 2009; issue of earn academic allowance, the issue of university staff school. (Source: www.statisense.inforASUUstrikesererus(2018))	2 months, 2 weeks
21.	2019	2001 agreement which gave birth to 2009 agreement: funding for the revitalization of public universities	9 weeks
22.	2020	IPPIS controversy and salary stoppage (Punch, 12, 2019)	3 weeks March, 9 2020.

Source: NUC Bulletins (2001-2011); Esenwa (2003); Egbegi & Iheriohanma, 2018; Punch 2019, Vanguard, 2020; in Godknows, 2023

Igwe and Nnaboul (2009) present a contrasting viewpoint, disagreeing with scholars who argue that ASUU-FGN trade disputes in universities are a curse rather than a blessing. They assert that, based on experience, trade unions and the instrument of strikes have been a blessing to the transformation and improvement of the quality of education in Nigeria's tertiary institutions. In contrast, Adavbiele (2015) holds the view that trade disputes and frequent activities have negative implications for the implementation of technical education programs in Nigeria. He argues that the educational sector, especially universities, has been severely affected by strikes and trade disputes, causing disruptions and stress among stakeholders. Adavbiele highlights the significant setbacks these disputes create in the educational industry, with union leaders sometimes sustaining injuries or even losing their lives due to the prolonged nature of these disputes. These developments have had a detrimental impact on technical education programs in the country such as undermining technical education, skill development and knowledge that should have added positively to the economy (Adavbiele, 2015).

Moreover, disruptions caused by industrial disputes and strikes impact the institutions' calendars, affecting the smooth running of technical education programs in the country (Kazeem & Ige, 2010). Trade disputes between the government and ASUU can prompt adjustments to the academic calendar, further hindering the effective implementation of

technical education programs (Olakunle, 2011). Consequently, the skills acquired by technical education graduates are significantly affected by the continuous strike actions in Nigerian public universities (Edinyang & Obi, 2014). Trade disputes and industrial actions disrupt the normal process of skill acquisition in technical and other skills-based courses. These programs rely on a continuous and uninterrupted learning process to ensure the smooth transmission of skills. Incessant strike actions impede the skill acquisition process, leaving technical education students ill-prepared for the demands of the labor market.

Ojeifo (2014) underscores the adverse impact of disputes between ASUU and the Federal Government, emphasizing the distressing consequences on the quality of graduates from Nigerian universities. Prolonged disruptions lead to insufficient time for students to complete their degrees, and this irrecoverable loss of time particularly affects final-year students, especially in fields like law and medicine where additional training is necessary. This chain reaction results in a virtual halt in the academic progress of the nation's students. The negative outcomes extend to the reputation of Nigerian universities, as frequent interruptions and setbacks contribute to a negative perception. Financially, universities suffer revenue losses due to students refraining from paying fees during these tumultuous periods. Many institutions, heavily reliant on student fees for operational support, find it challenging to sustain and enhance their educational systems. Additionally, the emotional strain on students and staff, compelled to remain idle at home, may lead to involvement in anti-social activities, aligning with the notion that an idle mind is susceptible to negative influences (Ojeifo, 2014).

Despite the negative implications highlighted, Igwe and Nnabou (2009) acknowledged significant achievements resulting from trade disputes, particularly ASUU's struggle, which led to the establishment of the Education Tax Fund (ETF). Enacted through Decree No. 7 of 1993, this law mandated that 2 percent of the net profit of every registered company in Nigeria be set aside to enhance educational facilities, allocated on a ratio of 50:40:10 for tertiary, primary, and secondary levels. The ETF emerged in response to crises in the 1980s educational sector, stemming from ASUU's suggestion that companies benefiting from Nigerian tertiary institutions should contribute to funding.

Additionally, the argument for industrial dispute between ASUU-FGN was that the government could not afford to fund education on its own, therefore a public tax was recommended, and the Education Trust Fund was established as a result of this proposal (Abiele, 2016, pp.18-25). Following the guidelines established by the ETF:

1. Scholarships, and bursaries should be made available to help instructors stay on top of their game.
2. The second thing you can do is support the establishment of a national policy for the local production of resources and materials.
3. Encourage the establishment of libraries in educational institutions, particularly those located in rural regions.
4. Contribute to initiatives aimed at fostering a love of reading, and funding to enhance teacher-education programmes facilities at Polytechnics, schools of education, and universities.

5. Provide money to local government regions for the purchase and distribution of teaching/learning materials and the restoration of classrooms, lecture halls, and dormitories through service advisory boards and community leaders.

According to (2016), ETF has had a significant impact on scholarships, grants, support for the development of libraries, enhancement of reading culture, and improvement of teacher education programme facilities in all tertiary institutions in areas of acquisition and distribution of teaching/learning materials and classroom, lecture hall, and hostel renovation. When education trust funds first appeared, higher education was an unsightly place. Because of the severe lack of financing, all tertiary educational institutions, especially Nigerian universities, saw their learning infrastructure crumble. The Tertiary Education Trust Fund (TETFunds) was created in 2011 as a result of the necessity to broaden the scope of the original ETF.

ASUU's main role has been to persuade the government to give adequate funding and facilities. Although the university community has benefited, there has been tension between ASUU and the government as a result of the shift, since the union's problems with education, research, and community service are due to the lack of adequate facilities (Pemedede, 2007). Following ASUU's claim, institutions are less capable of maintaining standards at acceptable levels because of inadequate funding. As a result of budget constraints, professors and students no longer have access to the most up-to-date equipment and technology. Consequently, funding for experimental research has almost completely dried up (Pemedede, 2007 in Uzoh, 2017).

ASUU, the country's largest labour union, has played a critical role in Nigeria's pay and salary administration in recent years. This is especially true when it comes to academic personnel working in Nigerian institutions (Agburu, 2012 in Uzoh, 2017). The Nigerian government has realized that university academics constitute a critical mass of scholars in society, and this mass can alter Nigerian society. This awareness may be observed as a contemporary trend in university pay and salary management. This is why ASUU believes that academics need special treatment that will encourage them, like intellectuals in other countries, to improve the quality of their service delivery in teaching, research, and community involvement, therefore slowing the flow of "brain-drain" out of their country (Agburu, 2012; Uzoh, 2017).

Theoretical Framework

Craig's Model of Industrial Relation

Industrial relations model developed on John Dunlop Schema to move over Talcolt Parsons' Paradigm by Craig's model (Adams, 1983: Thomas, 2013: p.23.) Craig's model for industrial relations is based on David Easton's political life analysis and describes the industrial relations system as a complex of private and public activities that operate in an environment where the system is concerned with the distribution of rewards to employees and the conditions under which services are provided (Craig, 1975). Interactions between employees and their managers are referred to as workplace relations. Specifically, it's about the relationship between management and employees, particularly those who are members of unions. Workers, employers, the government, and the organizations and groups in charge of managing these relationships have a stake in the process as well.

With regards to labour relations, the Nigerian University System is controlled by the National Universities Commission (NUC). To keep Nigeria's university system on track and on time, government institutions such as the NUC are in charge (NUC, 2009). If the commission is to do its job effectively and efficiently, it needs an environment that encourages study, research, and community service. Unions in the university community represent both faculty and non-faculty members. The Nigerian labour movement in Universities made up of four unions: ASUU, the NAAT, the SSANU, and the NASU. Management and labour unions at the university must work together for the sake of the institution's aims to realign the system. Unions often engage in industrial confrontations with university authorities and state or federal governments over issues that might have been discussed and resolved amicably, which would be ideal.

When university industrial crises have erupted, the federal or state governments have had no choice but to choose a delegation to represent them in negotiations with university labour unions in order to restore long-term peace to the system. The National University Commission served as a regulatory body to facilitate seamless collective bargaining between the Federal Government and institutions. Numerous union members have gone on strike to demand for increased system funding and the failure of collective bargaining agreements to be implemented (Esenwa, 2003). When employed as a conversion mechanism to achieve union goals. Strikes have an influence on worker-oriented output of employee affect and system actors, and through the feedback loop, the strike's output can have a positive or negative impact on workers' responses to their union and employer. Consequently, strikes have an influence on employees and affect them according to the industrial relations system model (Craig, 1975: 244). Craig made significant improvements to the Dunlopian Framework on at least three fronts:

Beyond this, Nigeria's university system is shaped by external factors including the legal subsystem, which backed strikers' rights, and the political subsystem, which opposed strikers' rights by passing different Trade Union Acts (Worugji & Archibong 2009: 101; Thomas 2013: p.27) (Abu, 2007: p.36). Additionally, the general public has an impression of how Nigerian colleges are now faring (a social subsystem). The public attitude on serial labour strikes in Nigeria's social subsystem is inconsistent, as evidenced by scientific research (Library of Congress, 2008; Okoroma, 2008: p.3-24; Timilehin et al., 2010: p.156). Environmental factors have an influence on actor objectives, values, and power as well as on university system outputs. The Craig model implies that productivity has an impact on institutions' quality, just as it did for the IRS. It's possible that the players have varying opinions on the impact of labour unrest on the quality of higher education. A professor may view a labour strike as a right to work, regardless of the systemic harm it does, but students may interpret the impact of the action very differently (Okuwa& Campbell, 2011:275).

METHODOLOGY

The study is on Federal government (FGN)-ASUU trade dispute. Data was collected from primary and secondary sources; textbooks, journal articles, newspapers, etc. and questionnaire

was administered to academics, administrators and students of the various universities under study, using an analytic descriptive survey method. Population of the study is derived from academic staff, university management of UNIPORT, DELSU and NDU students comprising the study population. The research include 82,290 people from the three universities and this information is included in the table below, using 398 as sample size, employed Taro Yamane sample size determination formula.

RESULTS AND FINDINGS

Table 2; Population Breakdown

S/N	Categories	UNIPORT	NDU	DELSU	TOTAL
1.	Academic Staff	1525	812	950	3,287
2.	Students	35,923	7,160	36000	79083
TOTAL		37,448	7,892	36950	82,290

Source: Fieldwork on Research Design, 2023

Table 2 highlight the breakdown of the study population of both academic staff and students of selected universities across the South-south region such as UNIPORT, DELSU and NDU. The total population was 82,290.

Data Analysis

Table 3; Questionnaire distributed and returned

University	Gender	Distributed		Retrieved	
		Frequency	Percentage	Frequency	Percentage
UNIPORT	Female	91	65.0	87	65.4
	Male	49	35.0	46	34.6
	Total	140	100.0	133	100.0
NDU	Female	55	39.3	51	38.3
	Male	85	60.7	82	61.7
	Total	140	100.0	133	100.0
DELSU	Female	87	62.1	81	61.4
	Male	53	37.9	51	38.6
	Total	140	100.0	132	100.0
Grand Total		420		398	

Source: Author's Field work, 2023

Table 3, shows the distribution of questionnaire to the various universities. A total of 420 questionnaires were distributed and 398 were retrieved for analysis.

Table 4; Respondents Gender Distribution

University	Gender	Frequency	Percentage	Valid	Cumulative
				Percent	Percent
UNIPORT	Female	87	65.4	65.4	65.4
	Male	46	34.6	34.6	100.0
	Total	133	100.0	100.0	
NDU	Female	51	38.3	38.3	38.3
	Male	82	61.7	61.7	100.0
	Total	133	100.0	100.0	
DELSU	Female	81	61.4	61.4	61.4
	Male	51	38.6	38.6	100.0
	Total	132	100.0	100.0	
Grand Total		398			

Source: Author's Field work, 2023

In table 4, the data shows the gender distribution of the various universities used for the study. In UNIPORT, 87 females and 86 males responded. While 51 females and 82 males responded in NDU and in DELSU, there were 81 females and 51 male respondents. In all, there was a total of 398 respondents from the three selected universities in South-south Nigeria.

Table 5; Negotiations Between ASUU and FG enhanced Infrastructural Development

University		Frequency	Percentage	Valid	Cumulative
				Percent	Percent
UNIPORT	Strongly Agreed	83	62.4	62.4	62.4
	Agreed	27	20.3	20.3	82.7
	Disagreed	20	15.0	15.0	97.7
	Strongly Disagreed	3	2.3	2.3	100.0
	Total	133	100.0	100.0	
NDU	Strongly Agreed	58	43.6	43.6	43.6
	Agreed	57	42.9	42.9	86.5
	Disagreed	13	9.8	9.8	96.2
	Strongly Disagreed	5	3.8	3.8	100.0
	Total	133	100.0	100.0	
DELSU	Strongly Agreed	73	55.3	55.3	55.3
	Agreed	38	28.8	28.8	84.1
	Disagreed	15	11.4	11.4	95.5
	Strongly Disagreed	6	4.5	4.5	100.0
	Total	132	100.0	100.0	
Grand Total		398			

Source: Author's Field work, 2023

Table 5, analyzed whether the negotiation between ASUU-FGN has enhanced infrastructural development. The data points that in UNIPORT 83(62.4%) strongly agreed, 27(20.3%) agreed, while 20 (15.0%) disagreed and 3(2.3%) strongly disagreed. In NDU, 57 (42.9%) of the respondents noted that agreed and another 58 (43.6%) strongly agreed, however, 13(9.8%) disagreed and 5(3.8%) strongly disagreed. For DELSU, 73(55.3%) indicated that they strongly agreed and 38(28.8%) agreed, on the other hand, 15 (11.4%) disagreed and 6(4.5%) strongly disagreed. This implies that majority of the respondents agreed that ASUU-FGN trade has enhanced negotiation towards infrastructural development in Universities across the three selected universities.

Table 6; ASUU Strikes and the Attention of FG to Provide Infrastructure

University		Frequency	Percentage	Valid Percent	Cumulative Percent
UNIPORT	Strongly Agreed	73	54.9	54.9	54.9
	Agreed	43	32.3	32.3	87.2
	Disagreed	7	5.3	5.3	92.5
	Strongly Disagreed	10	7.5	7.5	100.0
	Total	133	100.0	100.0	
NDU	Strongly Agreed	60	45.1	45.1	45.1
	Agreed	47	35.3	35.3	80.5
	Disagreed	12	9.0	9.0	89.5
	Strongly Disagreed	14	10.5	10.5	100.0
	Total	133	100.0	100.0	
DELSU	Strongly Agreed	68	51.5	51.5	51.5
	Agreed	45	34.1	34.1	85.6
	Disagreed	11	8.3	8.3	93.9
	Strongly Disagreed	8	6.1	6.1	100.0
	Total	132	100.0	100.0	
Grand Total		398			

Source: Author's Field work, 2023

Table 6 shows that ASUU strikes has attracted Federal Government of Nigeria in providing infrastructure for teaching and learning. The data indicates that in UNIPORT, 73 (54.9%) strongly agreed and 43(32.3%), on the other hand, 7(5.3%) disagreed and 10(7.5%) strongly agreed. In NDU, 60(45.1%) strongly agreed, 47(35.3%) agreed while, 12(9.0%) disagreed and 14(10.5%) strongly disagreed. The results for DELSU, 68(51.5%) strongly agreed and 45 (34.1%) agreed, however, 11(8.3%) disagreed and 8 (6.1%) strongly disagreed. This implies that ASUU-FGN trade dispute has significantly led to FGN funding on infrastructure in universities in Nigeria.

Table 8; ASUU strike and timely graduation of students

					Valid	Cumulativ e
University			Frequenc y	Percentag e	Percent t	Percent
UNIPORT	Valid	Strongly Agreed	62	46.6	46.6	46.6
		Agreed	62	46.6	46.6	93.2
		Disagreed	6	4.5	4.5	97.7
		Strongly Disagreed	3	2.3	2.3	100.0
		Total	133	100.0	100.0	
NDU	Valid	Strongly Agreed	55	41.4	41.4	41.4
		Agreed	62	46.6	46.6	88.0
		Disagreed	9	6.8	6.8	94.7
		Strongly Disagreed	7	5.3	5.3	100.0
		Total	133	100.0	100.0	
DELSU	Valid	Strongly Agreed	59	44.7	44.7	44.7
		Agreed	54	40.9	40.9	85.6
		Disagreed	9	6.8	6.8	92.4
		Strongly Disagreed	10	7.6	7.6	100.0
		Total	132	100.0	100.0	
Grand Total			398			

Source: Author's Field work, 2023

Table 8 shows the effect of ASUU-FGN dispute on timely graduation of students. Data from UNIPORT shows that 62(46.6%) strongly agreed and 62(46.6%) agreed, while 6(4.5%) disagreed and 3(2.3%) strongly disagreed. In NDU, 55(41.4%) strongly agreed and 62(46.6%) agreed, on the other hand, 9(6.8%) disagreed and 7(5.3) strongly agreed. For DELSU, 59(44.7%) strongly agreed and 54(40.9%) agreed, on the contrary, 9(6.8%) disagreed and 10(7.6%) strongly disagreed. This shows that in all three (3) universities that ASUU-FGN disputes elongates students timely graduation in Nigeria.

Table 9; Effects of strike on Course Curriculum

University			Frequency	Percentage	Valid Percent	Cumulative Percent
UNIPORT	Valid	Strongly Agreed	27	20.3	20.3	20.3
		Agreed	85	63.9	63.9	84.2
		Disagreed	6	4.5	4.5	88.7
		Strongly Disagreed	15	11.3	11.3	100.0
		Total	133	100.0	100.0	
NDU	Valid	Strongly Agreed	36	27.1	27.1	27.1
		Agreed	82	61.7	61.7	88.7
		Disagreed	6	4.5	4.5	93.2
		Strongly Disagreed	9	6.8	6.8	100.0
		Total	133	100.0	100.0	
DELSU	Valid	Strongly Agreed	49	37.1	37.1	37.1
		Agreed	66	50.0	50.0	87.1
		Disagreed	7	5.3	5.3	92.4
		Strongly Disagreed	10	7.6	7.6	100.0
		Total	132	100.0	100.0	
Grand Total			398			

Source: Author's Field work, 2023

Table 9 above shows that strikes in these universities affect course curriculum as argued by some scholars in the literature review. The table above shows that in UNIPORT 27(20.3%) strongly agreed and 85(63.9%) agreed, however, 6(4.5%) disagreed and 15(11.3%) strongly disagreed. In NDU, the data shows that 36(27.1%) strongly agreed and 82(61.7%) agreed, while 6(4.6%) disagreed and 9(6.8%) strongly disagreed. Also, findings from DELSU reveals that 49(37.1%) strongly agreed and 66(50%) agreed as well as 7(5.3%) disagreed and 10(7.6%) disagreed. As such, the data concludes that strikes disrupt academic calendar across universities in Nigeria.

Table 10; Chi-square test on the relationship between Trade Union activities of ASUU and infrastructural development.

			Universities			
			UNIPOINT	NDU	DELSU	TOTAL
Negotiations between ASUU and FG contributes to infrastructural development	Strongly Disagreed	Observed	83.0	58.0	68.0	209.0
		Count				
		Expected	69.8	69.8	69.3	209.0
		Count				
	Disagreed	Observed	27.0	57.0	45.0	129.0
		Count				
		Expected	43.1	43.1	42.8	129.0
		Count				
	Agreed	Observed	3.0	13.0	11.0	27.0
		Count				
		Expected	9.0	9.0	9.0	27.0
		Count				
	Strongly Agreed	Observed	20.0	5.0	8.0	33.0
		Count				
		Expected	11.0	11.0	10.9	33.0
		Count				

Implications for research and practice

The relevance of the study on ASUU-FGN dispute and the advancement of university education is that the study will help to improve policy making and give to better quality education in Nigeria. It will further improve better industrial relations for effective teaching and learning.

CONCLUSION

The study concludes that ASUU-FGN disputes in universities, particularly in the south-south region of Nigeria, have elicited mixed sentiments among students, academic staff (lecturers), school managements, and the Nigerian society as a whole. One significant finding is the necessity for a coordinated relationship as a fundamental aspect of industrial disputes. The trade disputes, manifesting as lock-outs and strikes, have inflicted various damages on the educational system in Nigeria, leading to a decline in the quality of university education. However, the study highlights that ASUU-FGN disputes have contributed positively to infrastructural development across Nigerian universities. Furthermore, these disputes have played a role in enhancing the quality of teaching and learning, expanding university capacity, and increasing pay for academic staff. ASUU's activities have also positively impacted students' learning experiences, improved workers' conditions of service, upgraded laboratories, increased research outputs, facilitated project maintenance, and supported scholarships and

conference attendance for academic staff, showcasing the union's commitment to enhancing university education. The establishment of the Tertiary Education Trust Fund (TETFUND) by the Federal Government is attributed to the struggles of ASUU, bringing about positive transformations in the previously ailing and deteriorating condition of public universities in Nigeria.

Recommendations

1. The governments in Nigeria both Federal and State should as a matter of urgency quickly and always tackle ASUU's grievances instead of waiting for bureaucratic procedures that lead to conflict before intervention.
2. The government should increase budgetary allocation in line with the UNESCO's minimum benchmark of 26% for funding education at all levels since funding is the main problem of industrial dispute between ASUU-FGN in Nigeria.
3. Since strike is the only language that can compel the Nigerian government, ASUU should always insist on the government until the conditions of public are sustain in line with international standards.
4. Student unions must support in the struggle to revive the ailing public universities in Nigeria.
5. The university management should also utilize the benefits and funds accrue from ASUU struggle for transparent development. This will ensure that the efforts of ASUU will not be in vain due to mismanagement and corruption.
6. University management should devise means to create sources for internally generated sources of revenue (IGR) to support the needs of universities to reduce reliance on government alone.

Future Research

Further research is required in this study, is going beyond the scope of this study which is limited to selected universities in the south-south region of Nigeria. This is needed to generalize of the finding on this study that argues that the FGN-ASUU face-off/industrial dispute has actually lead to the advancement of university education in Nigeria.

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