
EFFECTS OF ASUU STRIKE ON THE PERFORMANCE OF UNIVERSITIES IN THE SOUTH EASTERN STATES OF NIGERIA – 2012 TO 2022

BY

EWA, IFEANYICHUKWU MADUKAIBE
DEPARTMENT OF PUBLIC ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES, ENUGU STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY (ESUT) ENUGU STATE, NIGERIA
EMAIL: EWAIIFEANYICHUKWU@YAHOO.COM

FREDRIC O. EZE, PHD
DEPARTMENT OF PUBLIC ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES, ENUGU STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY (ESUT) ENUGU STATE, NIGERIA
EMAIL: FREDEZE63@YMAIL.COM

ABSTRACT

This work centers on the effects of ASUU strikes on the performance of federal Universities in the South Eastern States of Nigeria from 2012 to 2022, which also served as the main objective of the study. Data used was obtained from secondary and primary sources. The study used a population of 5,103 and a sample size of 371 representing 7.27% of the population to analyze the data collected. Economic and political factors are identified as being responsible for ASUU strike and they include low wages, poor conditions of service, inadequate funding, rising student population and declining institutional autonomy. The study revealed that incessant strike actions have led to the disruption of academic calendars and interfered with the quality of learning and so impacted negatively on the students' performance in their various courses of study. Students are hurriedly graduated without adequate abilities to handle tasks as graduates. The study concludes that ASUU strikes have adversely impacted on the quality of graduates produced from the federal universities in the South Eastern States and generally affected the international ratings in the global ranking of universities. It is recommended that federal government should invest to improve infrastructure of Nigerian universities which will automatically improve the quality of graduates produced and make the universities visible globally and influence their international ratings.

KEYWORDS: ASUU, ASUU strike, performance of universities, ASUU (Academic Staff Union of Universities), Strike, Higher education, Universities, Performance, South Eastern Nigeria, Effects, Academic disruption, Educational outcomes.

1. INTRODUCTION

ASUU is a short form for Academic Staff Union of Universities. It is an offshoot of Nigerian Association of University Teachers (NAUT) founded in 1965. The emergence of ASUU in 1978 as an umbrella association of Nigerian university lecturers placed it as an arrowhead academic association that controls the highest level of education in the country. ASUU is affiliated with the Nigerian Labour Congress (NLC) whose objectives amongst others include the regulation of relations between academic staff and employees, encouragement of the participation of its members in the activities and general affairs of the universities and the nation protect and promote the advancement of socio-economic and cultural development and interest of the establishment. Education is the brain box of any prosperous nation while the university is the housing. A secured educational trainings and standards incubate a purposeful scientific, socio-economic, agricultural and political prosperity of a country. An unbridled, weak educational system would lead to a nation's collapse in all aspects of life.

Monogbe and Monogbe (2019) opined that "education is the panacea that liberates an individual from slavery while the university is the brain box of a nation". Since the establishment of ASUU in 1978, the union has been riddled with strike actions in a face-off between the union and the Federal Government over issues centered on improving both the living and working conditions of the university lecturers and the development of the institutions and enhancement of research in various areas of learning.

ASUU first strike was in 1998 when it protested against the extremities of the regime of Ibrahim Babangida which led to the banning of the group on August 7, 1998. ASUU strike in Nigeria have been so repeated over the years that they have come to be recognized as a yearly event, a time when activities are stalled and public universities go on forced break (Deborah, 2022). As the Federal Government continues to object to the demands of ASUU to provide comfort and granting university development with reputable standards, the students who are the products of the institution, parents and lecturers, bear the brunt.

Statement of the Problem.

Over the years especially since the establishment of Academic Staff Union of Universities (ASUU), Nigerian universities and other tertiary institutions have been riddled with strike actions to a point that it has become a common phenomenon. In some quarters, strike actions have become a yearly 'festival' and most students and parents try to estimate the expected years to lose as a result of strike when figuring out the year of graduation of their children and yet, their calculation fail them as a result of these unpredictable rare devil (ASUU strike) in the education sector. As a result, some courses slated for four, five, six or seven years respectively have students kept back in school for additional unpredictable years. Some students leave the public universities and switch over to private universities while others whose parents or guardians can afford the fees are forced to seek admission in nearby countries to continue with their studies. There is no doubt therefore, that ASUU strikes have implications on the university education. The normal academic calendars have been variously distorted and learning squeezed with pressure on the students by the school authorities to be able to meet up with other private and state universities when strikes are called off. This trend affects the students learning processes and performances in the examinations. It does not only affect the quality of graduates produced by the universities but also affect the international ratings of the Nigerian universities.

Objectives of the Study.

The general objective of this study is to find out the effect of ASUU strikes on the performance of federal universities in South Eastern States of Nigeria with the following specific objectives:

1. Examine the effects of ASUU strike on the quality of graduates produced by federal universities in the South Eastern states of Nigeria.
2. Examine the effects of ASUU strike on the international ratings of federal universities in the South Eastern States of Nigeria.

Research Questions.

This research work is guided by the following questions.

1. What is the effect of ASUU strike on the quality of graduates produced by federal universities in the South Eastern States of Nigeria?
2. What is the effect of ASUU strike on the international rating of federal universities in the South Eastern States of Nigeria?

Statement of Hypotheses

The study is guided by the following null hypotheses.

1. ASUU strike has adversely affected the quality of graduates produced by federal universities in South Eastern states of Nigeria.
2. ASUU strike has negatively affected the international ratings of federal universities in the South Eastern States of Nigeria.

Scope of the Study

This study is focused on effects of ASUU strikes on the performance of selected federal universities in the South Eastern States of Nigeria from the year 2012 to 2022. This study examines the causes of ASUU strike actions; its effects on the quality of graduates produced by the universities and the international ratings of these universities globally.

Significance of the Study

This study exposed the ills caused by ASUU strike to human capacity development and will assist policy makers in decision making processes that will bring back the pride of Nigerian universities. The findings contained in this study would be a trajectory to the amelioration of ASUU incessant strikes actions in Nigeria and provide a boost to the recovery of quality of education in Nigeria.

Limitations of the Study

This study suffered some setbacks during the exercise because it was carried out while ASUU strike was on in federal universities in Nigeria. However, the researcher was able to visit the selected schools on union meeting days and was able to interact with the key players in the research which are the lecturers.

2. REVIEW OF RELATED LITERATURE

2.1 Conceptual Review

Strike

Strike is defined as work stoppage, caused by the mass refusal of employees to work. It takes place in response to employee's grievances. Strike action can also be defined as industrial action by a dispute between Trade Union members and employers. It is simply put as a 'refusal to engage in a productive activity until the dispute is resolved'. Following the definitions above, it is imminent to note that strike involves two parties disagreeing over issues of benefits from one party requiring the other party to comply; failure of which result to impasse. However, strike could be classified into types, each relating to the purpose "it can be said that strike is a deliberate or decision taken by a group of individuals with the same interest towards their employers to stop working for several reasons. It is withholding normal work activities by individuals due to the inability of such workers to reach a consensus with their employers".

Causes of strike

Sule (2018) opined that "strike does not occur in a vacuum. In Nigeria, causes of strike actions range from demand for better condition of service, dissatisfaction with government agreement, wrongful discharge or dismissal of workmen, hours of work and rest intervals, dispute connected with minimum wages, political views on conflicts between the working class and employees; and to an improved working environment. There are several causes of strike actions in Nigeria and the most frequent of them is poor and inconsistent payment of salaries. It is on record that most strike actions embarked upon by teachers in the primary schools especially have always been as a result of non-payment of salaries. Some of the times lecturers embark on strike, it has always been as a result of short payment of salaries and or denial of allowances due to the lecturers in their various universities. The under payment of university staff vis-à-vis their counterparts in other economic sectors and the discriminatory salary structures between the Academic Staff Union and the Non-Academic Staff Union of Universities (NASU) have been a major cause of their dissatisfaction. Another cause of strike action is unfair treatment and poor condition of service. At any point in an employee's life that he begins to feel that his inputs to his organization is not adequately compensated in terms of remuneration and conditions of work, safety and environmental convenience, agitations will begin in order to correct such perception. Most of the times these conclusions are reached when comparisons are drawn from rival operations in other establishments. A typical example is the health workers who are paid extra for hazards but such considerations are completely not obtainable in the educational sector, though there are other related hazards in their jobs equally.

Ogboette and Eke (2017) did a study on the causes, effects and management of ASUU strikes in Nigeria from 2003 – 2013. The objective of the study was to examine the major causes and effect of ASUU strike in Nigeria. The researcher adopted the Advocacy method. The study emphasized that the industrial conflict between ASUU and the federal government can be understood as having the features of a class dispute and that it entails both economic and political factors. However, besides domestic factors, that directly affect the disputes (e.g. low wages and conditions of service, poor and erratic funding, rising student's population and weak institutional autonomy), external factors particularly that affect Nigeria's macroeconomic policies contribute to the intensity of the disputes.

Oladipupo, (2022) opines that “the infrastructural facilities in most of our public universities are generally poor, the power supply is erratic, research work is difficult and in most cases, water is not readily available and at times one gets frustrated”. It is however, suggested that government’s sincerity in keeping with collective agreement and fulfilling the under listed needs of the university education sector will go a long way to solving the incessant ASUU strike actions in Nigeria.

- Improve the budgetary allocation for education; possibly implementing the 26% increment recommended by UNESCO
- Improve the salary structure of lecturers to reflect that of their counterparts in the other sectors of the economy.
- Transparently implement previous agreements reached with ASUU and their negotiating body.
- Providing enabling learning environment for students through radical and holistic infrastructural development (e.g. students hostels, laboratories and lab equipment, conducive lecture halls, libraries and books, staff offices, ICT etc. (Ushie, 2019).

Table 1. ASUU STRIKE FROM 2008 TO 2022

S/ N	YEAR	PERIODS OF STRIKE
1	2008	1 week
2	2009	4 months
3	2010	5 months
4	2011	59 days
5	2013	5 months
6	2017	1 month
7	2018	3 months
8	2020	9 months
9	2021	11 months
10	2022	7 months
TOTAL		48 months

Source: Authors compilation (September, 2022)

Agbakwuru, (2015) suggests that the Nigerian Labour Law and Trade Dispute Act be reviewed to ensure that they are in tandem with the current trends and global best practices.

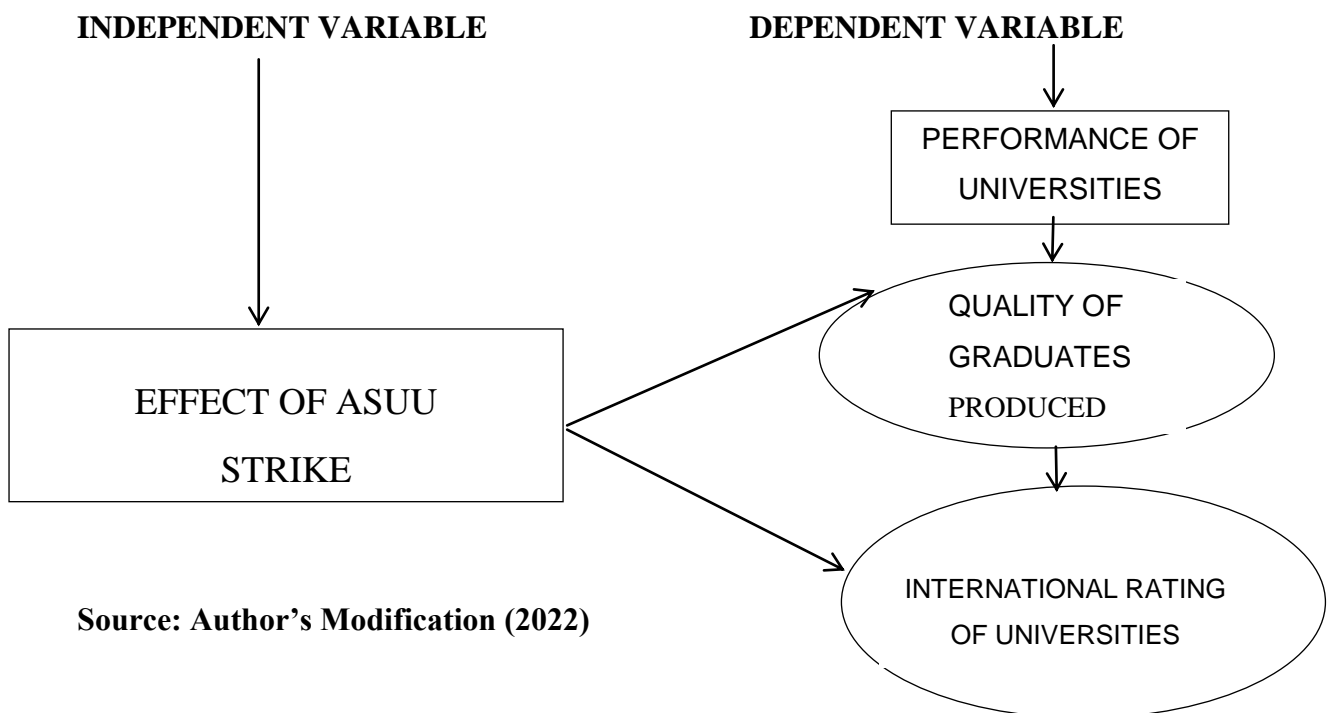
Performance

Studies insist that there is no standardized or uniform definition of performance rather; it is a multidimensional concept (Ghalem, Okar, Chroqui and Alami, 2016). In that line, Samsonowa (2012) in Ghalem et al (2016) singled out two dimensions of performance: effectiveness and efficiency. Effectiveness as an indicator of the degree of a goal attainment, and efficiency as an indicator of the resources that were consumed to reach the level of achievement. Samsonowa (2012) describes performance in that regard as the level/degree of goal achievement of an organization/department, with the minimum resources consumed to reach the goal. Elena-Iuliana and Maria (2016) postulate that performance is synonymous with organizations and is confounded with notions such as: productivity, efficiency, effectiveness, economy, earning capacity, profitability, competitiveness, etc. Performance in that perspective is measured by the output of employees resulting from both training and development (Aduma, 2017). Performance therefore leads to success, competitiveness action,

effort, progress (Pintea & Achim, 2013). The authors maintain that once there is a concerted effort aimed at achieving or even overcoming the established goals, then performance is assured. Pintea and Achim (2013) summed up the concept of performance by alluding three ideas to it:

- In all organizations, performance concerns the organization aim.
- Performance should also reflect achievements in relation to resources used by the organization.
- Performance must be taken into account in the environment in which the organization operates.

Fig. 2. 1. Conceptual Framework



Source: Author’s Modification (2022)

2.2. THEORETICAL FRAMEWORK

This work is hinged on Equity Theory that is associated with Adams Stancey. Equity theory focuses on determining whether the distribution of resources is fair to both parties. It is measured by comparing the ratio of contributions and the benefits accruing. Employees who identify a situation of inequality between them and their peers will feel de-motivated and utterly distressed. It is important therefore, to note that equity theory illustrates balance between how employees feel about their work and how they should work as a result of their corresponding rewards.

Aduma and Njoku (2022) in their opinion on ASUU strike stated that “the relevance of equity theory to this study was to inform government of the need to show fairness, equity and justice in the distribution of resources to the universities and ASUU members”.

2.3 EMPIRICAL REVIEW

2.3.1 Effects of ASUU strike on the quality of graduates produced by the Universities.

Egwu (2018) in her work investigated the effects of strike action on Qualitative Education in Tertiary Institutions using survey design. The work used 200 participants from four tertiary institutions in the South Eastern States with structured questionnaires as instruments for data

collection. Findings induces that, strike actions destabilize the school programmes and its operations which lead to production of half-baked university graduates, strike actions decrease research and innovation in tertiary institutions and also lead to low staff outputs.

Adamu (2015) examined the Impact Appraisal of ASUU strike on quality of education in Nigeria. The study had five objectives and five null hypotheses using Descriptive Survey Design for the study. He targeted 450 students in Federal Universities in Nigeria. The result revealed that, ASUU strike has negative effect on the quality of university graduates that the country produces. In view of this it was recommended among others that government should develop actions that will help to check incessant industrial action in Nigerian educational sector.

Aduma and Njoku (2022) carried out a study on effect of Academic Staff Union of Universities (ASUU) strike on performance of universities in South Eastern States of Nigeria. The specific objective was to ascertain the effect of ASUU strike on the university global visibility in South East, Nigeria Survey Design was adopted with a population of 86, 580 comprising of staff and graduates of the universities. Using a sample of 398 academic staff and graduates of the universities, it was revealed that ASUU strike caused low graduate employability and poor university global visibility. The study concluded that ASUU strike has negatively affected performance of universities in South Eastern States of Nigeria.

Chukwudi and Idowu (2021) researched on ASUU strike and the Nigerian governments: Implications on students and society in a changing world. The study admitted that strikes are frequent in Nigeria universities because of impasses between ASUU and the governments. Using content analysis, the study found out that society's development agenda is threatened because of poor quality of graduates produced from the Ivory Tower.

Idowu, Oshinyadi & Fatima (2018) did a work on the positive and negative sides of incessant ASUU strikes in Nigeria: An exploratory study based on academic staff perceptions. The study adopted a qualitative research design of narrative type and discovered that the most negative outcomes of incessant ASUU strikes was program disruption in terms of disruptive academic calendar, loss of productive time, and over-extension of study programmes. Disruption of academic calendar gives rise to poor quality of educational programmes as a result of rush to beat the wasted time on strike.

Ige (2013) studied effects of Labour strikes on the quality of university education in Nigeria. The study employed descriptive statistics and analysis of variance in its analysis and discovered that labour strikes decreased collaborative/trans-disciplinary research in Nigerian universities.

2.3.2 Effects of ASUU strike on the International Rating of Universities.

Aiyedun, Olatunde-Aiyegun and Ogunode (2021) carried out a review of some factors that hinders the progress and performance of Nigerian universities in the global Ranking of the World's universities. Over ten factors were reviewed and about nine factors were also highlighted, making a total of twenty factors reviewed in the study. It was found that educational pursuit in Nigeria has become something of a necessity which put pressure on the higher education system hence this problem faced in Nigerian universities. Based on the challenges, it was recommended among others that the Nigerian University Commission (NUC), Ministry of Education and other governing bodies of the education system in Nigeria need to take cognizance, factors hindering the progress of Nigerian universities in global ranking. Some of these factors includes:- Examination malpractices, Plagiarism and Cheating, Poor Operating Environment, Obsolete Educational System, Poor Quality

Elementary and Secondary Education, Strike Actions, Dilapidated Structures and Equipment, Insecurity, Inadequate Infrastructure etc.

Isaac and Imade (2020) carried out a research work on Poor Webometrics Ranking of Nigerian Higher Institutions: Causes, Implications and Solutions. The major objective of this study was to identify the causes of poor webometrics ranking of Nigerian higher institutions with a view to recommending possible solutions to improving performance in subsequent rankings. The specific objective was to identify factors for poor ranking. It was found that at the institutional level, many Nigerian institutions have not put in place necessary infrastructure to encourage robust web practices. Also, many institutions in Nigeria do not have existing web policy and where they exist; little is done to enforce them. All these factors fall within the ambit of the struggle by ASUU to better the research and infrastructural development of Nigerian universities. It is recommended that webometrics ranking requires a synergy between the institution and the staff members which begins with positive attitude to embrace change for the provision of a strong ICT infrastructure (hardware, software, peopleware, internet bandwidth) by management and effective utilization of web services by staff.

2.4 Gap in Empirical Review

There have been various literatures on academic union's strikes in universities in Nigeria. Many of these literatures were on the causes, effect and impact of the strike actions on Nigerian universities. However, this study focused on the effect of the strike actions specifically on South Eastern federal universities. That is the gap this study filled.

METHODOLOGY

3.1 Research Design

This study adopted the Descriptive Survey Method because the study was intended to find out the effects of ASUU strike on the performance of universities in South Eastern States of Nigeria (2012-2022).

3.2 Area of Study

This research was carried out in four South Eastern States federal universities involved in the ASUU strike in Nigeria. These include: - Federal University of Technology (FUTO), Owerri, Imo State, Nnamdi Azikiwe University (NAU), Awka, Anambra State, University of Nigeria, Nsukka, (UNN), Enugu State and Michael Okpara University of Agriculture, (MOUA) Umudike, Abia State. The total population of academic staff of these four universities is estimated presently at 5,103 having 3,329 males and 1,774 females.

3.3 Sources of Data

Primary Sources: include data generated from academic staff (lecturers) of the above four federal universities, personal interviews and structured questionnaires were administered to the respondents (Appendix 1).

Secondary Sources: Literature was reviewed from secondary sources, which include the use of electronic and non-electronic materials in the library; it also involved the use of journals, conference articles, internet publications as well as books and related materials.

3.4 Population of the Study

The population of the study derived from the four federal universities in the South Eastern States was 5,103 consisting male and female lecturers.

Table 3.1 Population Distribution of Male and Female Academic Staff of Selected Federal Universities under Review

S/N	NAME OF UNIVERSITY	NUMBER OF MALE ACADEMIC LECTURERS	NUMBER OF FEMALE ACADEMIC LECTURERS	TOTAL
1	Federal University of Technology (FUTO), Owerri, Imo State	612	200	812
2	Nnamdi Azikiwe University(NAU), Awka, Anambra State	729	491	1,321
3	University of Nigeria, Nsukka, (UNN) Enugu State	1,436	638	2,074
4	Michael Okpara University of Agriculture, Umudike, (MOUAAU) Umudike, Abia State	552	445	997
	TOTAL	3,329	1,774	5,103

Source: Researcher’s compilation, 2022

3.5 Determination of Sample Size

A sample size of 371 representing 7.27% of the population was used adopting the popular Taro Yamane formula.

$$\text{Formula: } n = \frac{N}{1 + N(e)^2}$$

Where N = Population of the Study
 e = Tolerable Error
 1 = Theoretical Constant
 n = Desired Sample Size

Formula interpretation to get the required sample size:

$$n = \frac{5,103}{1 + 5,103 (0.05)^2}$$

$$n = \frac{5,103}{13.7575}$$

$$n = \mathbf{371 \text{ (Sample Size)}}$$

This is approximately 7.27% of the total population.

3.6 Sampling Technique

Proportionate stratified sampling technique was used. Male and Female University Academic Staff were randomly selected in such a way that the relative contribution of the various universities’ samples were the same.

Table 3.1 Proportionate Stratified Random Sampling Table of Selected federal universities in the South Eastern States of Nigeria

S/N	NAME OF UNIVERSITY	NUMBER OF MALE ACADEMIC LECTURERS	SAMPLE BASED ON 7.27%	NUMBER OF FEMALE ACADEMIC LECTURERS	SAMPLE BASED ON 7.27%
1	Federal University of Technology (FUTO), Owerri, Imo State	612	45	200	15
2	Nnamdi Azikiwe University, (NAU) Awka, Anambra State	729	53	491	36
3	University of Nigeria, Nsukka (UNN), Enugu State	1,436	104	638	46
4	Michael Okpara University of Agriculture, (MOUAU) Umudike, Abia State	552	40	445	32
	TOTAL	3,329	242	1,774	129

Source: Researcher's compilation (September, 2022)

The total sample for male university academic staff was 242 and that of female university academic staff 129 were used totaling 371 representing 7.27% of the total population.

3.7 Methods of Data Collection

The instrument used in collecting relevant information on the causes of ASUU strike, its effects on the quality of graduates produced and the international rating of universities through identified opinions and perception of male and female academic staff of these universities were basically personal interviews and structured questionnaire that were administered to the respondents.

3.8 Validity of the Instrument

The validity of the questionnaire was objectively and constructively criticized and adopted by experienced researchers.

3.9 Reliability of the Instrument

The reliability of the measuring instrument was determined through a test-retest method. Copies of the instrument (questionnaire) were administered to a randomly selected sample drawn from four selected federal universities from the South Eastern States – University of Nigeria, Nsukka, Nnamdi Azikiwe University, Awka, Federal University of Technology, Owerri and Michael Okpara University of Agriculture, Umudike.

3.10 Methods of Data Analysis

To facilitate the analysis of responses, ordinal values were assigned to responses categorized in the following order:

Strongly Agree -----4.5 – 5.0

Agree -----3.5 – 4.49

Undecided -----2.5 – 3.49

Disagree -----1.5 – 2.49

Strongly Disagree-----1.0 – 1.49

The Z - test statistics was used to test the hypothesis at 0.05 level of significance. The Z - test statistical tool was used to test the Male and Female Universities Academic Staff mean scores. These scores were generated from Male and Female Universities Academic Staff responses to the structured questionnaire. Z-test statistics was used because it is the technique that is specifically designed for comparing the means of two independent samples whose numbers are relatively large to determine the probability that the difference between the means is a real difference rather than a chance difference.

4. DATA PRESENTATION

4.1 Data Presentation

The total number or structured questionnaires distributed for this study was 371 (Three hundred and seventy-one), representing 7.27% of the population. 100% were returned. The 100% response was achieved because the researcher waited for each respondent each day and it formed a very significant number to affect the results expected in this study as indicated on table 4 below.

Table 4.1: Questionnaire Distribution and Return

S/N0	Categories of Staff	Number Distributed	Number Returned	Percentage
1.	Male University Academic Staff	242	242	100%
2.	Female University Academic Staff	129	129	100%
	TOTAL	371	371	100%

Source: Field data, 2022

4.2 Data Analysis

Research Question 1

What is the effect of ASUU strike on the quality of graduates produced by federal universities in the South Eastern States of Nigeria?

Here, the group's responses to items 1-5 were treated and used to proffer adequate solution to research question 1 as reflected in the table below:

Table 4.2: Male and Female University Academic Staff mean scores on the effects of ASUU strike on the quality of graduates produced by selected federal Universities in the South Eastern States of Nigeria.

S/N	ITEM	QUALITY OF GRADUATES			
		Male University Academic Staff		Female University Academic Staff	
		Mean	Dec	Mean	Dec
1	Strikes make graduates produced to be of low quality.	4.52	SA	4.10	SA
2	Strikes make universities produce unemployable graduates.	4.31	SA	4.0	SA
3	Disruption off academic activities affect practical training of technical students thereby producing quack technicians	3.20	U	4.51	SA
4	Strikes ensure that graduates produced in Nigeria cannot compete internationally.	4.10	A	4.72	SA
5	Strikes ensure production of graduates with low self-confidence.	3.49	A	3.50	A
		Grand Mean=4.12		Grand Mean=4.12	

Source: Field Data, 2022

Table 4 indicates that both the Male and Female University Academic Staff who reacted to items 1, 2, 3, 4 and 5, had all their mean score within the 3.5 – 4.49 range with their grand mean at 4.12 a strong confirmation that both the Male and Female University Academic staff on the causes of ASUU strike in South Eastern States of Nigerian Universities

Research Question 2

What is effect of ASUU strike on the International ratings of federal Universities in South Eastern States of Nigeria?

Table 4.3: Male and Female University Academic Staff mean scores on the effect of ASUU strikes on the International Rating of selected federal Universities in the South Eastern States of Nigeria.

S/N0	ITEM	EFFECTS OF ASUU STRIKE			
		Male University Academic Staff		Female University Academic Staff	
		Mean	Dec	Mean	Dec
6	No federal university in Nigeria is among the best one thousand in the world.	4.72	SA	4.75	SA
7	No federal university in Nigeria has received any merit award in the past five years.	3.80	A	3.91	A
8	No Nigerian academic is listed among the best researchers in the world.	2.93	U	4.88	SA
9	ASUU strikes ensure that research grants are withheld bringing about poor visibility of Nigerian universities.	2.85	U	4.90	SA
10	With strikes in the universities, lecturers cannot have the resources to publish their research findings that will bring about international visibility.	4.75	SA	4.61	SA
		Grand Mean=4.22		Grand Mean=4.61	

Source: Field Data, 2022

Table 4.3 indicates that both the Male University Academic staff mean scores on items 6, 7, 8, 9 and 10 is 4.22 which fall within 3.5-4.49 range of agree; it was evident that the Male University Academic staff merely agreed to the effects of ASUU strike in on the international ratings of universities in South Eastern States of Nigeria.

The Female University Academic staff responses on these same items following their scores, having 4.61 as their grand mean, it was reasonable that the female University Academic staff strongly agree on the effects of ASUU strike on the international ratings of federal universities in South Eastern States of Nigeria.

4.3 Test of Hypotheses

Hypothesis 1

There is no difference in the mean responses of male and female universities academic staff on the effect of ASUU strike on the quality of graduates produced by federal universities in the South Eastern States of Nigeria.

Table 4.4: Z-Test on opinions of male and female universities academic staff on the effects of ASUU strike on the quality of graduates produced by selected federal universities in the South Eastern States of Nigeria

RESPONDENT	N	X	SD	Z-CAL	Z- CRIT	P	DF	DECISION
Male universities academic staff	242	3.15	0.71	-9.17	1.96	0.05	369	HO Accepted
Female universities academic staff	129	3.70	0.45					

Source: Field Data, 2022

From table 4.4; since the calculated value of Z-ratio (-9.17) is less than the critical value of Z-ratio. (1.96) the stated null hypothesis is accepted. This means that male and female Universities Academic staff both agreed on the effect of ASUU strike on the quality of graduates produced by the federal universities in the South Eastern States of Nigeria.

Hypothesis 2

There is no difference in the mean responses of male and female universities academic staff on the effects of ASUU strike on the international rating of federal universities in the South Eastern States of Nigeria.

Table 4.5: Z-test on perceptions of male and female universities academic staff on the effects of ASUU strike on the International rating of selected federal Universities in the South Eastern States of Nigeria.

RESPONDENT	N	X	SD	Z-CAL	Z- CRIT	P	DF	DECISION
Male universities academic staff	242	4.00	0.71	-13.33	1.96	0.05	369	HO Accepted
Female universities academic staff	129	4.80	0.46					

Source: Field Data, 2022.

From table 4.5, since the calculated value of Z-ratio (-13.33) is less than the critical value of Z-ratio (1.96), the null hypothesis is accepted showing that the male and female universities academic staff agreed to effect of ASUU strike on the international rating of universities in the South Eastern States of Nigeria.

4.4 Discussion of Major Findings

Hypothesis 1 of the effect of ASUU strike on the quality of graduates produced by federal universities in the South Eastern States of Nigeria, the Male and Female academic staff both perceive it in the same way with grand mean of 4.12 and 4.20 respectively which fall within range of 3.5-4.49. The result agrees with the findings of Adamu, (2015) who stated that ASUU strike has negative effect on the quality of university graduates produced in Nigeria.

Hypothesis 2 was on the effect of ASUU strikes on the International ratings of federal universities in the South Eastern States of Nigeria. The study indicated that the Male and female University Academic staff both perceive it in the same way with grand mean of 4.22 and 4.61 respectively which fall within range of 3.5-4.49. The results agree with the findings of Isaac, et al (2020) that at the institutional level, many Nigerian institutions have not put in

place necessary infrastructure to encourage robust web practices. Also many institutions in Nigeria do not have existing web policy and where they exist, little is done to enforce them.

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

. The following findings were made:

- a) ASUU strikes produce unqualified and unemployable graduates.
- b) ASUU strikes bring about poor global visibility of federal universities in the South Eastern States of Nigeria

5.2 Conclusion

Male and female academic staff of federal universities in South Eastern part of Nigeria both agreed in their opinion that disruption of school academic calendars by ASUU strike actions affects learning processes, impacting negatively on the quality of education in Nigeria universities and as a result, produces unemployable graduates.

Inadequate infrastructure to standardize learning and research work in Nigerian universities is one of the hindering factors in the low ratings of federal universities in South East Nigeria.

5.3 Recommendations

In the light of the findings of the study the following recommendations were made:

- a) Students should not be rushed by the lecturers when strikes are called off in order to meet up with academic calendars of other private and state universities so as to maintain quality learning procedures and ensure quality graduates.
- b) Federal government should invest on improved ICT infrastructure as a veritable learning instrument through which the activities of universities are made known to the entire world.

5.4 Contribution to Knowledge

This study brought to the fore the effect of strikes on quality status of graduates of federal universities in South East Nigeria and the global visibility status of these universities

References

- Adamu, I. (2015) Impact Appraisal of Academic Staff Union of Universities (ASUU) Strike on Quality of University Education in Nigeria. *The Online Journal of Quality in Higher Education*
- Adavbiele, J. A. (2015), Implications of Incessant Strike Actions on the Implementation of Technical Education Programme in Nigeria. *Journal of Education and Practice Vol.6, No.8, 2015 134*, www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online).
- Aduma, A. T. and Njoku, A. C. (2022), Assessment of Effect of ASUU Strike on Performance of Universities in South Eastern States of Nigeria. *Advanced Journal of Management, Accounting and Finance*, 7. (7), 1-18
- Agbakwuru, K. N. (2015) Solution on Incessant Strike and non-implementation of Collective Bargaining Agreement: A Nigerian Perspective.

- Aiyeddun, E. A., Olatunde-Ayideun, T. G. and Ogunode, N. J. (2021) Factors Hindering The Progress of Nigerian Universities in the Global Ranking of Universities. *International Journal of Development and Public Policy*
- Chukwudi, E. C. and Idowu, S. S. (2021) ASUU Strike and the Nigerian Governments: Implications on Students and Society in a changing World. *South African Journal of Social Studies and Economics*, 12(4): 294 – 304
- Egwu, S. (2018) Effects of Strike Action on Qualitative Education in Tertiary Institutions. *World Applied Science Journal* 36 (9): 1038 – 1042
- Elena-IuLiana, I., & Maria, C. (2016) Organizational performance- A concept that self-seeks to find itself. *Annals of the Constantin Brancusi, University of TarguJiu, Economy Series*, Issue 4.
- Ghalem, A., Okar, C., Chroqui, R., & Alami, S.E. (2016) Performance: A concept to define, <https://www.researchgate.net/publication/316630175>
- Idowu, A.H., Oshinyadi, P. & Fatima, A. (2018) The positive and negative sides of incessant ASUU strikes in Nigeria: An exploratory study based on academic staff perceptions. *African journal of educational management*, 19(1), 41-51.
- Ige, T. (2013) Effects of Labor strikes on the quality of university education in Nigeria. Doctoral Dissertation Submitted to College of Social and Behavioural Sciences, Walden University.
- Isaac, E. A. and Imade, I. (2020) Poor Webometrics Ranking of Nigerian Higher Institutions: Causes, Implications and Solutions. *DigitalCommons@University of Nebraska – Lincoln. Library Philosophy and Practice (e-journal)*. 4200 <https://digitalcommons.unl.edu/libphiprac/4200>
- Odubela, M. (2012), *Collapse of Ogun State Educational Sector*. Ogun State:
- Ogboette, S. A. (2017) Causes, Effects and Management of ASUU Strikes in Nigeria, 2003 – 2013. *Journal of Research and Development*. 3 (3), www.researchgate.net/publication.
- Oladipupo, O. (2022), How to End ASUU’s Incessant Strikes. <https://www.sunonlinenews.com> (Accessed – 20/07/22)
- Osabuohiena, E. S. C. and Ogunrionola, I. O (nd), Causes and effects of Industrial Crisis in Nigeria. Some Empirical Clarifications [Online] Covenant University Repository: Nigeria. Retrieved from: <https://eprints.covenantuniversity.edu/ng/id/eprint/4400>
- Osuorji, D. (2014) The Effects of Incessant Strike on Academic Performance of Business Education students in ABU, Zaria. *Association of Business Education of Nigeria*.
- Pintea, M.O., & Achim, M.V. (2013) Performance-An evolving concept. 6239858(1).pdf.
- Sule, E. C. (2018) Effects of Strike Actions on Nigeria Educational System. <https://ilmijournal.fcekatsina.edu.ng/wp-content/uploads.007> – 9

Ushie, J., (2019), How to End ASUU Perennial Strikes. <https://thisdayline.com>
(Accessed- 20/07/22)