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Investigating the Influence of Academic Staff Union of University (ASUU) Strike on Students Academic Achievements in Some Selected North East Nigerian Universities

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Abstract

This research dives into the repercussions of strikes coordinated by the Academic Staff Union of Universities (ASUU) on the academic performance of students in Nigerian universities, concentrating primarily on some selected state in the North-Eastern area. Employing an elaborate survey instrument, data were gathered from 1,238 participants, exposing vital insights into the complex consequences of ASUU strikes on students. The data reveal a large and unfavorable influence on academic performance, reading habits, and test outcomes. Consistent with current material, the analysis underlines the harmful effect of ASUU strikes on students' confidence in academic endeavors. The investigation of students' opinions reveals a diverse picture, with over 35.8% noting the presence of ASUU strikes during their academic term. Notably, 51.7% of respondents feel that strikes contribute favorably to academic efforts, demonstrating a range of perspectives among students. Blame for persistent strikes is largely given to the government by 62.4% of respondents, matching with prior research findings. However, there is a diversity of viewpoints about the culpability of ASUU members and the role of extended negotiations in encouraging strikes. As the study investigates alternative measures to reduce the impact of ASUU strikes, students show resistance towards various tactics, highlighting their demand for continuing academic sessions. The

research closes by underlining the requirement for proactive actions to avoid the harmful impacts of ASUU strikes, asking stakeholders to preserve uninterrupted learning settings favorable to holistic student development. Recommendations include creating a reading culture during strike times, guaranteeing government compliance with agreements, and advocating careful decision-making by ASUU officials to limit adverse consequences on economically needy students. The study adds useful insights and stresses the necessity for coordinated efforts to maintain a stable educational environment unaffected by protracted strikes.

Keywords: ASUU Strikes, Students' Academic Achievement, Academic Disruptions, Nigerian Education, and Strike Impact.

Introduction

Background and Context

University worldwide is regarded as the citadel of knowledge, the fountain of intellectual, the most appropriate ground for the incubation for tomorrow's leader.

A university fulfils one major knowledge (Ike, 2001). It is a knowledge, value provider as well as future socio-economic and national development. It stands or falls in its ability or inability to deliver on this criterion. Magna carta universitum, "The university is an autonomous institution at the heart of societies differently organized because of geographically and historical heritage, it produces, examines, appraises, and hands down culture by research and is an enterprise that serves multidisciplinary purposes. This according to (Nwankwo, 2004) explains why merit has been the watchword in the university system. The system a student must first be certified worthy in character and learning before being admitted into the Honors' Degree Hall. Universities are key author in national development, more so in Africa than in other regions. Their roles in research and this explains why the Federal Government of Nigeria is acknowledging the university as a fulcrum for national development, set up a commission headed by Chief Gray Longe 1992 to review higher education in Nigeria with reference to universities in Nigeria. The commission was given terms of reference amongst which were:

1. To re-examine the developmental roles of universities in developing countries such as Nigeria.
2. To Determine the middle and higher-level manpower supply and demand of the country and advice around under/over population and under/over utilization of the same.
3. To examine the availability and adequacy of academic staff in universities.
4. Investigates the nature, sources, and criteria of funding in higher education institutions. (Especially universities) with a view to improving the situation and

guaranteeing steady source of funds for optimal functional of these institutions.

5. Review the general condition of staff in higher educational institutions such as salaries, pensions and retirement benefit, housing of the public service and private sector and particularly to stemming the brain phenomenon.
6. Review the criteria for appointment of administration, including the Vice-Chancellors, Provosts, Rectors, Registrars, and other Principal Officers, their term of office and the process of renewal of their appointment.

The commission held special sessions with a few eminent personalities and educationist across the country, from whose knowledge and experience of the educational system in Nigeria it benefited immensely. Finally, the commission defined higher education as the type of education in higher educational institution especially in universities, which produce high level and middle level manpower, but not specialized set up by professional bodies.

The commission noted that the goals and objectives among others include: teaching research and public service, also the commission observed that Nigerian universities had established standard comparable to the best in other parts of the world. The commission, however, frowned at the discovery that the following physical conditions are still the trademarks of the Nigerian universities and these include;

i. Dilapidated workshops equipment in most of the higher institutions.
ii. Inadequate facilities such as libraries, lecture rooms, laboratories, and work farms.
iii. Poor implementation of quality assurance ethics, supervising in the Institution by the government agency and private organization who are responsible.

The commission was also appalled by the fact that universities have not achieved much in terms of the goals and objectives for which they were set up, owing to incessant disruption in the academic flow chart caused by strike actions, industrial unrest, students' hooliganism, political instability, etc.

Based on these discoveries, the commission recommended among others, that;

1. The university education as the apex of the system of higher education should play a leadership role in the nation providing people of special qualification and motivation.
2. Universities education is not a means to earn a living. It should also equip the individual to the highest level of his ability with the intellectual and physical skills which requires being an innovative, creative and self-reliant member of the society.

3. The university, because of its key role in the overall economy should always encourage and facilitate industrial harmony and provide a conducive atmosphere for learning and attainment of other goals and objectives.

The government on its part accepted these recommendations and thus, commented as follows:

a. That university should undertake periodic upward reviews of programmers' and activities to meet national priority goals as defined from time to time.
b. To develop closer academic/industrial relationship and also ensure that the programmers' of tertiary institutions are relevant to the needs of the industry and the national economy,
c. There should be regular interaction between the institutions, the employers of their products and the National Manpower Board.
d. To encourage industrial harmony in the higher educational institution by passing laws that will preserve the rights of various interest groups within the university system, especially organized trade unions and employers associated.

Statement of the Problem

The incessant strikes action by the Academic Staff Union of Universities (ASUU) has inadvertently affected the academics activities of university students; it usually poses a lot of challenges to their study duration, performance in examinations and their final grading. The students are kept away from school for a long time; most of them are completely cut off from academic activities as conditions at home may not favor productive and rigorous academic exercise. The students and their parents become frustrated because of long expectation of school resumption that is far from sight. Some of the students while at home doing nothing get engaged in other things other than academics. In some cases, they are easy recruits for criminal activities, such as armed robbery, kidnapping, and rape. This has made them a problem to the society peace and order in Nigeria. However, the extent to which ASUU strikes affects students' academic performance require a close examination and this research is geared towards examining the extent to which it has affected the performance of university students particularly in north – east of Country.

Objectives of the Study

The purpose of the study is to examine ASUU strike effects on the academic performance of students in some selected universities in Nigeria; this is captured by some specific ones thus:

i. To determine the extent to which the strike action by the Academic Staff Union of Universities (ASUU) has affected students' academic performance.

ii. To determine the possible ways of minimizing the negative effect of ASUU strike on students' academic performance.

iii. To examine what the government can do to reduce the incessant strike action to the barest minimum.

Significance of Research

The impact of ASUU strikes on students' academic performance is a crucial topic that may inform policy-making and drive the creation of strategies to reduce interruptions caused by strikes. This research underlines the importance of uninterrupted learning, underlining the rights of kids to constant education. Strike activities influence the quality of education, underlining the necessity for an atmosphere favorable to learning and preserving the standard of education despite problems. Long-term implications of strikes include delayed graduation and significant psychological problems. The study addresses gaps in previous research by analyzing the impact of ASUU strikes in a specific geographical location, stressing the necessity for future extensive investigations in diverse regions. It also improves stakeholder awareness and encourages collaborative efforts to lessen the consequences of strikes on kids. Future study should investigate the different repercussions of academic strikes on students' academic success, mental health, and society contributions.

Scope and Limitations

The research on the influence of ASUU strikes on students' academic achievement in Nigeria's north-eastern area is a comprehensive study. It employs a geographical and chronological emphasis to study the consequences of these strikes across a specified time, usually from recent years to the present. The study involves students from many academic levels, including undergraduate and postgraduate students, across different subjects or faculties. The impact evaluation encompasses variables such as academic achievement, reading habits, test obstacles post-strike, and psychological repercussions on students' confidence in academic careers. The research takes a mixed-methods approach, integrating quantitative and qualitative data to offer a thorough understanding of the impacts of strikes. The report also presents policy recommendations for stakeholders to limit the negative consequences of strikes and protect the quality of education. However, the study admits its limitations, highlighting the need for wider investigations covering diverse geographies and durations.

Literature Review

The Academic Staff Union of Universities (ASUU) was created in 1978 to promote the interests of its members and solve significant concerns affecting higher education

in Nigeria. The union launched its industrial action in 1980 to protest the firing of six lecturers from the University of Lagos, stemming from a Justice Belonwu Visitation Panel Report. The union continues to seek financing for universities, reversal of brain drain, bad pay, and improved university systems. The Elongated University Salary Structure (EUSS) was a prominent point of disagreement in 1988 owing to the lack of implementation. In 1984, ASUU went on strike to resist deregulation of the economy and military rule. In 1986, ASUU opposed the adoption of Structural Adjustment Programmes (SAP) by Ibrahim Babangida's administration and the massacre of students at Ahmadu Bello 0University Zaria by mobile Police. In 1987, ASUU sought the establishment of the Elongated University Salary Scale and a joint bargaining committee between ASUU and the federal government. In 1993, ASUU was banned again owing to defying the Industrial Arbitration Panel's decision to stop industrial action. In 2001, ASUU launched industrial action on problems connected to finance of universities and discrepancy in wage, retirement age, and non-implementation. The ASUU, a banned organization in Nigeria, was resurrected by General Abdulsalami in 1999 to restore military pride and boost the pay of academic workers. However, the new administration embraced a neo-liberal position, considering education as a private duty. In 2000, the federal government promised to devote at least 26% of yearly budgets for education, with half of this going to higher education. However, discussions fell, resulting to ASUU going on strike again in 2001.

On June 2009, ASUU instructed its members at federal and state universities countrywide to embark on an indefinite strike following disputes with the Federal Governments on an accord signed two and a half years before. After three months of strikes, ASUU and other staff unions reached a memorandum of understanding with the government and called off the industrial action.

The long-term fall in salary and conditions of employment among Nigerian academics may be traced back to the immediate post-independence era. At independence, university personnel occupied a comparatively high position compared to their counterparts in other departments in the state civil service. However, with the entry of the military into Nigerian politics in 1966, there was a steady shift in the relative systems of reward in various occupational groups throughout the country, leading to a rising imbalance. By 1966, the annual pay of a university professor remained £3,000. This sum was nevertheless more than a Federal Minister's pay of £2,700 and a senior civil worker of the level of Permanent Secretary who was paid between £2,500 and £2,940. French perks such as housing, allowances, social prestige, and working conditions were appealing to academics, making them the envy of public officials.

The National Association of University Teachers (NAUT) in Nigeria was formerly the most passive workers' organization, focused on providing superior education.

However, in the 1970s, severe inflation led to a walkout to negotiate salary hikes, which was met with hostility by the military leadership. This led to the founding of ASUU in 1978.

The synchronization of civil service under the "unified public service" suggestion of 1975 severely undervalued academic labor in Nigerian institutions. Under this plan, university professors' wages were restricted at £11,568, making them at pace with state-level Permanent Secretary but lower than federal equivalents. This led to a class ascendant project of the Nigerian military class in society.

Strike activities by ASUU in 1988 began as a battle for class survival. One of the union's requests was the reinstatement of the 20% disparity in the University Salary Structure (USS), which had been reduced by the Structural Adjustment Program (SAP) of the Ibrahim Babangida regime. However, the government introduced the Elongated University Salary Structure (EUSS) under the SAP, making private sector wages more appealing than public sector pay. ASUU has tried to engage the Federal Government of Nigeria (FGN) since 1992 in talks including collective bargaining on wage and welfare packages for academic workers. Between 1993 and 2008, Nigerian colleges were shuttered for over 36 months owing to different strike activities.

Disputes concerning pay remain a major element, but they are implicitly related to the deterioration in the economic position of Nigerian academics over the years. The rise to dominance of the Nigerian military and structural adjustment processes have pushed constraints on public sector expenditure, leading to an increasingly political struggle.

Methodology

i. Research Design

The North East (often hyphenated to the Northeast) is the one of the six geopolitical zones of Nigeria representing both a geographic and political region of the country's northeast. It comprises three states – **Adamawa, Borno, and Taraba.** The Research distribute questionnaire with the Use of Student's Grade Point Average as detail effect of ASUU Strike on Academic Achievement of the Student Which Was Analyze with frequency and percentage.

ii. Population of the Study

The population of this study includes 2019/2020 to 2021/2022 which is **two thousand, (20000) students**, comprising of present 300 levels and present 400 levels students, they were choose because of their experience on ASUU strike during the course of studies, and their perspective were exploited in the course of this research.

iii. Sample and Sampling

Multistage sampling methods were adopted in this study. it refers to sampling plans where the sampling is carried out in stages using smaller sampling units at each stage

Cost and speed that the survey can be done in, Convenience of finding the survey sample, Normally more accurate than cluster sampling for the same size sample but it disadvantage are not as accurate as Simple Random Sample if the sample is the same size, More testing is difficult to do. North east has 6 states as time of this research work from where six (6) universities were selected by systematic random sampling. Therefore, a Total number of six (6) universities was selected.

iv. Instrument of Data Collection

The research instrument was questionnaires and Interview. A comprehensive questionnaire was designed and administered to the respondents, the questionnaire contained closed and open-ended questions, each of the respondents was asked to check for an option that best suits the question (s) and fill in their responses as appropriate on the questionnaire spaces provided.

The questions were divided into three sections A, B and C, the first section contained socio-economic characteristics, while the second section examined students' perception and the possible ways of minimizing the effects of ASUU strike on the academic performance of students, and the third section comprises of open-ended questions which will explore the effect of ASUU strike on Students academic performance.

v. Validation of Instruments

According to Patton (2014) Validity is a quality attributed to propositioned measures of the degree to which they conform to establish knowledge or truth. An attitude scale was considered value, for example, the degree to which its results conform to another measure of possession of the attitude. The item to be included in the questionnaires was strictly structured, in order to measure the set objective of the study.

vi. Reliability of the Instruments

The errors and omission in the questionnaire instrument were rectified by expertise of test and measurement. This will show that, the questionnaire was stable and thus, reliable measure was taken for the purpose in when it was designed to measure, and final version of the instrument was use in collection of data for analysis.

vii. Administration of Questionnaire

Qualitative and quantitative methodologies was adopted for data generation. Hence questionnaires and interviews were employed to obtain data from the respondents. The questionnaires were administered to the respondents (Students) in the selected universities of the chosen state. two hundred and fifty (250) questionnaires were administered, and in-depth interviews was conducted with some randomly selected students from the research sample.

viii. Method of Data Analysis

The data gathered was analyzed through the statistical package for Social Sciences (SPSS). Hypotheses will test using the Chi-square to interpret the quantitative data

collected with the questionnaire, and content analysis was adopted in interpreting the qualitative data.

Socio-demographic characteristics of the respondents in terms of sex, age, religion, and marital status and other variables. This chapter will show the perceptions and responses of respondents to the research questions, the results was gathered from the field work through the research questions was analyze to have a systematic explanation of the main focus of the research.

Results

Perception of ASUU Strikes among Students

Analysis of Instrument

Table 4.1: Analysis of Administered Instrument

	Frequency	Percent	Valid Percent
Return Questionnaire	1238	82.53	82.53
Un-return Questionnaire	262	17.47	17.47
Total	1500	100	100

Source: Field Work (2023)

Table 4.2: Distribution of Instrument according to institution

State	Institution	Number of instrument Administered	Number of Instrument Return	Percent
Adamawa	MAUTEC	250	214	85.6
	Adamawa State Uni	250	147	58.8
Borno	Uni-Maid	250	240	96.0
	Borno State Uni	250	184	73.6
Taraba	Fed Uni Wukari	250	221	88.4
	Taraba State Uni	250	232	92.8

Source: Field work (2023)

Table 4.1 Depict the analysis of research instrument administered to the respondent. It thus showed that a total of one thousand five hundred (1,500) research instrument were administered out of which one thousand two hundred and thirty-eight (1,238) making a total of 82.53% were properly filled and retrieved while two hundred and sixty-two

(262) making a total of 17.47% were not retrieved or invalid. The analysis showed that an excellent part of the research instrument was retrieved as recommend by Mugenda and Mugenda (1999)

Table 4.3: Demographic Analysis

		Frequency	Percent	Cumulative	Percent
Gender	Male	715	57.8	57.8	
	Female	523	42.2	100.0	
	Total	**1238**	**100.0**		
Age Group	21 - 25yrs	737	59.5	59.5	
	26 - 30yrs	232	18.7	40.5	
	31 and above	269	21.7	100.0	
	Total	**1238**	**99.9**		
Marital Status	Single	982	79.3	79.3	
	Married	205	16.6	20.7	
	Others	51	4.1	100.0	
	Total	**1238**	**100.0**		

Source: Field Work (2023)

Table 4.3 displayed respondent demographic analysis. The result shows that a total of seven hundred and fifteen respondents (715) were male making a total of 57.8% while five hundred and twenty-three respondents (523) were female making a total of 42.2% respectively. The analysis showed that most of the respondent were male. With respect to respondent age and marital status it shows that most of the respondents were within 21 – 25years (59.5%) while marital status shows that most of the respondent (982) were single (79.3%).

Research Question 1: Impact of Academic Staff Union of Universities (ASUU) Strike on students' academic performance

Table 4.4: Responses on ASUU strike on student performance.

Items	Response	Frequency	Percent	Cumulative Percent
In what way has ASUU strike contributed to your academic performance	Positive	452	36.5	37.0
	Negative	782	63.5	100
	Total	**2263**	**100**	
	Reduces	817	66.0	66.0
	Increases	266	21.5	34.0

What happens to your reading habit during ASUU strike?	Do not know	155	12.5	100.0
	Total	**1238**	**100**	
What happens to your CGPA when examinations are conducted immediately after strike?	It Reduces	634	51.2	51.2
	It Increases	348	28.1	48.8
	Can't tell	256	20.7	100.0
	Total	**1238**	**100**	
How do you feel about examinations conducted immediately after ASUU strike?	It is tough	580	46.8	46.8
	It is easy	409	33.0	53.2
	No response	249	20.1	100.0
	Total	**1238**	**99.9**	
Does ASUU strike make you lose confidence in academics as being significant to your career?	Yes	678	54.8	54.8
	No	245	19.8	45.2
	Can't tell	315	25.4	100.0
	Total	**1238**	**100**	

Source Field Work (2023)

Table 4.4: illustrate respondent responses with respect to research question one; impact of Academic Staff Union of University (ASUU) strike on students' academic performance. The research question was measure with five items. The first item seeks student responses on ways in which ASUU's strike contribute to their academic performance. The responses (63.5%) showed that ASUU's strike negatively impacted student academic performance. 66.0% and 51.2% agreed that their reading habit and examination conducted immediately after resumption from strike reduces their academic performance. 46.8% indicate that it is tough for them when examinations are conducted immediately after strike resumption while 33% indicate it being easy for them. However, with regards to student confidence on academic career, it showed that most of the students lose confidence (54.8%) on academic being a significant career due to ASUU's strike. This is in line with the findings of Nwagbala, et., al (2023) whose findings shows that student disagreed with ASUU not making student lose confidence in academic as significance to their career.

Research Question 2: What is the perception of university students on strike action by Academic Staff Union of Universities (ASUU).

Table 4.5: Perception of Student

Items	Response	Frequency	Percent	Mean	Std. Dev.
ASUU strike has occurred during your study duration in the university	Strongly Disagree	546	44.1	2.11	1.18
	Disagree	249	20.1		
	Agree	197	15.9		

	Strongly Agree	246	19.9		
	Total	**1238**	**100**		
ASUU strike is beneficial to students' academic endeavors	Strongly Disagree	209	16.9	2.58	1.06
	Disagree	389	31.3		
	Agree	349	28.2		
	Strongly Agree	291	23.5		
	Total	**1238**	**99.9**		
Government is to be Blamed for the incessant strike action	Strongly Disagree	296	23.9	2.81	1.03
	Disagree	170	13.7		
	Agree	382	30.9		
	Strongly Agree	390	31.5		
	Total	2263	100.0		
ASUU members are to be blamed for the incessant strike action	Strongly Disagree	255	20.6	2.43	1.00
	Disagree	409	33.0		
	Agree	358	28.9		
	Strongly Agree	216	17.4		
	Total	**1238**	**99.9**		
Delayed negotiation/ bargaining between ASUU and the government trigger the strike action	Strongly Disagree	389	31.4	2.21	1.04
	Disagree	380	30.7		
	Agree	287	23.2		
	Strongly Agree	182	14.7		
	Total	2263	100.0		

Source: Field work (2023)

Table 4.6: Chi-square Analysis on perception of Students on ASUU

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.560[a]	3	.207
Likelihood Ratio	4.657	3	.199
Linear-by-Linear Association	3.216	1	.073
N of Valid Cases	1238		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 38.87.

The analysis on Table 4.5: showed the perception of University students on ASUU's strike. Over 35.8% of the respondents agree that ASUU strike has occurred during their study duration in the university which is confirmed with a mean value of 2.11 and a standard deviation of 1.18. A mean value of 2.49 and below indicates "Disagreement" while of 2.50 and above indicates "agreement". 51.7% of the respondent agreed that ASUU's strike is beneficial to student academic endeavours. This is confirmed by a mean of 2.58 and a standard deviation of 1.06. this analysis showed that the respondent responses if a bit mixed. The respondent agreed with government is to be blamed on incessant strike with a percent of 62.4% which is confirmed by a mean and standard deviation of 2.81 and 1.03. On the other-hand the student disagreed that ASUU members are to be blamed and delayed negotiation between government and ASUU are the major reason on incessant strike with a frequency of 53.6%, 62.1% and a mean and standard deviation of 2.43(1.00) and 2.21(1.04) respectively. The result of the hypothesis test indicate that the null hypothesis will be rejected and conclude that there is association between the respondent gender and their views towards ASUU strike.

Research Question three: To determine the possible ways of minimizing the negative effect of ASUU strike on students' academic performance.

Table 4.6: Possible ways of minimizing the effect of strike

Items	Response	Frequency	Percent	Mean	Std. Dev.
Students' engagement in tutorials during strike enhances their performance when they resume	Strongly Disagree	370	29.9	2.29	1.102
	Disagree	389	31.4		
	Agree	225	18.2		
	Strongly Agree	254	20.5		
	Total	1238	100		
Self-study during strike will minimize the effect of ASUU strike on students' academic performance	Strongly Disagree	308	24.9	2.31	1.078
	Disagree	436	35.2		
	Agree	307	24.8		
	Strongly Agree	187	15.1		
	Total	2263	100		
Giving student the required space before commencement of	Strongly Disagree	353	28.5	2.27	1.038
	Disagree	396	32.0		
	Agree	296	23.9		

examination after resumption of strike	Strongly Agree	193	15.6		
	Total	1238	100		
Timely reading of note as soon as ASUU are train to call off the strike action	Strongly Disagree	259	20.9	2.39	1.001
	Disagree	449	36.3		
	Agree	316	25.5		
	Strongly Agree	214	17.3		
	Total	1238	100		
Self-confidences on the student area of study	Strongly Disagree	294	23.7	2.37	1.039
	Disagree	428	34.6		
	Agree	286	23.1		
	Strongly Agree	230	18.6		
	Total	1238	100		

Source: Field work (2023)

Table 4.7: Chi-square on Ways of minimizing the effect of ASUU strike

	Value	**Df**	**Asymptotic (2sided)**	**Significance**
Pearson Chi-Square	8.718[a]	3	.033	
Likelihood Ratio	8.877	3	.031	
Linear-by-Linear Association	7.299	1	.007	
N of Valid Cases	1238			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 73.08.

Table 4.6: indicates that the respondent disagree with all the variables used in measuring the possible ways of minimizing the effect of ASUU's strike. The findings indicate that ASUU strike is not in any way of positive impact to the students. This is contrary to the findings of Nwagbala, et., al (2023) as the research findings showed that self-study during strike will minimize the negative effect of ASUU strike on student academic performance. With respect to hypothesis, we failed to reject the null hypothesis and conclude that there is no association between the respondent gender and the possible ways of minimizing the effect of ASUU strike in Nigeria.

Discussion

This research study assessed the impact of ASUU strike on student academic performance in the north-eastern part of Nigeria. Not just in Nigeria but across the globe, every student has a desire to complete his/her university course within a stipulated time without any form of glitch either to academic performance or to the number of years specified. The result obtained in table 4.4 indicate that ASUU strike has negatively affect student academic performance and reduced their reading habit. This is in line with the findings of Olusegun (2013) and Nwagbala, et., al (2023) whose finding indicate that a little above average of the student agreed that ASUU strike negatively affect their academic performance, reading habit, examination being tough after strike call off and CGPA reduces when examinations are conducted immediately after ASUU strike. This is confirmed by Nwanyanwu, et, al., (2023) who opined that ASSU strikes reduce students' reading abilities as learning is put on- hold for a long period. The acquired knowledge during the session is forgotten. This encourages a read-and-pass attitude among the students, thereby metamorphosing into students who go after the certificate rather than the knowledge. Also based on the findings of the study, ASUU strike does make student lose confidence on academic being their career which is also in line with the findings of Nwagbala, et., al (2023) and channels television interview of the chairman of ASSU (2013) who emphasize that ASUU are making students lose confidence in academics as significance to their career

Although the findings in table 4.5 contradict the findings of Olusegun (2013) whose findings showed that all the respondent agreed that ASUU strike has occurred during their study period, ASUU strike is of no benefit to student academic endeavours which is in line with the study of Adamu (2015), Nwanyanwu, et, al., (2023) who stated that strike action affected the quality of teaching in Universities. The response on the third item showed that the respondent agreed that government are to be blamed for the incessant strike which agrees with the findings of Nkechi, et., al (2022) and Nwagbala, et., al (2023) who stressed that the main causes of strike include negligence on the part of the government, unconducive learning environment, Government undue interference and remuneration of workers. Table 4.6 sought to find out the possible ways of minimizing the effect of ASUU strike on student academic performance. The findings revealed students' disagreement with all the variable measuring the possible ways of minimizing the effect of their performance thereby insisting on continued academic session without ASUU's interruption. This Supported by Oyebode and Obaka (2022) who stated that ASUU strike must not be embark at any cost as it exposes student to all kinds of habit.

Conclusion

The completion of this study emphasizes critical results that show the far-reaching implications of ASUU strikes on student academia. The interruptions produced by these strikes have led to a general reduction in academic performance, resulting in lengthier university stays for students. Additionally, the aftermath has sprouted a disturbing pattern of creating graduates more focused on receiving a certificate than acquiring meaningful information and abilities.

Contributing considerably to the current body of information, this research underscores the severe detrimental impact of ASUU strikes on students' educational trajectories. It reveals the severe reality of disturbed learning settings, degraded academic activities, and the emergence of graduates without in-depth knowledge, so boosting the conversation on the repercussions of such strikes. However, admitting its limits, this study primarily focuses on the consequences of ASUU strikes within a restricted geographical region, limiting the generalizability of findings to a larger context. Future research initiatives might increase this reach, spanning varied areas and institutions, to give a more thorough knowledge of the multiple implications of strikes on student academic achievements. In conclusion, our study highlights the need of preemptive steps to prevent the adverse consequences of ASUU strikes. It asks for concerted efforts to maintain the quality of education, asking stakeholders to promote uninterrupted learning settings suitable to holistic learning and skill development among students. Only through coordinated efforts can we assure a vibrant educational landscape for future generations, free from the disruptive effects of extended strikes.

Recommendations

Based on the findings of the study the following recommendations were offered.

- Student should inculcate the habit of reading at home during ASUU strike period in order to prevent the challenges on examination conducted immediately after strike call off.
- Government at all levels should try by all means to meet up with the requirement and implement all agreement reached with the Union.
- ASUU officials should also be light in terms of decision that will lead to strike action as it affects only the poor.

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Appendix I

A. Detailed Survey Questionnaire

RESEARCH INSTRUMENT ON THE IMPACT OF ACADEMIC STAFF UNION OF UNIVERSITY (ASUU) STRIKE ON THE ACADEMIC PERFORMANCE OF STUDENTS IN NIGERIAN UNIVERSITIES

SECTION A: PERSONAL DATA

Instruction: please tick [ ] to the responses of your choice and do not tick more than one response for each statement. The responses are:.

1. Sex_____Male [ ] Female [ ]
2. Age _____ 21 – 25 [ ] 26 – 30 [ ] 31 and above [ ]
3. Marital Status: Single [ ] married [ ] Other[ ]

SECTION B: RESEARCH QUESTION

Impact of Academic Staff Union of Universities (ASUU) Strike on students' academic performance

1. In what way has ASUU strike contributed to your academic performance?
   Positive [ ] Negative [ ]
2. What happens to your reading habit during ASUU strike?

Reduces [ ]Increases [ ] Do not know [ ]

3. How do you feel about examinations conducted immediately after ASUU strike?
   [ ] It is tough [ ] It is easy to answer [ ] No Response
4. What happens to your CGPA when examinations are conducted immediately after ASUU strike? [ ]It Reduces [ ] It Increases [ ] Can't tell
5. Does ASUU strike make you lose confidence in academics as being significant to your career?
   [ ] Yes[ ] No [ ] Can't tell
6. Do you forget about academic activities when you are sent due to ASUU strike?
   Yes [ ] No [ ]

Appendix II

Perception of University student on strike action by Academic Staff Union of Universities (ASUU).

Key: SA: Strongly Agree, **A:** Agree, **D:** Disagree, **SD:** Strongly Disagree

S/N	ITEM	SA	A	D	SD
1	ASUU strike has occurred during your study duration in the university				
2	ASUU strike is beneficial to students' academic endeavors				
3	Government is to be Blamed for the incessant strike action				
4	ASUU members are to be blamed for the incessant strike action				
5	Delayed negotiation/ bargaining between ASUU and the government trigger the strike action.				

Appendix III

To determine the possible ways of minimizing the negative effect of ASUU strike on students' academic performance.

S/N	ITEM	SA	A	D	SD
1	Students' engagement in tutorials during strike enhances their performance when they resume				
2	Self-study during strike will minimize the effect of ASUU strike on students' academic performance				
3	Giving student the required space before commencement of examination after resumption of strike				
4	Timely reading of note as soon as ASUU are train to call off the strike action.				
5	Self-confidences on the student area of study				