

Academic Staff Union of Universities' Industrial Strike and Academic Performance of Students at Olabisi Onabanjo University, Ago-Iwoye

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Abstract

Over the years, ASUU has embarked a number of strikes which has resulted in months-long closures of universities and the frustration of both students and parents. This study examined academic staff union of universities' industrial strike and educational performance of students at Olabisi Onabanjo University, Ago-Iwoye. The Max Weber's Social Action Theory serves as the theoretical background upon which the study is anchored. The study employed the descriptive survey research design. The population of the study comprised of 5,581 final year students. A sample size of 362 was arrived at, using Krejcie & Morgan sample table. However, only 326 copies of the questionnaire were returned and analysed. The researcher designed separate research instruments (questionnaires) to collect data from the students of the university. The data was analysed using SPSS and the data was presented using tables and descriptive analysis. The results revealed that the frequent strikes actions reduced the quality of education and ASUU strike has been a major factor why some students go to private university. The result also showed that the disruption of the school calendar has a negative influence on academic performance of students. The study concludes that ASUU strike as always been used as a tool to express grievances to the Nigerian government and incessant ASUU strike in Nigeria Public University has been designed to maintain integrity of university education and need to provide global standard quality education. The study recommends that government should pay more attention to the education sector and student should also maximize the strike period in writing professional exams or acquire vocational skills to help improve their mental capabilities.

Keywords: *Academic Performance, ASUU Strike, Education, Students*

Introduction

The Academic Staff Union of Universities (ASUU) was established in 1978, and since then, the academic system of Nigerian universities has seen certain changes and faced some difficulties. The academic staff members view the union as a platform via which they may interact and communicate their requests and complaints to the school administration and government. ASUU emerged as a force of intelligence to oppose the "powers that be" and provide a respectable alternative for Nigeria. But in the majority of cases, when the ASUU members feel that their expectations have not been satisfied by the government or the school authorities, they frequently turn to industrial action without taking into account the detrimental and numerous side consequences on children, parents, and society as a whole. Due to these factors, some members of the public may interpret the union's activities, particularly its industrial strikes, as an effort to thwart Nigerian undergraduates' academic aspirations.

Strikes are frequently regarded as the last resort in the weapons of labour unions for resolving workplace conflicts. Employees led by their unions resort to strike action when all other avenues for an amicable resolution of an industrial dispute have been explored and negotiations with the employer have failed. Currently, strike action is viewed as a valid tool for employees to project their demands (Archie, 2019). The law allows the affected employees a weapon to compel the employer to grant their demand if the employer refuses to grant them benefits to which they are legally entitled. Work stoppage, sometimes known as a strike, is the weapon. Since strikes have an impact on society just as much as they do on labor and employment, they are essential from both an industrial and social and economic standpoint (Adavbiele, 2015).

Strikes have historically been used for all of these reasons and many more, but their main objective has always been to exert pressure on the employer to take or refrain from taking specific measures relating to the terms of employment. Strikes have traditionally been one of the tools employed by workers to obtain concessions from employers. In most other regions, it is typically utilized as a last resort after all other channels for employees to voice complaints have been unsuccessful (Archie, 2019). But in Nigeria, that is the only effective tool available to workers to agitate for better working conditions. This is primarily due to the fact that the government does not speak to or negotiate with workers before they go on strike. This explains why it is common to see unions on strike throughout Nigeria, including in the oil and gas industry, the medical field, the judicial system, and many other sectors. When public sector workers in Nigeria go on strike, a lot of people blame and criticize them without recognizing that this is their only effective tool against their employer (Government) (Uzoh, 2021).

ASUU is one of the major four trade unions in Nigerian public universities. Others are the Senior Staff Association of Nigerian Universities (SSANU), National Association of Academic Technologists (NAAT), and Non-Academic Staff Union of Universities (NASU) (Egbegi & Iheriohanma, 2018; Egwu 2018). While NAAT offers students technical education services, SSANU and NASU manage school administration as non-academic employees. However, other from a few insignificant successes, usually relating to improved member welfare, many of the ASUU industrial activities don't appear to have been met with discernible success. So, is it possible to claim that the ASUU's protracted strike has helped students, the educational community, or society at large? Can one say that the ASUU strike has enhanced the welfare of

students and society as stakeholders in the educational sector given the current circumstances in Nigeria?

Statement of Problem

Universities are revered as the fortress of knowledge, the source of intellectualism, and the ideal environment for the intellectual incubation of tomorrow's leaders. The university is a stand-alone organisation at the center of societies that are uniquely organized due to geography and historical legacy; it creates, investigates, evaluates, and transmits culture through research, and it is a business that serves several disciplinary needs. Unfortunately, the ongoing industrial union strikes have prevented universities from fully achieving their goals. When employees and employers are unable to reach a satisfactory resolution to their issues, there may be industrial unrest or strikes; representing trade unions frequently call for industrial actions. Therefore, unresolved tensions between employers and employees reach a head in industrial activities (Shimawua, 2020).

Apart from the internal strike by the various union chapters, the ASUU has engaged in a number of industrial actions totaling over 25 strikes since its founding in 1978. The university's academic operations have been hampered by all this labor unrest for years, and the students are receiving a mediocre education as a result. Due to ongoing industrial action, student academic performance is declining every semester.

Odubela, (2012) An empirical study revealed that an effective learning or an enhanced academic performance is achieved by the successful covering of the course outlines before the examination. The effectiveness and amount of students' learning are influenced by personal study habits. Some students may choose not to read the school notes during strike actions and instead indulge in counterproductive activities including sexual immorality, internet fraud, pool betting, playing video games, gossiping, watching movies, and reading comic books. These could have an impact on their academic success. The idle students at home could pose a security risk (Arukaimo, 2013).

These are evidence that students may lose the ability to be ready and willing to learn during the strike. As a result, their educational success is negatively impacted. The disruption of the academic schedule brought on by the strike action creates dissatisfaction, emotional and psychological pain, unpreparedness on the part of the students, and a lack of enthusiasm, all of which combine to create an unfavorable atmosphere (Odubela, 2012). Nevertheless, "it is an ill-wind that blows no one any good," regardless of the reasons behind or the nature of the industrial action in the public tertiary institutions (Egwu, 2018).

Has the ASUU's numerous phases of industrial action been able to permanently alter the Nigerian educational system, despite their various phases? This is the main concern of the study, and it was based on these assumptions that it examined how strikes by this labour union has affected the performance of student in public universities in Nigeria. Olabisi Onabanjo University, at Ogun state, Ago-Iwoye is selected as a case study.

Objective of the study

- i. examine the effects of ASUU industrial strike on the quality of learning at Olabisi Onabanjo University

- ii. investigate the effects of ASUU industrial strike on academic performance of students at Olabisi Onabanjo University

Literature Review

The Nigerian Public University System

Education embodies the development of desirable habits, skills and attitudes, which make an individual resourceful for the society. It enables people to acquire knowledge and skills by decoding the prevailing traits for an effective use. From the sociological point of view, it has become obvious that the broad aims of producing high-level manpower for national development for which the higher education is meant are not being achieved as a result of the multi-facet problems bedeviling the management of the higher education.

Despite the significant contributions that higher education makes to the development of a society, persistent issues with the university system in emerging nations frequently prevent it from carrying out its mandate. As a result, higher education in Nigeria is struggling, and the system is rife with problems of all sizes (Ajayi & Ayodele, 2004). High consistency has been hindered by a number of complex issues, and these issues are also causing uncertainty, doubt, and fear. These factors suggest that the system is at a turning point.

Today's higher education in Nigeria has primarily been a tale of success and failure. These institutions initially asserted that they had a decent influence on Nigeria's sociopolitical and economic progress. There are questions about whether higher education institutions will be able to maintain their position as being essential to a country's ability to connect with the new global knowledge system and to adopt, adapt, and further develop the new technologies required by the larger society under the current circumstances. The government has not provided enough money for schooling. The cost of education is split among the various tiers of government, with additional financing coming from businesses, charitable groups, and levies. A minor amount of the institution's earnings is made up of fees that are collected. Over the past ten years, there hasn't been much funding allocated. The country's education system is seriously underfunded, and this has rendered the higher education system useless. Despite a substantial enrolment expansion, the higher education system has not had the financial resources needed to maintain educational quality. The educational sector should get 26% of the overall national budget, according to UNESCO.

But in addition to the difficulties caused by low funding for higher education, Nigerian university management is also plagued by a host of other issues. Some of these issues include: insufficient lecturers, inadequate infrastructural facilities, brain drain, ongoing strikes by university unions, institutional corruption, insecurity issues, weak administrators and poor capacity development lecturers, political interference in university administration, indiscriminate licensing of new universities, universities autonomy dilemma, and poor internally generated revenue (IGR), among others.

Academic Performance

A task's performance is evaluated in relation to predetermined, well-known standards for accuracy, completeness, cost, and speed. A contract's definition of performance is the accomplishment of an obligation in a way that absolves the performer of all obligations under the agreement. Performance is understood as the application of a skill or an action. Achieving quality, quantity, cooperation, dependability, and creativity are all related to good performance.

A performance is an action that requires a lot of work to accomplish a goal. To assess how successfully or poorly a task or activity is carried out, performance is measured against a set of standards (Shimawa, 2020). Therefore, performance could be good or poor.

Academic performance, which is largely impacted by both internal and external elements in the classroom, is the result of students' evaluation in the educational process and indicates to what extent the students have attained the educational goals as stipulated in the curriculum. Although the value of academic accomplishment is rarely contested, agreement on how to evaluate it has been difficult to come by. Performance is described as the behavior of a person or an animal that can be observed or measured in a certain environment, typically an experimental situation (Ardo, Ubandawaki & Ardo, 2020). Therefore, behavior that can be seen at a particular time is what performance measures. A performance test is used to evaluate performance. Performance tests are a type of mental examination where the individual is required to act rather than speak. Performance tests are the kind of exams that reveal a person's aptitude for dealing with objects rather than symbols (Ardo, Ubandawaki & Ardo, 2020).

The Burden of ASUU Strike on Students

Any industrial action taken by ASUU, whether it be a warning strike or a full-fledged strike, inevitably results in students becoming the first casualties. This is so that the students won't be taught during this time, as the strike suggests. According to the argument, the ASUU strike "is detrimental because students would become frustrated and disheartened." How can a student remain not being frustrated when he or she has to miss one out of every three sessions, as was the case with state-owned universities in the South-East that missed an entire academic year in 2009–2010 because the state governments were unable to pay the salary scale that the lecturers demanded. On the other hand, a Direct Entry student who needs to enroll in three sessions in order to graduate would need to spend an unnecessary additional year to finish the calendar (Channels TV, 2021).

Okogie, (2004) emphasized that as a result, the society is exposed to individuals who lack moral integrity as well as academic ability. In Nigeria, tertiary institutions in particular have experienced numerous protracted crises and ongoing closures as a result of needless industrial strikes. It is easier to envision than to articulate the effects that these frequent closures of academic programs and tertiary institutions have on students' ability to learn. As a result of industrial strikes taken by both academic staff members (ASUU) and non-academic staff members, tertiary education in Nigeria, the most populous nation in Africa, has suffered enormous and unthinkable defeats. This has the consequence effect of always putting students in terrible situations, disrupting academic programs, extending their study years unjustifiably, causing students to pay less attention to their academic work, and creating terrible lecturer-student relationships, among other things. Expectedly, students' academic performance has

declined significantly while different types of examination misconduct are becoming more prevalent.

Many Nigerian graduates has been a victim of such elongation in their academic programmes at one point in time or the other. Consequently, an idle hand, as the saying goes, is the devil's workshop and ready tool. The period of ASUU strike is a great opportunity for any crime-minded students to engage in nefarious activities in conjunction with like-minded colleagues. The type of "crash programme" that often ensues after every ASUU strike is a sorry sight to behold. In an effort to cover lost grounds, students are rushed through the remainder of their academic calendar for the session. Some universities were on the verge of starting their end of semester examinations when the ASUU strike commenced. Accordingly, whenever the strikes were called off, the students are just given two weeks to revise for semester examinations. In such circumstances, students cannot perform well in this situation (Channels TV, 2021).

The result of this type of system is that, it exposes the disruption on our educational system and relegated the quality of graduates the country produces. The burden of the ASUU strikes is equally felt by the parents who spend extra resources on their children education more than their expectation and budget. The corollary effect of this is that financially buoyant parent ended up securing university education for their children in abroad where academic staff strike is an anathema. Such group of parents equally found solace in the ever-increasing private universities in Nigeria (Channels TV, 2021).

Some of the effect of ASUU strike on Students include the following:

1. Most parents and students have lost faith in the Nigerian educational system as a result of the frequent industrial action of the ASUU strike, as the majority of parents who can afford to send their children abroad are doing so, while those who cannot afford the travel expenses enroll their children in Nigerian private universities.
2. Some students think it appropriate to be on the street in quest of greener pastures where they can earn a stipend because of the ASUU's relentless industrial operations. As a result, many struggle to return to school once classes resume. Due to the enormous level of income they receive and uncertainty about their chances of finding a job that will pay them a large sum of money after graduation, some students are not even considering returning to school.
3. Due to the prolonged ASUU strike, a curriculum that was originally planned to run eight semesters and four years may now last five or six years. The menace of industrial strike in the public universities have extended the period students spend in school and the cost implications for the completion of undergraduate programme. The impact of this protracted strike won't just affect how long students stay on campus; it will also have an impact on their rent as they are still required to pay for housing even when classes are not in session.
4. It is true that strikes in schools cause disruptions to academic planning and initiatives. It prevents pupils from attending classes and exposes them to social vices and laziness. The trend of strike actions across Nigerian tertiary institutions has resulted in an inconsistent academic calendar system, as against a uniform system which would ease policy and decision making for the government, administrators, parents, and the students.

5. After returning to class afterward a strike, student performance in the exam declines. This is because during the strike, students are absent from the academic setting. As a result, reading and all academic pursuits are given less respect. Constant strikes lead to a decline in academic standards (Monogbe & Monogbe, 2019). Administrators are deprived of academic time by labour disputes, and whenever classes resume after a strike, they frequently speed through their assignments. This could entail skipping significant portions of the coursework, reducing the semesters, and ultimately inundating students with a mountain of academic work and little free time. Typically, this issue reflects poorly on student achievement. In the long run, taking part in industrial action makes students attend school longer than is required by law. This has repercussions for the employment pattern as age is a key factor for entry-level positions. Because of the unpredictable academic schedule in public tertiary institutions, students spend more time at home than at school, which hinders their capacity to mentally process and recall what they have learned (Egwu, 2018)
6. Due to the unfavorable effects of the industrial strike syndicate on students' academic performance, these students frequently cheat in exams as a result of the strike occurring during the academic year. There are now more unemployed university graduates who are unmarketable both domestically and abroad as a result of this (Monogbe & Monogbe, 2019).
7. As a result of lack of direction and vision, young people engage in all manner of illegal activities, such as gambling, using yahoo, and other such activities. It is true that the devil's workshop is an idle hand. As most students just wander aimlessly during a strike, the percentage of unintended pregnancies is especially concerning (Chukwudi & Idowu, 2021). Being stuck at home for an extended period of time leads to "loneliness and boredom, turn to criminality and criminal activities" include advanced fraud, armed robbery, cultism, and kidnapping. In a similar vein, female students engage in prostitution and unintended pregnancies because "an idle mind is a devil's factory," whereas adolescent crimes such "gambling and wanderlust." For instance, many students participated in the #EndSARs protests, which resulted in students passing away too soon (Monogbe & Monogbe, 2019).

Theoretical Framework

This paper adopted the Max Weber's Social Action Theory, Max Weber saw sociology as a thorough study of social action. His main interest was in the arbitrary interpretations that human actors make of their mutual orientations within certain socio-historical circumstances (Priya, 2019; Uzoh, 2021) . All human behavior to which an actor ascribes subjective significance is referred to be action in Max Weber's analysis. According to him, action is social in the sense that it is guided by the behavior of others due to the subjective significance that the acting individual has assigned to it. Max Weber was especially intrigued by the way social actors frequently define social action in terms of chains of means-and-ends (Priya, 2019).

The social action theory of Max Weber sheds more light on the reasons why Nigerian public sector workers, supported by their unions, routinely go on strike (Uzoh, 2021). The social action theory of Max Weber sheds more-light on the reasons why Nigerian public sector workers,

supported by their unions, routinely go on strike (Uzoh, 2021). This explains why strikes occur frequently in Nigeria.

Workers routinely demand their entitlements through industrial action since the government does not care about their welfare, and if they do not, nothing will change (Uzoh, 2021). It also explains why the government does not always bargain with the workforce, as doing so will result in obligations and the signing of agreements and memoranda. The majority of times the government made deals with workers, it did not abide by those agreements, and workers had to start another round of strikes to remind the government of the commitment it had previously made with them. Strike activities will continue to be common in Nigeria's public sector unless the government adopts a more favorable attitude toward its employees.

In the context of the ASUU strike in Nigeria, Weber's Social Action theory could be useful in the perception that the strike is a form of social action undertaken by academic staff members in response to their perceived lack of adequate compensation and poor working service conditions.

Therefore, according to Weber's Social Action theory, the ASUU strike can be seen as a complex process in which academic staff members are engaged in various forms of social action, driven by different motivations and goals. The strike is not simply a mechanical response to poor working conditions but is instead an indication of the diverse and complex drives of the academic staff members involved.

In the context of the ASUU strike in Nigeria, Weber's Social Action theory could be useful in the perception that the strike is a form of social action undertaken by academic staff members in response to their perceived lack of adequate compensation and poor working service conditions, which involve cessation of lecture for that period of time which in turn affect student academic performance. Therefore, the consideration of Weber's Social Action theory in relation to this research is to show the effect of Academic staff social action on the students of Olabisi Onabanjo University.

Review of Empirical Studies

Chukwudi & Idowu (2021) studied ASUU's strike, the Nigerian government, and its effects on students and society in a changing world. Therefore, the study investigates the negative effects of the strikes on university students and the society as a whole. The study found that the union's desire to protect the welfare of its members and its quick response to any perceived unfriendly government actions with strikes are the main drivers of the strikes, while the government fell short of providing funding and establishing an appropriate legal environment for ASUU negotiation and regulation. The study concludes that the public university students are exposed to and tempted to engage in social vices, have a sense of being disadvantaged unlike their private colleagues, and the society's development agenda is threatened because of the subpar graduates produced by the Ivory Tower, all of which are supported by secondary data from journals, newspapers, journals, books, and the internet. It suggests, among other things, that the government and ASUU renegotiate their contracts and that the government increase its budgetary funding for the university.

Ardo, Ubandawaki & Ardo (2020) examined the influence of Academic Staff Union of Universities (ASUU) strikes on academic performance of students in Usman Danfodiyo

University (UDUS) during 2013/2014 Academic Session. To choose the faculties and departments for the study, cluster sampling technique was used. 350 questionnaires were distributed in total, and 280 were collected and subjected to descriptive statistical analysis. Student academic progress is significantly adversely affected by the staff union's industrial activities that disrupt the academic session. The frequency of strike action in the 2013–2014 academic year at UDUS has a significant negative impact on students' academic progress. In the semester after the strike, it leads to subpar academic achievement. The study comes to the conclusion that the ASUU strike action during the 2013–14 academic year at UDUS had a detrimental impact on the academic performance of the students by raising the failure rate of students and making it difficult for them to quickly reawaken their interest in academic work upon the start of classes. This study is important because it will help those involved in the education sector understand the full effects of the ASUU strike on university students. It will also encourage students to participate in tutorial classes or self-study while the strike is in effect to keep up with their studies when classes resume.

Monogbe & Monogbe (2019) examined the extent to which ASUU strikes influences tertiary educational system in Nigeria. 600 students from the four selected universities in the States of Rivers and Ekiti were given questionnaires as part of the study's descriptive research approach. The dimensions of the Nigerian educational system are still the ASUU strike and student performance, educational quality, and long-term solutions to educational issues. The study's findings show that a sustained ASUU strike has a detrimental impact on educational quality and student performance, and that an extension of the strike could result in lower student performance in Nigerian universities. The study comes to the conclusion that frequent strike activities lead to the degradation of academic quality, deprive school administrators of academic time, and force academic work to be completed quickly after a strike. As a result, this result recommends that a monitoring committee for universities be established, whose role will be to communicate with the union about the current problems affecting institutions and report back to the government for prompt action. This will also aid in lowering the ongoing ASUU strikes and improve Nigeria's educational system.

Ingyefu (2016) assessed Taraba State University (TSU) Jalingo students' academic performance and the ASUU strikes. In order to choose the faculties and departments from which one hundred (100) respondents were selected, the study used a multistage selection technique. Questionnaires and interviews were used to gather information from respondents. The research revealed that ASUU's ongoing strikes in Nigeria have disrupted university schedules, which has had an impact on students' academic performance and goals. ASUU strikes were experienced by all respondents, and 75% acknowledged that these strikes had a negative impact on their academic performance. Nearly 75% of respondents said that the government could resolve the issues caused by the ASUU strikes by swift and rewarding discussion that promptly granted the union's requests. The study makes several suggestions and recommendations, including that university students should participate in tutorial classes or self-study during the strike action to keep up with academics when classes resume, that their parents or guardians should make sure they encourage students engagement in academic activities rather than household chores while the strike lasts, and that the members and executives of ASUU should employ other industrial dispute strategies to express their grievances rather than the one that has been chosen. To prevent

the deterioration and complete collapse of the educational sector, the Nigerian government should likewise use the strategy of prompt discussion and promptly grant ASUU's requests.

Adamu & Nwogo (2014) used a quasi-experimental research methodology, to examine the effect of university academic staff unions on the standard of higher education in Nigeria. The study's target sample consisted of 450 students at a federal institution in Nigeria, and it sent 20 copies of a well-structured questionnaire to them. The one-on-one allocation mechanism allowed the study to retrieve every disseminated questionnaire. The study uses the study curriculum, teaching quality, student competencies, and student learning habits as proxies for the quality of university education in Nigeria. The results show that the ASUU strike and the implementation of university curricula have a bad relationship. As a result, during school strikes, all academic activities are suspended, and when they resume, students are not given the opportunity to make up the time they missed. As a result, the ASUU strike has a negative impact on academic performance and university curricula. The analysis comes to the conclusion that the ASUU strike disrupts the Nigerian university curriculum. As a result, the government and the association should engage in swift negotiations and maintain an interconnected relationship as this will aid in preventing systemic planned strikes.

Methodology

The study employed the descriptive survey research design which were predicated on the use of primary sources of information (Oyedokun, 2020). This data aims to know the extent to which the ASUU strike has affected the public university system in Nigeria. The population of this study consists of the final year students across all faculties and department at the Olabisi Onabanjo University, Ago-Iwoye, Ogun State. The record provided by the University ICT Unit shows that there were 5,581 final year students at university during the 2022/2023 academic session. Using Krejcie & Morgan (1970) sampling Table, the researcher arrived at 360 sample size. Therefore, a total amount of 360 copies of questionnaire were purposively distributed to the students using purposive sampling technique. However, only 625 copies were proper filled, returned and analysed in this study. This constitutes 90.3% of the copies of questionnaire administered.

Analysis and Presentation of Data

The data gathered from questionnaire responses were analysed in form of percentages, tables, pictorial presentation etc. This analysis was done with the use of Statistical Package for Social Science (SPSS) version 23.

Table 1: Students Demographic Data

N	Variables	Frequency	Percentage (%)	
1.	Gender	Female	201	61.7
		Male	125	38.3
		Total	326	100.0
2.	Age group:	20yrs or below	16	4.9
		21-24	199	61.0
		25-28	99	30.4
		29 & above	12	3.7
		Total	326	100.0
3.	How many years have you spent in this university?	4 years	204	62.6
		5 years	106	32.6
		6 years	13	4.0
		7 & above	3	9
		Total	326	100.0
4.	Who do you think is mostly responsible for the ASUU strike?	Government	276	84.7
		Universities governing bodies	12	3.7
		ASUU	30	9.2
		Students	8	2.7
		Total	326	100.0
5.	Who does the strike affects the most?	Government	1	0,3
		Universities governing bodies	2	0.6
		ASUU	3	0.9
		Students	320	98.2
		Total	326	100

Source: Field Report, 2023

The data analysis presented in Table 1 represents the demographic information of the respondents. The data revealed that 61.7% of the respondents are female while their male counterparts constituted 38.3%. This clearly shows the female students participated in this study more than male. The sections showing the age distribution of the respondents revealed that participants between 20 years and below constituted 4.9%, those between ages 21-24 constituted 61.0%, ages 25-28 make-up 30.4%, while the respondents who are 29 years and above make-up 3.7%. This clearly showed that most of the participants are between the ages of 21-24. Also, Table 1 presenting the participants according to their years they spent in the universities, showed that 62.6% are students who spent 4yaers, those who spent 5years mark-up 32.6%, 6years mark-up 4.0%, while 9.0% are for 7 years and above. This confirmed that undergraduates who participated more in this study were those who spent four years in the university.

The Table also revealed that 84.7% of the respondents think the government is responsible for the ASUU strike while for the Universities governing bodies make up 3.7% ASUU make up 9.2% Students make up 2.7%. This confirmed that government is responsible for ASUU strike. Furthermore strike affects the most Government with 0.3%, Universities governing bodies 0.6% ASUU 0.9% Students 98.2%. This shown that strike affects mostly the students.

Presentation of Research Questions

Research Question 1: What are the effects of ASUU industrial strike on the quality of learning at Olabisi Onabanjo University?

Table 2: ASUU Industrial Strike and the Quality of Learning

S/N	Statements	SA	A	D	SD
1	The frequent strike actions reduced the quality of education	178 (54.6)	138 (42.3)	8 (2.5)	2 (0.6)
2	ASUU strike has been a major factor why some students go to private university	163 (50.0)	150 (46.0)	12 (3.7)	1 (0.3)
3	Lecturers rush the course outline, tests, and assignment when the schools resume from ASUU strike	173 (54.0)	143 (43.9)	6 (1.8)	1 (0.3)
4	Strike actions has reduced students' study habit	162 (49.7)	150 (46.7)	13 (4.0)	1 (0.3)
5	Students find it difficult to concentrate on their studies after the strike action	138 (42.3)	172 (52.8)	15 (4.6)	1 (0.3)
6	Students are not given enough time to prepare for examination after the strike action.	142 (43.6)	171 (52.5)	11 (3.4)	2 (0.6)

Source: Field Report, 2023

The data analysis on ASUU industrial strike and the quality of learning as presented in Table 2 above from the analysis presented, 96.9% of the respondents confirmed (in affirmative of strongly agree and agree) that the frequent strike action reduced the quality of education , while 3.1% disagreed (in affirmative of strongly disagree and disagree). A total of 96% of the respondents also strongly agree and agree that ASUU strike has been a major factor why some students go to private university . However, the other 4% strongly disagree and disagree that ASUU strike has been a major factor why some students go to private university. Also, 97.9% of strongly agree and agree that lecturers rush the course outlines, tests, and assignment when the schools resumes from ASUU strike while 2.1% disagreed to this motive .

A total of 96.4% of the respondents agreed that the strike actions had reduced the students study habit. However, the other 4.3% disagreed with the statement. 95.1% of the respondents strongly agreed and agreed that students finds it difficult to concentrate on their studies after the strike action, while 4.9% disagreed that strike action is not the cause for lack of concentration. Lastly, 96.1% also strongly agreed and agreed that students are not given enough time to prepare for examination after the strike actions while 4% strongly disagreed and disagreed to the fact that students are not given enough time for prepare for examination after strike actions.

Research Question 2: To what extent has the ASUU industrial strike affect the academic performance of students at Olabisi Onabanjo University?

Table 3: ASUU Industrial Strike and Academic Performance of Students

S/N	Statements	SA	A	D	SD
1	The disruption of the school calendar has negative influence on academic performance of students.	123 (37.7)	170 (52.1)	30 (9.2)	3 (0.9)
2	Personally, I have lost interest in school due to the ASUU strike	79 (24.2)	147 (45.1)	91 (27.9)	9 (2.8)
3	ASUU strike actions always increase failure rate of students	112 (34.4)	176 (54.0)	35 (10.7)	3 (0.9)
4	ASUU strike affects academic calendar thereby producing half-baked graduates	112 (34.4)	193 (59.2)	20 (6.1)	1 (0.3)
5	Poor quality of graduates produced is due to frequent strike actions by ASUU strike	88 (27.0)	181 (55.5)	53 (16.3)	4 (1.2)
6	ASUU strike reduces students' mental capability to compete with their counterparts in other countries.	90 (27.6)	175 (53.7)	54 (16.6)	7 (2.1)
7	ASUU strike creates opportunity for students to abandon academic for social immoralities	108 (33.1)	170 (52.1)	38 (11.7)	10 (3.1)

Source: Field Report, 2023

The data analysed on ASUU industrial strike and academic performance of students is represented in Table 3. From the analysis presented, 89.8% of the respondents confirmed (in affirmative of strongly agree and agree) that the disruption of the school calendar has negative influence on academic performance of students. While 10.1% disagreed (in affirmative of strongly disagree and disagree). This shows that the school calendar has negative influence on academic performance of students. A total of 69.3% of the respondents agreed that interest has been lost in the school due to the ASUU strike. However, the other 30.7% disagreed with the statement. This confirmed that the interest of the students has been lost due to ASUU strike. Also, 88.4% of the participants agreed that ASUU strike actions always increase failure rate of students, while 11.6% disagreed to this. This shows that ASUU strike always increase failure rate of students.

Furthermore, 93.6% of the respondents agreed that ASUU strike affects academic calendar thereby producing half-baked graduates, while 6.4% disagreed to this view. Also, 82.5% of the respondents confirmed that the poor quality of graduates produced is due to frequent strike actions by ASUU strike. However, 17.5% of the respondents are of contrary opinion. Additionally, 81.3% of the respondents agreed that ASUU strike reduces students' mental capability to compete with their counterparts in other countries. A total of 18.7% of the respondents are, however, in disagreement to this. This clearly confirmed that ASUU strike reduces student's mental capability to compete with their colleagues in other countries. Also, the data revealed that 85.2% of the respondents agreed that ASUU strikes creates opportunity for students to abandon academic for social immoralities, while 14.8% are of contrary opinion.

Discussion of Findings

The study examined the effects of ASUU industrial strike on the quality of learning at Olabisi Onabanjo University. It was found that the frequent strikes actions reduced the quality of education and ASUU strike has been a major factor why some students go to private university. The study further revealed that lecturers rush the course outline, test and assignment when the school resumes from ASUU strike and that strike actions has reduced student study habit and that student finds it difficult to concentrate on their studies after the strike actions and are not given enough time to prepare for examinations after the strike actions.

In relation to previous studies, the findings of Monogbe and Monogbe (2019) show that a sustained ASUU strike has a detrimental impact on educational quality and student performance, and that an extension of the strike could result in lower student performance in Nigerian universities. The study comes to the conclusion that frequent strike activities lead to the degradation of academic quality, deprive school administrators of academic time, and force academic work to be completed quickly after a strike. Ingyefu (2016) earlier revealed that ASUU strikes in Nigeria have disrupted university calendar, which has had an impact on students' academic performance and career goals. The study respondents (university students) acknowledged that these strikes had a negative impact on their academic performance. Adamu and Nwogo (2014) also reported that the ASUU strike has badly affected the university curriculum. As a result, the government and the association should engage in swift negotiations and maintain an interconnected relationship as this will aid in preventing systemic planned strikes.

The study also investigated the effects of ASUU industrial strike on academic performance of students at Olabisi Onabanjo University. The study discovered that the disruption of the school calendar has a negative influence on academic performance of students, ASUU strike has led to loss of interest in school, ASUU strike actions always increase failures rates and that ASUU strike affects academic calendar thereby producing half-baked graduates. Ardo, Ubandawaki and Ardo (2020) also revealed that the frequency of strike action in the 2013–2014 academic year at in Usmanu Danfodiyo University has a significant negative impact on students' academic progress. In the semester after the strike, it leads to subpar academic achievement.

The study further discovered that ASUU strikes diminishes students' mental capabilities to compete with their counter parts in the other countries and that ASUU strikes creates opportunities for students to engage in social immoralities. Chukwudi & Idowu (2021) also acknowledged that that the public university students are exposed to and tempted to engage in social vices, have a sense of being disadvantaged unlike their private colleagues, and the society's development agenda is threatened

Conclusion and Recommendations

The research concludes from the findings that ASUU strike as always been used as a tool to express grievances to the Nigerian government. Incessant ASUU strike in Nigeria Public University has been designed to maintain integrity of university education and need to provide global standard quality education. However the negative effects of ASUU Strike in public Nigeria Universities is so pronounced on student through disruption of school calendar that has reduced the preparation period of student for examination after the strike, increasing the failure

rate of student, which has reduced the quality of education, as student find it difficult to concentrate on their studies after the strike action, ASUU strike contributed to poor student's academic performance, loss of productive time, study program over stay and led to students who can afford private university to go there for a better learning quality which in turn increased the cost of living in the economy.

The study also discovered that incessant ASUU strike has reduced student mental capability and made the student lose interest in school making them to abandon academic for social immoralities and leaving school being half-baked graduate.

Based on the findings of this study, the following recommendations are made;

1. Government should pay more attention to the education sector and provide academic facilities that will enable a conducive learning and working environment for both staff and students in Universities.
2. Student should maximize the strike period by writing professional exam or getting practical skill relating to their discipline which in turn helps to maintain their reading culture and improve their mental capabilities.

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