

Assessing the impact of prolonged ASUU industrial action on teaching and learning activities in south east Nigerian public universities

Alutu, Chidozie Emeka

School of education, department of educational foundation and administration,
Nwafor Orizu College of Education, Nsugbe in affiliation with University of Nigeria Nsukka

Abstract

This study assesses the profound impact of prolonged ASUU (Academic Staff Union of Universities) industrial action on teaching and learning activities in South East Nigerian public universities. Utilizing a descriptive survey design, data were collected through a self-structured questionnaire distributed via Google Forms. The analysis, employing ANOVA and descriptive statistics, revealed significant disruptions in teaching activities, including lecture schedules, faculty absences, academic planning setbacks, and delays in examination processes. Learning activities were equally affected, with diminished student engagement, underutilized resources, delayed assessments, and a decline in academic support services. The findings highlight the multifaceted challenges imposed by ASUU strikes, underscoring the need for proactive measures to mitigate disruptions and ensure the continuity of quality education in the region's universities.

Keywords: ASUU industrial action, teaching, learning activities, south east Nigerian, public universities

1. Introduction

Industrial action in Nigeria encompasses strikes and protests by workers, including those in education, health, and other sectors. Commonly driven by disputes over wages, working conditions, and government policies, these actions disrupt services and impact the economy (Amadi et al., 2020). Organizations like labor unions and professional associations often organize these strikes to advocate for improved rights and fair treatment. While industrial action serves as a tool for expressing grievances and demanding change, its frequency highlights systemic challenges and the need for sustained dialogue between workers, employers, and the government to achieve lasting solutions and foster a more equitable work environment (Mohammed et al., 2021).

ASUU industrial action in Nigeria involves prolonged strikes by university educators, demanding improved working conditions, better remuneration, and enhanced educational infrastructure (Sunday & Lawan, 2023). These strikes disrupt academic activities, impacting teaching and learning in public universities and prompting national concerns about the state of higher education. Teaching and learning in public universities constitute dynamic processes where educators impart knowledge, foster critical thinking, and cultivate skills. Students engage in diverse academic disciplines, attending lectures, participating in discussions, and undertaking research (Murtala et al., 2021). The interaction between faculty and students, facilitated by classroom activities, laboratories, and collaborative projects, forms the foundation of higher education. Effective teaching methods, supported by robust academic resources, contribute to a vibrant learning environment (Hindman et al., 2013).

Public universities play a pivotal role in shaping future professionals and leaders, emphasizing the significance of quality education in fostering intellectual growth, skill development, and societal progress (Naidu & Derani, 2016). The impact of prolonged ASUU industrial action on teaching and learning activities in Nigerian public universities, particularly in the South East region, is a critical concern with far-reaching consequences for both educators and students. ASUU strikes, often characterized by protracted negotiations between the union and the government, have become recurrent events, disrupting the normal functioning of academic institutions (Mohammed & Hammangabdo, 2022). This disruption, spanning from lecture schedules to assessment processes, creates multifaceted challenges that hinder the seamless delivery of education (Jolayemi & Fatomilola, 2020).

One of the primary disruptions during prolonged ASUU strikes is the disturbance in lecture schedules. The absence of teaching faculty, who actively engage students in classroom activities, leads to a hiatus in the structured delivery of academic content (Odoziobodo, 2015). This disruption not only affects the continuity of syllabi but also disrupts the rhythm of student learning. The lack of regular classroom interactions impedes the effective dissemination of knowledge, potentially impacting the depth of understanding and comprehension among students (Adinduet et al., 2023). The increase in teaching faculty absences during these strikes further exacerbates the challenges faced in maintaining instructional quality (Oyebode & Obaka, 2022).

Faculty members play a pivotal role in shaping the educational experiences of students, and their prolonged absence can result in a decline in the quality of teaching. This decline may manifest in various ways, including the inability to provide timely feedback, diminished opportunities for interactive learning, and a less dynamic educational environment (Yohanna& Diggah, 2022).

Academic planning faces setbacks during prolonged ASUU industrial action, impacting course coordination and curriculum implementation. The uncertainty surrounding the duration of strikes and the unpredictability of when normal academic activities will resume make it challenging for institutions to adhere to predefined academic calendars (Aidelunuoghene, 2014). This lack of planning disrupts the seamless execution of academic policies, potentially causing confusion and disarray in the academic framework. Examination processes encounter delays, posing significant challenges for both educators and students. Timely assessments are crucial for evaluating students' progress, providing feedback, and ensuring the academic progression of students (Offemet al., 2018). Delays in examinations not only hinder these essential processes but also contribute to increased stress and anxiety among students as they face uncertainty about their academic standing and progression (Nwagbalaet al., 2023).

The underutilization of classroom facilities and resources is another notable impact of prolonged ASUU strikes. With faculty members on strike, classrooms remain empty, laboratories unused, and libraries deserted (John, 2015). This underutilization represents a considerable waste of resources and infrastructure, which were designed to support active teaching and learning. The educational environment becomes suboptimal, depriving students of the rich academic experiences that these facilities are intended to provide (Akindeet al., 2019). The motivation for assessing the impact of prolonged ASUU industrial action on teaching and learning activities in South East Nigerian public universities stems from the recurrent disruptions and their wide-ranging consequences.

As noted by Aidelunuoghene(2014), prior studies have highlighted the challenges posed by ASUU strikes, but a comprehensive examination of their specific impact on both teaching and learning activities in the South East region remains limited. Despite existing research on ASUU strikes, there is a gap in addressing the distinct challenges faced by educators and students in South East Nigeria during these industrial actions. This study aims to fill this gap by providing a

clear understanding of the disruptions, offering ideas crucial for informed policymaking and interventions to enhance the resilience of the education system in the region.

1.2 Research Objectives

Specifically, this study would:

- determine the extent of the impact of prolonged industrial action by ASUU on teaching activities of public universities in South East Nigeria;
- determine the extent of the impact of prolonged industrial action by ASUU on learning activities of public universities in South East Nigeria

Research Questions

The following research questions would guide the study:

1. To what extent does prolonged industrial action by ASUU affect teaching activities of public universities in South East Nigeria?
2. To what extent does prolonged industrial action by ASUU affect learning activities of public universities in South East Nigeria?

Research Hypotheses

1. There is no significant impact of prolonged industrial action by ASUU on teaching activities of public universities in South East Nigeria.
2. There is no significant impact of prolonged industrial action by ASUU on learning activities of public universities in South East Nigeria.

2. Methodology

Descriptive survey design was used for the study. This study was carried out in tertiary institutions in South East Nigeria. The study population comprises 140 participants. The instrument used for the study was self-structured questionnaire. Sections A of the questionnaire contains information on age, gender, while section B contains the questions on the research questions including, instruction and response guide. The questionnaire contains twelve (12) items on a four-point rating scale of Not at all (NA= 4 points), To a small extent (SE= 3 points), To a moderate extent (ME= 2 points) and To a great extent (GE= 1 point).

In order to ascertain the face and content validity of the instrument, the questionnaire was given to the three experts, two in Department of Education Measurement and Evaluation and one in Primary Education. Test-retest reliability method of testing reliability was used to test the questionnaire. The researcher used twenty (20) respondents from Delta State University Abraka for the reliability study. A link to the Google form was sent to them to fill and the survey lasted for 2 weeks. The items of the questionnaire (form) were reshuffled and re-arranged and then re-sent to the same respondents two weeks later. The questionnaire (form) was closed and their response were collated and tested using Pearson Product Moment Correlation, and it gave a reliability index of 0.88.

The method used in this study for data collection was a survey-based approach using Google Forms. The data were collected by the researcher and the survey which was carefully designed to gather quantitative data, was disseminated through diverse channels (WhatsApp, Facebook and Instagram groups) to ensure a representative participant pool. Participant selection prioritized diversity, guaranteeing anonymity and confidentiality in their responses. A significant aspect of the data collection involved integrating questions related to prolonged industrial action by ASUU, utilizing Likert scales responses to capture clearfeedback. The data collection phase spanned four (4) weeks to amass a substantial volume of responses, enhancing the study's statistical robustness. The methodology, rooted in Google Forms' functionality, facilitated efficient survey distribution, participant engagement, and data collection, contributing to a thorough examination of the research objectives.

The data analysis employed various statistical measures to provide a comprehensive understanding of the collected information. The frequency distribution illustrated the occurrence of each response, while percentages, valid percentages, and cumulative percentages highlighted the relative representation of data points. Descriptive statistics, including mean, standard deviation, variance, skewness, and kurtosis, offered understandings into the central tendency, variability, and distribution shape. Additionally, the standard error provided an estimate of the precision of the sample mean. In conducting the analysis of variance (ANOVA) to test hypotheses, the study initially formulated a null hypothesis assuming no significant differences among group means. A significance level (α) of 0.05 was selected to determine the threshold for

statistical significance. Data were collected from various groups, ensuring randomization and independence. The total variability in the data was decomposed into between-group and within-group sources through the calculation of sum of squares. Degrees of freedom associated with between-group and within-group variability were determined, and mean squares were computed by dividing the sum of squares by their respective degrees of freedom. The F-statistic was then calculated by dividing the mean square between groups by the mean square within groups. This calculated F-statistic was compared with the critical value from the F-distribution table. If the calculated F-statistic was greater than the critical value, the null hypothesis was rejected, indicating significant differences among group means. The ANOVA methodology provided a robust statistical approach to analyzing group differences and contributed valuable understandings to the study's objectives.

3. Results

This section provides a comprehensive overview of the study population's demographic characteristics, including gender distribution and age range. Subsequently, the focus shifts to the descriptive statistics and hypotheses testing.

3.1. Demographics

Table 1: Gender profile of the respondents

Demographic Characteristics of Respondents

Variable	Category	Frequency (n=140)	Percentage (%)
Gender	Male	36	25.7
	Female	104	74.3
Age Range	14-18 years	1	0.7
	19-22 years	11	7.9
	23-27 years	71	50.7
	28-32 years	36	25.7
	33-36 years	21	15.0

Table 1 presents the gender profile of the respondents in the study. The data is based on a sample of 140 participants. The frequency distribution indicates that 36 respondents (25.7%) identified as male, while 104 respondents (74.3%) identified as female. The valid percent reflects the distribution within each gender category, and the cumulative percent shows the running total percentage as you move through the categories. In this case, 25.7% of the respondents are male, 74.3% are female, and the total cumulative percent reaches 100.0%, indicating that all respondents are accounted for in terms of their gender identification. Table 1 provides idea into

Assessing the impact of prolonged ASUU industrial action on teaching and learning activities in south east Nigerian public universities

the age distribution of the respondents in the study. The majority of participants, 50.7%, fall within the 23-27 years age range. The next significant group is in the 28-32 years age range, comprising 25.7% of the respondents. Participants aged 19-22 years make up 7.9%, while those aged 33-36 years constitute 15.0% of the sample. Notably, there is a single respondent (0.7%) in the 14-18 years age range. The cumulative percent column indicates the progression in age categories, with the total cumulative percent reaching 100.0%, suggesting a comprehensive coverage of the various age groups in the study.

3.2 Descriptive statistics

Research Question one: To what extent does prolonged industrial action by ASUU affect teaching activities of public universities in South East Nigeria?

Table 2: The extent to which prolonged industrial action by ASUU affect teaching activities of public universities in South East Nigeria

Impact Factor	Mean	Std. Deviation	Variance	Skewness	Skewness Std. Error	Kurtosis	Kurtosis Std. Error
Extended ASUU strikes disrupt lecture schedules	3.86	.544	.296	-4.440	.205	20.163	.407
Teaching faculty absences increase	3.87	.507	.257	-4.261	.205	18.288	.407
Academic planning faces setbacks	3.94	.288	.083	-5.488	.205	31.420	.407
Student-teacher engagement declines	2.29	1.437	2.065	.254	.205	-1.894	.407
Examination processes encounter delays	3.87	.477	.228	-4.391	.205	20.807	.407

Assessing the impact of prolonged ASUU industrial action on teaching and learning activities in south east Nigerian public universities

Classroom facilities and resources face underutilization	3.73	.586	.343	-2.483	.205	6.759	.407
--	------	------	------	--------	------	-------	------

Table 2 reveals the impact of prolonged ASUU industrial action on teaching activities in South East Nigerian public universities. The mean values indicate the extent of disruption. Extended ASUU strikes, with a mean of 3.86, significantly disrupt lecture schedules, affecting teaching continuity. Teaching faculty absences rise (mean 3.87), leading to diminished instructional quality. Academic planning setbacks (mean 3.94) hinder course coordination. Student-teacher engagement declines (mean 2.29), and examination processes face delays (mean 3.87), impeding timely assessments. Classroom facilities underutilization (mean 3.73) contributes to a suboptimal teaching environment during strikes. These findings emphasize the multifaceted challenges impacting the teaching landscape during prolonged industrial actions.

Research Question two: To what extent does prolonged industrial action by ASUU affect learning activities of public universities in South East Nigeria?

Table 3: The extent to which prolonged industrial action by ASUU affect learning activities of public universities in South East Nigeria

Impact Factor	Mean	Std. Deviation	Variance	Skewness	Skewness Std. Error	Kurtosis	Kurtosis Std. Error
Student engagement declines due to faculty absences, affecting the overall quality of learning experiences	3.57	.691	.477	-1.856	.205	3.760	.407
Learning	2.96	1.162	1.351	-.474	.205	-1.384	.407

resources become underutilized, contributing to a suboptimal educational environment during ASUU strikes

Assessment	3.11	.982	.965	-.787	.205	-.517	.407
------------	------	------	------	-------	------	-------	------

processes face delays, hindering timely feedback and impeding students' academic progress

Academic	2.81	1.017	1.034	-.436	.205	-.902	.407
----------	------	-------	-------	-------	------	-------	------

support services, such as counseling, suffer, affecting the well-being and development of students

Collaborative	1.54	.932	.869	1.253	.205	-.133	.407
---------------	------	------	------	-------	------	-------	------

learning initiatives decline, hindering the interactive and participatory

nature	of							
education								
Access	to	3.30	.802	.643	-1.277	.205	1.599	.407
research								
opportunities	and							
projects								
diminishes,								
impacting								
students'								
exposure	to							
practical learning								

Table 3 reveals the significant impact of prolonged ASUU industrial action on learning activities in South East Nigerian public universities. The data shows a mean score of 3.57 for declining student engagement, indicating a tangible effect on overall learning experiences. Learning resources, with a mean of 2.96, become underutilized, contributing to a suboptimal educational environment. Assessment processes face delays (mean 3.11), hindering timely feedback and impeding academic progress. Academic support services suffer (mean 2.81), affecting students' well-being. Collaborative learning initiatives decline (mean 1.54), hindering interactive education. Access to research opportunities diminishes (mean 3.30), impacting practical learning experiences. These figures highlight diverse challenges, urging proactive measures.

3.3 Hypotheses Testing

Hypothesis One: There is no significant impact of prolonged industrial action by ASUU on teaching activities of public universities in South East Nigeria.

Table 4: ANOVA on impact of prolonged industrial action by ASUU on teaching activities of public universities in South East Nigeria

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	166.287	1	166.287	20.859	.000
Within Groups	1100.135	138	7.972		
Total	1266.421	139			

Hypothesis One is rejected, revealing a significant impact of prolonged ASUU industrial action on teaching activities in South East Nigerian public universities. The ANOVA results ($F(1, 138) = 20.859, p < 0.001$) show a substantial difference between groups, with a high F-statistic. The sum of squares between groups (166.287) compared to within groups (1100.135) indicates that the variance among groups is notably higher than within groups. This implies that the impact of ASUU strikes significantly influences teaching activities, highlighting the need for attention and strategic interventions to address the observed disparities.

Hypothesis two: There is no significant impact of prolonged industrial action by ASUU on learning activities of public universities in South East Nigeria.

Table 5: ANOVA on impact of prolonged industrial action by ASUU on learning activities of public universities in South East Nigeria.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	569.934	1	569.934	27.261	.000
Within Groups	2885.059	138	20.906		
Total	3454.993	139			

Hypothesis Two is rejected, indicating a significant impact of prolonged ASUU industrial action on learning activities in South East Nigerian public universities. The ANOVA results ($F(1, 138) = 27.261, p < 0.001$) demonstrate a substantial difference between groups, with a high F-statistic. The sum of squares between groups (569.934) compared to within groups (2885.059) implies a considerable variance among groups. This suggests that the impact of ASUU strikes significantly influences learning activities. Strategic interventions are imperative to address these observed disparities and ensure the continuity and quality of learning experiences amid extended industrial actions.

4. Discussion of results

Prolonged industrial actions by ASUU significantly disrupt teaching activities in public universities across South East Nigeria. The absence of teaching faculty during strikes leads to a decline in instructional quality and hinders the continuity of lecture schedules, affecting academic planning and course coordination. This finding is in contrast to the smooth functioning

of universities during periods without industrial actions (Ogunode et al., 2023; Ogunode et al., 2022). In related studies, it has been observed that extended strikes contribute to setbacks in curriculum implementation, impacting the overall educational experience in South East Nigerian universities (Nirindrainyet al., 2023). Moreover, delays in examination processes during ASUU strikes hinder timely assessments, affecting academic progress and student learning outcomes. This finding is consistent with research highlighting the negative consequences of prolonged strikes on examination schedules and academic calendars (Oyebode & Obaka, 2022). The underutilization of classroom facilities and resources during strikes further exacerbates the challenges, creating a suboptimal teaching environment. In contrast, studies emphasizing the importance of uninterrupted academic activities highlight the detrimental effects of extended ASUU strikes on the holistic development of students (Nwagbala et al., 2023; Aweet et al., 2022). In conclusion, prolonged ASUU industrial action in South East Nigeria has far-reaching consequences on teaching activities, necessitating strategic interventions to mitigate these disruptions.

Prolonged industrial action by ASUU has profound impacts on learning activities in public universities in South East Nigeria. The absence of faculty during strikes leads to a notable decline in student engagement, which is crucial for effective learning. This issue is echoed in a study by Lawisense et al., (2023), which found that faculty-student interaction is critical for maintaining the quality of learning experiences, a facet severely impacted during strikes. In contrast, universities with consistent academic schedules demonstrate higher levels of student engagement (Adefuluet et al., 2020). Moreover, learning resources such as libraries and laboratories become significantly underutilized during ASUU strikes, leading to a suboptimal educational environment. This finding agrees with the research by Kigwilu & Akala, (2017), emphasizing the importance of these resources in the learning process (Kerkhoven et al., 2016). The delay in assessment processes caused by industrial action hinders timely feedback, crucial for academic progress. Ogunode et al., (2023) supports this, highlighting the importance of timely assessments in educational outcomes. Academic support services, including counseling, also suffer, which affects the well-being and development of students. In a related study, Collins and Sims (2013) discusses the essential role of support services in student success, a role compromised during prolonged strikes. Additionally, access to research opportunities and practical learning

experiences diminishes, impacting skill development. This issue is aligned with findings by Constantinou and Fotou (2020), who noted the importance of research and practical work in higher education.

5. Conclusion

In conclusion, this study has provided a comprehensive examination of the impact of prolonged ASUU industrial action on teaching and learning activities in South East Nigerian public universities. The findings reveal significant disruptions in both domains, encompassing lecture schedules, instructional quality, academic planning, examination processes, and resource utilization. The decline in student engagement and the suffering of academic support services further underscore the pervasive challenges faced during these periods. These observations align with existing literature on the subject, emphasizing the consistent and multifaceted consequences of ASUU strikes. The study calls for urgent attention and strategic interventions to address these disruptions, safeguard the quality of education, and ensure the well-being and development of students. Policymakers, university administrators, and stakeholders must collaborate to implement proactive measures that enhance the resilience of teaching and learning activities during industrial actions, fostering a conducive and uninterrupted educational environment in South East Nigerian public universities.

Funding

This work was supported by the Tertiary Education Trust Fund (TETFund) through Institution Based Research (IBR) intervention. TETF/DR&D/CE/COE/NSUGBE/IBR/2023/VOL.II

References

- Adefulu, A., Farinloye, T., & Mogaji, E. (2020). Factors influencing postgraduate students' university choice in Nigeria. In *Higher Education Marketing in Africa: Explorations into Student Choice* (pp. 187-225). Cham: Springer International Publishing.
- Adindu, K. C., Aforma, I., & Bakari, V. D. (2023). Minimizing consistent Academic Staff Union of Universities (ASUU) strike in Nigeria: Implication on adult education programme. *Journal of Research in Adult and Continuing Education*, 1(2), 205-218.
-

- Aidelunuoghene, O. S. (2014). ASUU industrial actions: Between ASUU and government is it an issue of rightness. *Journal of Education and Practice*, 5(6).
- Aidelunuoghene, O. S. (2014). ASUU industrial actions: Between ASUU and government is it an issue of rightness. *Journal of Education and Practice*, 5(6).
- Akinde, S. I., Aruna, J. O., & Abiodun, E. (2019). Labour relations and human capital development crisis: Implications for academic calendars and annual leave in Nigerian universities. *International Journal of Development and Sustainability*, 8(8), 488-502.
- Amadi, E. C., & Precious, U. (2015). Effects of strike actions on educational management planning of universities in rivers state, Nigeria-Africa. *Arabian Journal of Business and Management Review (Nigerian Chapter)*, 3(11), 28-36.
- Awe, B. A., Tiliye, R. N., Balogun, B. N., & Olajide, O. I. (2022). Collateral Effects of Strike Actions by Academic Staff on Undergraduates in Public Universities in South West Nigeria. *Religación: Revista de Ciencias Sociales y Humanidades*, 7(33).
- Chukwudi, E. C., & Idowu, S. S. (2021). ASUU strike and the Nigerian governments: Implications on students and society in a changing world. *South Asian Journal of Social Studies and Economics*, 12(4), 294-304.
- Collins, W., & Sims, B. C. (2013). Help seeking in higher education academic support services. In *Help seeking in academic settings* (pp. 203-223). Routledge.
- Constantinou, M., & Fotou, N. (2020). The effectiveness of a must-have practical work in tertiary life science education. *Information*, 11(9), 401.
- Follo, G., & Huelskamp, D. (2023). The Experience of Faculty Strikers: Factors that Could Impact Higher Education Strikes. *Qualitative Report*, 28(12).
- Hindman, J., Grant, L., & Stronge, J. (2013). *The supportive learning environment: Effective teaching practices*. Routledge.
- John, O. A. (2015). Labour unions and conflict management in Nigeria: a case study of academic staff union of Nigerian universities(ASUU). *World Journal of Management and Behavioural Studies*, 3 (1), 30, 35.
- Jolayemi, L. B., & Fatomilola, O. (2020). Causal Relationship between Industrial Action and Economic Growth in Nigeria. *Open Access Library Journal*, 7(5), 1-14.
-

- Kerkhoven, A. H., Russo, P., Land-Zandstra, A. M., Saxena, A., & Rodenburg, F. J. (2016). Gender stereotypes in science education resources: A visual content analysis. *PLoS one*, *11*(11), e0165037.
- Kigwilu, P. C., & Akala, W. J. (2017). Resource utilisation and curriculum implementation in community colleges in Kenya. *International Journal for Research in Vocational Education and Training (IJRVET)*, *4*(4), 369-381.
- Lawisense, G. D., Bello, M., & Yusuf, A. U. (2023). The Effect of Incessant Industrial Strikes on the Development of Physics Education and National Progress in Nigeria. *African Journal of Humanities and Contemporary Education Research*, *13*(1), 160-173.
- Mohammed, I., & Hammangabdo, E. A. (2022). Investigating the Effects of Staff Unions Industrial Action on Students' Academic Performance in Nigerian Tertiary Institutions. *Sch J Arts Humanit Soc Sci*, *7*, 345-357.
- Murtala, O. M., Nelly, A. F., & Ogunode, N. J. (2022). Psychological Effects of Strike Actions on Academic Staff of Public Universities in Nigeria. *Electronic Research Journal of Social Sciences and Humanities*, *4*(4), 29-40.
- Naidu, P., & Derani, N. E. S. (2016). A comparative study on quality of education received by students of private universities versus public universities. *Procedia Economics and Finance*, *35*, 659-666.
- Nirindrainy, A. F. (2023). The Challenges of University Strikes on Students: A Case Study from Madagascar. *East African Journal of Education Studies*, *6*(3), 441-449.
- Nwagbala, S. C., Okafor, J. N., & Ani, A. E. (2023). ASUU Strike on the Academic Performance of Students in Tertiary Institutions in Nigeria. *European Journal of Science, Innovation and Technology*, *3*(3), 274-287.
- Nwagbala, S. C., Okafor, J. N., & Ani, A. E. (2023). ASUU Strike on the Academic Performance of Students in Tertiary Institutions in Nigeria. *European Journal of Science, Innovation and Technology*, *3*(3), 274-287.
- Obindu, N., & Kelechi, A. G. (2021). Implication of the use of strike action as an instrument of achieving better conditions of service in our educational system. *SOUTH EASTERN JOURNAL OF RESEARCH AND SUSTAINABLE DEVELOPMENT (SEJRSD)*, *4*(1), 62-75.
-

- Odoziobodo, S. I. (2015). Integrity and conflict resolution in Nigeria: An analysis of trade disputes between the Federal Government of Nigeria and the academic staff union of universities, ASUU. *European Scientific Journal*, 11(22).
- Offem, O. O., Anashie, A. I., & Aniah, S. A. (2018). Effect of strikes on management and planning of educational activities in Nigerian universities. *Global Journal of Educational Research*, 17(1), 1-8.
- Ogunode, N. J., Obioma, M. A., & Belloh, A. M. (2023). Accountability in University System in Nigeria: Challenges and Way Forward. *European Journal of Artificial Intelligence and Digital Economy*, 1(2), 7-18.
- Ogunode, N. J., Ohunene, L. A., & Olatunde-Aiyedun, T. G. (2022). A review of factors responsible for high rate of financial corruption in public universities in Nigeria. *Central Asian Journal of Social Sciences and History*, 3(7), 30-44.
- Ogunode, N. J., Ukozor, C. U., & Kware, Z. B. (2023). Delay in Dissertation/Thesis Writing in Public Universities in Nigeria. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 3(3), 223-234.
- Oyebode, M. O., & Obaka, A. I. (2022). Socio-economic Impact of Academic Staff Union of Universitiesâ€™ Incessant Strikes on Host Communities: Focus on Anyigba Community of Kogi State, Nigeria. *KIU Journal of Social Sciences*, 8(2), 111-126.
- Oyebode, M. O., & Obaka, A. I. (2022). Socio-economic Impact of Academic Staff Union of Universitiesâ€™ Incessant Strikes on Host Communities: Focus on Anyigba Community of Kogi State, Nigeria. *KIU Journal of Social Sciences*, 8(2), 111-126.
- Sunday, O. U., & Lawan, A. A. (2023). Strikes of the Academic Staff Union of Universities: An Avenue to Guarantee Quality Architectural and Other Education in Nigeria. *American Journal of Civil Engineering and Architecture*, 11(1), 17-21.
- Yohanna, A., & Diggah, A. (2022). Effect of incessant strike on Nigerian education: implications for university education in Nigeria. *AJERLP*, 24, 217-226.
-