

Effects of Academic Staff Union of Universities' Industrial Strike Action on the Facilities and Staff of Olabisi Onabanjo University, Ago-Iwoye, Ogun State

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Abstract

ASUU must help the stakeholders achieve the desired education by offering top-notch instruction in the Nigerian university system. Additionally, the Union supports the struggle, just like any other union, to guarantee its members' proper welfare, job security, and facilitation of a favourable work environment. Hence, this study examined the effects of ASUU on the facilities and staff of Olabisi Onabanjo University, Ago-Iwoye. The Relative Deprivation Theory serves as the theoretical background upon which the study is hinged. The study adopted a survey research method. A total of 36 lecturers were purposively selected across the faculties and colleges of the University. The researcher designed separate research instruments (questionnaires) to collect data from the students and staff of the University. The data was analysed using SPSS, and the data was presented using tables and descriptive analysis. The results revealed that the strike has not improved staff welfare, and academic staff salaries have been reviewed because of the ASUU strike. The study concludes that the government is primarily responsible for the ASUU strike; lecturers rush the course outline, tests, and assignments when the schools resume from the ASUU strike, which makes the government withhold the salaries of academic staff at Olabisi Onabanjo University, and the strike has not lead to government improving academic facilities and service condition in the University. The study recommends that ASUU consider the apathy to education and the effect on the quality of graduates that incessant industrial actions create.

Keywords: ASUU Strike, Academic Facilities, Staff Welfare, University Education

Introduction

The Academic Staff of Universities (ASUU) is a member of the University's teaching staff. The academic staff, like every other group, is a union organisation that advocates for changes in the university system and the welfare of its workers. The Union also must help the stakeholders achieve the desired classic education grade by offering top-notch instruction in the Nigerian university system. Additionally, the Union supports the struggle, just like any other union, to guarantee its members' proper welfare, job security, and facilitation of a favourable work environment (Monogbe & Monogbe, 2019).

The Union in Nigeria launched several industrial actions to force the government to meet the needs of public university lecturers and schools, particularly in salary, allowances, and infrastructure amenities in tertiary institutions. Such labour disputes resulted in months-long closures of schools, the paralysis of academic activities, and the frustration of both students and parents. However, it should be emphasised that some of the ASUU's numerous initiatives aimed to enhance the welfare of the public University, professors, students, and society (Ardo et al., 2020).

ASUU is one of the four major trade unions in Nigerian public universities. Others are the Senior Staff Association of Nigerian Universities (SSANU), the National

Association of Academic Technologists (NAAT), and the 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 than a few insignificant successes, usually relating to improved member welfare, many ASUU industrial activities do not appear to have been met with discernible success. Can one say that the ASUU strike has enhanced staff welfare and improved educational sector facilities, given Nigeria's current circumstances?

Shimawua (2020) emphasised that to force the government to address the requirements of public university lecturers and schools, particularly in the areas of pay, allowances, and infrastructure amenities in tertiary institutions, the Union launched several industrial strikes in Nigeria. Schools were closed for months due to these labour disputes, paralysing academic activities and frustrating pupils and parents. It should be emphasised, nevertheless, that some of the ASUU's numerous efforts were aimed towards enhancing the welfare of the public University, professors, students, and society as a whole. For instance, the Union actively participated in the 1980s battles against the military administration. The Nigerian educational system has been severely hampered by the disruption of academic activity brought on by the ASUU's industrial action, as the products of Nigeria's higher institutions are only partially finished because of the academic calendar disruption. Additionally, ASUU's continuous industrial action has disrupted the tertiary institution's academic schedule, prolonged the study period, and diminished student engagement upon resuming classes.

Several industrial activities started after the prohibition was repealed in 1990 are documented. The most recent one occurred in 2022 and lasted for over eight months. These strike actions always cause academic programs to be disrupted, which could expose students to fragmented learning, foster bad study habits and make it difficult for the lecturers to teach and impart knowledge to the students. Most students are entirely cut off from academics when they are absent from school frequently or for extended periods. This is due to the possibility that the environment at home does not encourage focused and effective academic work. They might instead divert students' attention, leaving them vulnerable to evil acts (Egbegi & Iheriohanma, 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 study's primary concern, and it was based on these assumptions that it examined how strikes by this labour union have affected staff performance in public universities in Nigeria. Olabisi Onabanjo University, at Ogun State, Ago-Iwoye, is selected as a case study.

Objective of the study

The study examines the effects of the constant Academic Staff Union of Universities' industrial strike on the Nigerian public university system. The study selected Olabisi Onabanjo University, Ago-Iwoye, as a case study from the south-west geopolitical zone in Nigeria. Therefore, the following research questions are itemised:

- i. How has the ASUU industrial strike led to improving academic facilities at Olabisi Onabanjo University?
- ii. How has the ASUU industrial strike affected academic staff welfare at Olabisi Onabanjo University?

The Academic Staff Union of Universities (ASUU)

Universities are intellectual citadels for instruction and the highest research, where the next generation's titans are forged. Academic and non-academic staff are the two recognised categories of employees in the university system. The academic staff, however, is of relevance to our investigation. The University's teaching faculty is made up of the academic staff. Like every other group, the academic staff has a union organisation that advocates for changes in the university system and the welfare of its workers. The name of this Union is the University Academic Staff Union (ASUU). The Nigerian Association of University Teachers, founded in 1965, included ASUU as a subset. In 1978, ASUU obtained autonomy and started to function as a union that defends the rights of its members. The Union is also tasked with helping the stakeholders achieve the desired classic standard of education by offering top-notch instruction in the Nigerian university system (Ardo et al., 2020).

The Academic Staff Union of Universities (ASUU) is one of Nigerian public universities' main four trade unions. The three other vibrant trade unions are the Senior Staff Association of Nigeria Universities (SSANU), the National Association of Academic Technologists (NAAT) and the Non-Academic Staff Union of Universities (NASU) (Egbegi & Iheriohanma, 2018). The ASUU was established in 1978, and since then, the academic system of Nigerian universities has seen specific changes and faced some difficulties. The academic staff members view the Union as an all-encompassing organisation through which they may communicate and present 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 (Umeagbalasi, 2013; Ardo et al., 2020).

However, when the ASSU members feel that their expectations have not been satisfied by the government or the school authority, they frequently turn to industrial action without taking into account the detrimental multiple repercussions on children, parents, and society as a whole. Due to these factors, some of the public may interpret the Union's activities, particularly its industrial strikes, as an effort to thwart Nigerian undergraduates' academic aspirations. The Union in Nigeria launched multiple industrial strikes to force the government to address the needs of public university lecturers and schools, particularly in salary, allowances, and infrastructure amenities in tertiary institutions (Ardo et al., 2020).

Such labour disputes caused schools to close for several months, paralysing academic activities and frustrating both kids and parents. It should be emphasised, nevertheless, that some of the ASUU's numerous efforts were aimed towards enhancing the welfare of the public University, professors, students, and society as a whole. By creating and promoting sustainable education management and offering high-quality services in Education, the Union intended to help the stakeholders achieve its high profile in education. The Union also supports the members' efforts to advance their social, economic, and professional circumstances, protect their rights, and work for their achievement. Trade unions employ various techniques to accomplish their objectives in Nigeria and other nations. Since the Academic Staff Union of Universities (ASUU) was founded in 1978, the Union has typically viewed going on strike as its last resort for influencing policy (Punch Newspaper, 2012).

The Union uses the instrument of action, which involves one of the following:

- i. suspension of work;
- ii. refusal to work;
- iii. continue to work under certain conditions, or
- iv. Slowdown of work.

Industrial Action

Industrial action accordingly is an action that workers take, especially stopping work, to protest to their employers about something. It is a brief manifestation of employee displeasure, often a strike or a protest against unfavourable working conditions or poor pay. Gaining more negotiating power with the employer and pressuring them to improve employees' working conditions are two industrial action goals. Industrial action is typically organised by unions or other organised labour, most frequently when workers are forcibly terminated due to a contract and without agreeing with the employer (Hornby, 2018).

Iyayi, 2002 said that although it is frequently used and understood as a euphemism for a strike or mass strike, its meaning is far broader. Industrial action may be used to resolve a labour conflict or to bring about political or social change. They rely only on this communication channel to express their concerns regarding perks and safety. In its broadest sense, industrial action refers to coordinated disruptive action, such as a strike or go-slow, undertaken by a group of workers to advance what they perceive to be either their own interests or the interests of the public at large.

In reality, the terms "industrial action" and "strike" can often be considered synonymous, especially if the latter is given the kind of broad interpretation used by the International Labor Organization (ILO). Industrial action is the stoppage of work to protest poor service or conditions (Briggs, 2005). Academic and non-academic employee strikes in the tertiary education sector have been linked to student cheating on exams, corruption, and other social vices. Because strikes take time away from students, they are a social problem similar to corruption, making it impossible for students to complete their education within the allotted time.

ASUU Strike and the Academic Staff

Globally, universities are considered the citadel of learning, the source of intellectual growth, and a place where tomorrow's leaders are created. As a result, the University is a source of value and knowledge. When it can offer information and value, it advances. However, if the staff members and administrators do not correctly manage it, it will not fulfil its role of offering the anticipated knowledge and value. The tertiary institutions in Nigeria have recently experienced constant shutdowns because of labour unrest. It is easier to conceive than express the effects of these frequent closures of tertiary institutions and academic programs on academic (ASUU) and non-academic staff. It is argued that the purpose of the ASUU strike is to force the government to uphold and carry out the 2009 agreement it made with the Union regarding university funding and autonomy. ASUU, as a union, is said not to be interested in going on strike but instead uses it as a last resort when all other attempts to influence the government have failed. Therefore, it follows that ASUU is cognizant of the negative repercussions of its actions on the university community and the fact that its members suffer as a result. After exhausting all potential

channels for settling the workplace dispute without the expected outcomes, the Union turned to strike (S. 45 The Federal Republic of Nigeria, 2004).

Going on strike is like declaring war on the opponent, though no lethal weapon is involved. A war could produce casualties on both sides. This was the case during the 2001 ASUU industrial action, which resulted in the dismissal of twenty-one lecturers from the services of the University of Ilorin. Though the court later rendered the dismissal a nullity, some lecturers never returned to their jobs. While some had died by then, others relocated abroad in search of greener pastures. The loss suffered by Nigeria due to such a brain drain cannot be quantified in monetary terms.

Consequently, when a war is at hand, all efforts are geared towards its successful prosecution. As such, all other things that will not contribute towards that goal will have to take the back saddle. During any strike, and particularly in the case of ASUU, members are constituted into various committees, one of which is the monitoring committee, whose duty is to go around all the units of the Union to ensure absolute and total compliance with the strike order. Another group is to handle the issue of negotiation with the government. During this period, therefore, the Union is so preoccupied with matters concerning the strike that its members have no time to embark on any meaningful academic research work. The development of education suffers during such intellectual lethargy (Adetiba, 2012).

Industrial Strike Action and Educational Development

The following includes some of the effects of consistence strikes by the academic staff of universities on educational development:

Falling Standard of Education: The avalanche of industrial strike action in the public tertiary institutions has contributed immensely to the fall of Nigeria's standard of education below the United Nations Educational, Scientific and Cultural Organization (UNESCO) Index (Okoko, 2022). This has damaged the reputation of Nigerian educational clime, and it's dicey for future generations, especially our youth.

High Rate of Brain Drain: Frequent labour disputes at public tertiary institutions have a detrimental effect on the educational system. Many professors have emigrated abroad in search of "greener pastures" or more profitable jobs (Okoko, 2022). The brain drain syndrome has led to the loss of brilliant lecturers and scholars to foreign countries in this technological age, where the nation requires quality human capacity and capital development to advance national courses. (Obi, 2004; Osabuohelen & Ogunrmola, 2015)

Unstable Educational System: The dwindling and instability of the public tertiary institutions due to frequent strike actions have brought strain relationship between the government and labour unions (Okoko, 2022). This makes it impossible for them to come to a compromise and implementation of policies and programmes in the institutions for profitable educational and academic development that will transform the educational sector in Nigeria. (Egwu, 2018)

Disturbance of Economic, Social and Political Life of a Country: There are a plethora of consequences of an industrial strike, such as a decline in demand for goods and services, loss of the management or government, bad effect on labour relations and obstruction to economic growth which affect the federal and state government as relates to students in human capacity development as product of educational institutions (Okoko, 2022; Arputharaj & Gayatri.).

Empirical Review

Nwajioha et al (2021) examined the implications of leadership subterfuge on collective bargaining and organisational crisis management in Nigeria's public domain, with public universities focal point of analysis. The research study used a survey-based descriptive research design. Secondary data were sourced from academic journals that had already been published, conference papers, news articles, and other pertinent online resources. The results showed that there was almost universal agreement that collective bargaining procedures were ineffectively used to manage organisational crises in Nigeria's public universities and that the government continued to merely declare that collective bargaining procedures should be appropriately applied, which only served to exacerbate the labour relations crisis. The study concluded that the efficacy of the collective bargaining mechanism is hampered by the government's failure to address unresolved issues in their memorandum of agreement. To avoid any tendency toward friction that could further trigger an organisational crisis, it was advised that all parties involved in labour relations and collective bargaining processes should make an effort to be open and dedicated to the terms of the agreement.

Akinde et al. (2019) investigated the implications of industrial unrest on the academic staff unions of universities in Nigeria. To direct the investigation, three research questions were developed. The study design employed was a descriptive survey. Ebonyi State University's deans of faculties, department heads, heads of other units, and lecturers were present. The sample size was 200 respondents, of which seven faculty deans, 20 heads of departments, and 137 professors from different university faculties were included in the stratified random sampling technique. The results show, among other things, that the ongoing ASUU strike threatens Nigeria's efforts to promote literacy since it throws off the academic calendar and encourages haphazard implementation of instructional materials, among other detrimental effects on education. As a result, it was suggested that the government create dynamic and long-lasting policies. As a result, education policies should not be left up to each government's discretion; instead, each administration should expand on the already established policies. To achieve excellence and promote academic standards in all their ramifications, the minister and education commissioners should not be nominated unilaterally but rather by a group of senior professional educators.

Similarly, Shimawua (2020) studied the impact of industrial union strikes on the performance of public universities in Nigeria. According to the study, the rigid structures of relationships, a lack of communication, management's and the government's interference in union affairs, frequent trade disputes, a lack of funding, and inadequate teaching facilities are to blame for the problem of industrial relations in the Nigerian university system. The reasons for labour disputes inside the university system have also been linked to political factors. These impact students' academic performance, leading to decreased production in Nigeria's economy. The study recommends that in order to understand how industrial relations operate, both union leaders and management representatives should occasionally pursue training. Aiyelari (2019) evaluates the crisis in labour relations and human capital development on academic schedules and annual leave in Nigerian universities. To address the research questions, data were randomly gathered from 137 instructors at 37 universities spread across the nation's six geopolitical zones. First, what causes

crises to occur most frequently in the Nigerian university system, and second, do frequent industrial crises justify academic employees' challenges in using yearly leave? The analyses revealed that unresolved disputes between the Federal Government of Nigeria and the Academic Staff Union of Universities (FGN-ASUU) are a significant cause of academic calendar disruption. This frequently causes academic sessions to drag out and is also partly to blame for instances where staff members are denied access to academic staff annual leave, among other things. Only 21.9 per cent of the respondents had regular experience with annulment leave after at least ten years of active duty; the majority, however, had neither regular nor irregular experience. Deferring annual leave was not accepted in their organisations, according to some respondents (34.3%), while 68.6 per cent listed poor health as one of the impacts of unused annual leave. The Nigerian government is recommended, among other measures, to institute proactive resolution of FGN-ASUU issues and prioritise national educational growth. The ASUU should draft a resolution to require academic staff members nationwide to take an annual leave of absence.

Eric & Urho (2015) examined Nigeria's labour unions and conflict management with a case study of ASUU. Surveys and content analysis were used in the study's research design. Due to the negative consequences of ASUU strikes on this country's educational system, ASUU was selected as a case study. In order to prevent the rights of the colleagues they represent from being violated or denied by the government, the study revealed that ASUU attempted to overthrow the government in each of its operations. This study also found that they employed lobbying, meetings, conversations, and consultations to realise their demands. Employing "collective bargaining," a crucial instrument between the government and labour, was another technique to resolve disagreements. It is via it that recommendations and conclusions were reached.

Anonaba (2015) studied the impact of collective bargaining on industrial conflict resolution in Nigerian public universities. The study was designed to determine if collective bargaining solves workplace conflict in Nigerian universities. The study targeted the academic staff of both state and federal universities in the South-West geopolitical zone of Nigeria, owing to their active participation in industrial actions. The sample size of 600 academic staff was selected from 6000 ASUU members in the South-West geopolitical zone. The use of collective bargaining has been found to have meaningfully contributed to industrial peace and harmony. It is an effective medium for checking strikes, labour unrest and brain drain incidents in Nigerian public universities. Hence, the government should recognise and strengthen collective bargaining to have a conducive atmosphere in Nigerian universities.

Anonaba (2015) evaluated the strike's impact on higher education in Nigeria using historical research techniques. The study assessed the history of strikes in Nigeria, their root causes, and how they affected students and the country's educational system. In the study framework, it was reported that strikes in Nigeria drag on for a long time due to fruitless negotiations between the Union and the government. As a result, Nigeria's educational quality is declining. The research, therefore, recommended the Union and the government act quickly and achieve an agreement to enhance the educational system in Nigeria, as doing so will help to avert a future strike.

Esu (2014) investigated improved funding of university education in Nigeria: a panacea to ending industrial action by ASUU. The study concluded that various reasons, such as poor conditions of service, heavy workloads, inadequate facilities and the working environment, all led to frustration for university staff. Therefore, it is of paramount importance that the government puts into cognisance and act on problems or factors militating against quality education in Nigerian Universities, as this would go a long way toward ending the industrial action in the universities. It was recommended that the government review its university funding as it was in 1962 – 1975. Also, the university teachers should be granted well-meaningful conditions of service in terms of functions with allowances and housing accommodation with reasonable years of service at 75 years for professors and 68 for non-professors as retiring age.

Theoretical Framework

This study is based on the relative deprivation theory developed by Ted Robert Gurr. According to the relative deprivation theory, people become hostile and take part in violent acts like strikes, riots, rebellions, mass protests/revolts, and other types of civil or industrial unrest when they perceive/experience actual or latent obstacles that prevent them from meeting their basic material needs (Ikejiaku, 2012; Egbegi & Iheriohanma, 2018). In his 1970 book "Why People Rebel," Ted Robert Gurr made the case that individuals are compelled to rebel when they become aware of inconsistencies between the benefits they are ostensibly receiving and the actual ones (Richardson, 2011). The perceived mismatch between value expectations and value capabilities causes group members to become frustrated and dissatisfied. The relative deprivation theory explains why a group feels deprived and dissatisfied when its position is compared to that of a referent group (Saleh, 2013).

This theory is pertinent to the continuous labour disputes between the Federal and State governments and ASUU that occur in public colleges in Nigeria (Egbegi & Iheriohanma, 2018). This suggests that universities' disputes are generating general discontent among lecturers, who are disproportionately denied the right to better working conditions or environments by the Federal Government or university management. Ikejiaku (2012) This justifies the lecturers' sense of deprivation, which gives rise to the urge to engage in labour actions like strikes, absenteeism, boycotts, and mass protests to address perceived deprivation that is hurting the universities' ability to achieve their overall goals and objectives. The anger and aggressiveness that the lecturers experience when males engage in conflicts in society are caused, in part, by their sense of deprivation from the Federal Government. Relative deprivation theory has been criticised for failing to explain why some dissatisfied people choose not to engage in massive protests or violent acts (Richardson, 2011). It can be assumed that ASUU engaging in labour unrest or other forms of agitation does not ensure that its actions or interests are just, nor does it ensure that members of Nigerian public universities will generally expect improved working conditions or environments (Egbegi & Iheriohanma, 2018).

The ASUU strike in Nigeria exemplifies how relative deprivation theory can be applied. The Union has gone on strike several times over the years, citing issues such as poor funding, inadequate infrastructure, and the non-implementation of agreements with the government. The striking lecturers have argued that Nigeria's higher education system is grossly underfunded compared to other countries in the region

and that the government needs to do more to address this. They feel deprived of the resources and conditions they need to provide quality education to their students, which has led to poor outcomes and a decline in the standard of education in the country. The ASUU strike is an example of how relative deprivation theory can be used to explain social and political behaviour. The striking lecturers feel deprived of their expected resources and opportunities, and they are taking action to redress the imbalance by demanding better funding for the education sector. This action is motivated by the feeling that they are not receiving what they deserve and need to do their jobs effectively. In the case of ASUU strike in Nigeria, relative deprivation theory can be applied to understand the reasons behind the strike of resources or opportunities may be motivated to take action to redress the imbalance. This feeling of deprivation can stem from various sources, such as economic, political, or social contexts. The ASUU strike in Nigeria exemplifies how relative deprivation theory can be applied. The Union has gone on strike several times over the years, citing issues such as poor funding, inadequate infrastructure, and the non-implementation of agreements with the government.

The striking lecturers have argued that Nigeria's higher education system is grossly underfunded compared to other countries in the region and that the government needs to do more to address this. They feel deprived of the resources and conditions they need to provide quality education to their students; this action is motivated by the feeling that they are not receiving what they deserve and need to do their jobs effectively, which has led to poor outcomes and a decline in the standard of education in the country.

Methodology

This study aimed to know the extent to which the ASUU strike has affected the public university system in Nigeria, using the lecturers of Olabisi Onabanjo University as a case study. Therefore, the survey research design was adopted. According to Oyedokun (2020), this method, is used whenever primary data must be sourced directly from the respondents. The researcher utilised the convenient sampling technique to select lecturers of the University who were available and willing to participate in the study. The study included a total of 36 lecturers across all faculties and colleges of the University. The data were collected using electronic questions through Google Forms and analysed using SPSS. The results are then presented in percentages.

Data Presentation and Analysis**Table 1: Demographic Data**

N	Variables	Frequency	Percentage (%)	
1.	Gender	Female	9	25.0
		Male	27	75.0
		Total	36	100.0
2	Age Group	21-30	2	5.6
		31-40	4	11.1
		41-50	19	52.8
		51 & above	11	30.6
		Total	36	100.0
3.	How many years have you spent at this University?	1-5 years	5	13.9
		6-10 years	6	16.7
		11-15 years	16	44.4
		16 & above	9	25.0
		Total	36	100.0
4.	Status Grade:	Prof/Assc. Prof	5	13.9
		Senior Lecturer	19	52.8
		Lecturer II/I	10	27.8
		Asst Lecturer	2	5.6
		Total	36	100.0

Source: Field Report, 2023

The data analysis presented in Table 1 represents the respondents' demographic information. The data revealed that 25.0% of the respondents are female, while their male counterparts constituted 75.0%. This clearly shows that the male staff participated in this study more than the female staff. The sections showing the age distribution of the respondents revealed that participants between 21-30 years constituted 5.6%, those between ages 31-40 constituted 11.1%, ages 41-50 make up 52.8%, and the respondents who are 51 years and above make up 30.6%. This clearly showed that most participants were between 41 and 50. Also, Table 1 presents the participants according to the years they spent in the universities, showing that 13.9% are staff who spent 1- 5 years, those who spent 6-10years mark up 16.7%, 11-15 years mark up 44.4%, while 25.0% are for seven years and above. This confirmed that staff who participated more in this study spent 11-15 years at the University. This data further reveals the Status Grade of staff Prof/Assc. Prof 13.9%, Senior Lecturer mark up 52.8%, Lecturer II/I mark up 27.8%, Asst Lecturer mark up 5.6%. This clearly shows that most participants are senior lecturers.

Presentation of Research Questions

Research Question 1: In what ways has the ASUU industrial strike led to the improvement of academic facilities at Olabisi Onabanjo University?

Table 2: ASUU Industrial Strike and Academic facilities of University

S/N	Statements	SA	A	D	SD
1	The ASUU strike has compelled the government to provide funds for university infrastructural development	3 (8.3)	27 (75.0)	3 (8.3)	3 (8.3)
2	The ASUU strike has compelled the government to develop university libraries and laboratories	4 (11.1)	16 (44.4)	13 (36.1)	3 (8.3)
3	The ASUU strike has compelled the government to improve or create conducive classrooms	2 (5.6)	9 (25.0)	23 (63.9)	3 (8.3)
4	The ASUU strike has compelled the government to fund electronic teaching materials	2 (5.6)	9 (25.0)	23 (63.9)	2 (5.6)
5	Due to the ASUU strike, the government has improved the service conditions of this University	1 (2.8)	16 (44.4)	17 (47.2)	2 (5.6)

Source: Field Report, 2023

The data gathered in response to how the ASUU strike has led to improved academic facilities at Olabisi Onabanjo University is presented in Table 2. 83.3% agreed that the ASUU strike has compelled the government to provide funds for university infrastructural development. In comparison, 16.6% were of contrary opinion. This shows that the respondents'55.5% agreed that ASUU strike has compelled the government to develop the university libraries and laboratories. However, 44.4% are of contrary opinion. This confirmed that the respondent that ASUU strike has obliged the government to develop the university libraries and laboratories. Also, 30.6% attested that the ASUU strike compelled the government to improve or create a conducive classroom, while 72.2% answered otherwise. This ascertained that the ASUU strike has compelled the government to create a good, conducive classroom for students.

Accordingly, 30.6% of the respondents revealed that the ASUU strike compelled the government to fund electronic teaching materials, while 69.5% disagreed. This shows that the ASUU strike cannot compel the government to fund electronic teaching materials. Also, 47.2% of the respondents confirmed (in the affirmative of strongly agree and agree) that due to the ASUU strike, the government has improved the service condition of this University, while 52.8% are of contrary opinion.

Research Question 2: How has the ASUU industrial strike affected academic staff welfare at Olabisi Onabanjo University?

Table 3: ASUU Industrial Strike and Academic Staff

S/N	Statements	SA	A	D	SD
1	As a result of ASUU strike, the government has increased budgetary allocation to the education sector	5 (13.9)	15 (41.7)	15 (41.7)	1 (2.8)
2	The ASUU strike has led to improvement in staff welfare	2 (5.6)	14 (38.9)	18 (50.0)	2 (5.6)
3	Salaries of the academic staff have been reviewed as a result of the ASUU strike	2 (5.6)	16 (44.4)	16 (44.4)	2 (5.6)
4	The ASUU strike has led to the payment of withheld salaries	8 (22.2)	14 (38.9)	13 (36.1)	1 (2.8)
5	The ASUU strike has led to the payment of owed earned allowances	2 (5.6)	9 (25.0)	23 (63.9)	2 (5.6)
6	Is the government likely to adopt UTAS over IPPIS as a payment system?				

Table 3 contains responses to the ASUU industrial strike that affected academic staff welfare at Olabisi Onabanjo University. The analysis gathered 55.5% on how the government has increased budgetary allocation to the education sector due to the ASUU strike; however, 44.5% are of contrary opinion. Also, the analysis presented how participants responded that the ASUU strike has led to an improvement in staff welfare, 44.5% agreed, while 55.6% disagreed with the statement. This shows that the ASUU strike cannot improve staff welfare. The data gathered that 50.0% agreed and consented to the statement that academic staff salaries have been reviewed due to the ASUU strike. Also, 61.1% of the respondents agree that the ASUU strike has led to the payment of withheld salaries, while 38.9% are of contrary opinion. However, 30.6% of the respondents agreed that the ASUU strike has led to the payment of owed earned allowances, while 69.5% are of contrary opinion.

Discussion of Findings

The study examined the ASUU industrial strike's effects on improving academic facilities at Olabisi Onabanjo University. The study found that the ASUU strike has compelled the government to allocate funds for the development of the University and that the ASUU strike has influenced the government to invest in university libraries and laboratories. This study also discovered that the ASUU strike cannot compel the government to create a good, conducive classroom for students and not to fund electronic teaching materials; neither can the ASUU strike improve the service condition of the University. Similarly, Shimawua (2020) reported that the government's interference in union affairs, frequent trade disputes, a lack of funding, and inadequate teaching facilities are to blame for the industrial relations problem in the Nigerian university system. The reasons for labour disputes inside the university system have also been linked to political factors. However, the result of Akinde et al. (2019) showed, among other things, that the ever-occurring ASUU strike threatens Nigeria's efforts to promote literacy since it throws off the academic calendar and encourages haphazard implementation of instructional materials, among other detrimental effects on education.

The study also determined the ASUU industrial strike's effects on improving academic staff welfare at Olabisi Onabanjo University. The study found that the

government has increased budgetary allocation to the education sector due to the ASUU strike, that the ASUU strike has not led to any improvement in staff welfare and that the salaries of academic staff have been reviewed because of the ASUU strike. Previous studies like Aiyelari (2019) analyses revealed that unresolved disputes between the Federal Government of Nigeria and the Academic Staff Union of Universities (FGN-ASUU) are a significant cause of academic calendar disruption. This frequently causes academic sessions to drag out and is also partly to blame for instances where staff members are denied access to academic staff annual leave, among other things. Also, Anonaba (2015), in assessing the history of strikes in Nigeria, their root causes, and how they affected students and the country's educational system, reported that strikes in Nigeria drag on for a very long time as a result of fruitless negotiations between the Union and the government.

Conclusion and Recommendations

The study concludes that the government is primarily responsible for the ASUU strike; lecturers rush the course outline, tests, and assignments when the schools resume from the ASUU strike, which makes the government withhold academic staff salaries at Olabisi Onabanjo University. The strike has not led to the government improving academic facilities and service conditions in the University. From the data gathered and analysed, the study also revealed and concluded that due to the ASUU strike government has increased budgetary allocation to the educational sector, but the strike has not led to any improvement in staff welfare.

In conclusion, relative deprivation theory is a helpful framework for understanding the motivations behind social and political behaviour. The ASUU strike is an example of how this theory can be applied to explain why the striking lecturers are taking action to demand better funding for the Nigerian education system.

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

1. Lecturers should pay due care to the academic calendar by creating alternative means of studying for students through online means during the strike to avoid disrupting the academic calendar and prevent unnecessary lecturing, haste, and stress.
2. ASUU, in taking industrial actions, should consider the students as strikes as led to many students losing interest in school, which in turn gives rise to half-baked graduates.
3. The study concludes that the government has increased budgetary allocation to the educational sector, but the strike has not improved staff welfare. Thus, the Ogun State Government should pay attention to staff welfarism at OOU.
4. Also, collective bargaining has been found to have meaningfully contributed to industrial peace and harmony. It is an effective medium for checking strikes, labour unrest and brain drain incidents in Nigerian public universities. Hence, the government should recognise and strengthen collective bargaining to have a conducive atmosphere in the Nigerian education system.

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