

Impact of Labour Union Strikes on Public Institutions in Nigeria: A study of Academic Staff Union of Universities-Ebonyi State University, Abakaliki 2016/2017 Strike

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Abstract: This work titled "Impact of Labour Union Strikes on Public Institutions: A study of ASUU-EBSU 2016/2017 Strike", was carried out with the broad objective of ascertaining the place of Labour Union Strikes on Public Institutions in Ebonyi State. To achieve these broad and other specific objectives, four hypotheses were formulated while the study was based on class and functionalism theory of Marx 1978. The data generated from the administered questionnaire was analysed with weighted mean scores while Chi-Square was adopted as the statistical tool for the test of formulated hypotheses. These findings among others were made that labour Union strike brought about disruption of institution's academic calendar and programme, altered the normal skill acquisition processes among students of Ebonyi State University. Based on the findings, the researcher recommend among others, that employers of labour should devise appropriate motivational strategies to motivate their employees for greater productivity. All the stakeholders and parties to collective bargaining should comply with the resolution of the bargaining to avert strikes.

Key Words: Labour Unions, Strikes, Collective Bargaining.

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I. INTRODUCTION

Labour unions have become important agent of socioeconomic transformation and class struggle. In Nigeria, life before the advent of colonialism particularly the economic aspect did not call for labour unionism. This was because the Nigerian pre-colonial society operated entirely on the basis of communal efforts. With the emergence of labour unionism in Nigeria and other parts- of Africa, the British Colonial Government was forced to take some interest in trade unionism and recognized it as a force to reckon with. And it has continuously been a force to reckon with especially in Nigerian universities.

Labour union is an organization of workers formed to protect the rights and interests of its members. It could also be defined as an organization of workers formed for the purpose of advancing its members; interests in respect to wages, benefits and working conditions. A labour union is an organization of workers who have banded together to achieve common goals such as protecting the integrity of its members, achieving higher pay, increasing the number of employees an employer hires, and better working conditions. The labour union, through its leadership, bargains with the employer on behalf of union members and negotiates labour contracts (collective bargaining) with employers. The most common purpose of these associations or unions is "maintaining or improving the conditions of their employment. This may include the negotiation of wages, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies.

Unions may organize a particular section of skilled workers (craft unionism), a cross section of workers from various trades (general unionism), or attempt to organize all workers within a particular industry (industrial unionism). Agreements negotiated by a union are binding on the rank and file members and the employer and in some cases on other non-member workers. Labour unions traditionally have a constitution which details the governance of their bargaining unit and also have governance at various levels of government depending on the industry that binds them legally to their negotiations and functioning. In the eye of the law, what constitutes a labour union may vary from country to country.

The principal aim of trade unions is to promote their members' interests in the following ways. First, is to improve the bargaining strength of the workers vis a vis the employer. This is achievable

through regular consultation with the employer and management on issues relating to the terms of employment and general working condition of the workers. Secondly, is to protect workers from humiliating job especially with regards to the treatment of workers by the management. Labour unions achieve this goal through rising to the defence of the workers whenever management policy tends to degrade their condition. Thirdly, the unions provide collective identity to workers while at the same time representing a forum of collective bargaining for workers. Fourthly, labour union act to influence government on programmes concerning workers. As workers representatives, labour union becomes a virile pressure group in advancing the interests of members both within the workplace and in the larger society. Lastly, trade union perform social objective in cooperating with other elements of the society in promoting social and economic development and advancement of the community. They can do this only if the undertakings in which their members are employed prosper. They therefore have interest in the success of these undertakings and essential contributions to them by cooperating in measures to promote increased productivity and efficiency. They also share with management the responsibility for good industrial relations.

Labour union is concerned with the organization of the labour force which is an important element in the process of production. It is the aggregate of people that work using their capabilities or skills to render services so as to earn a living, develop themselves and the economy at large. Academic Staff Union of Universities (ASUU) can therefore be seen to be a trade union whose activities, being lawful and not inconsistent with the spirit and practice of trade unionism are covered by the laws of the land. ASUU may approach issues from different perspectives; indeed ASUU's liberal, sometimes radical and militant stance more often than not, bring them into conflict with the government. ASUU's disenchantment with government over issues of university autonomy, poor conditions of service, poor funding and non-conducive environment for academic pursuit had been simmering for years and had been the theme for fruitless negotiations and dialogue with successive Federal Ministries of Education.

There is no doubt whatsoever that, for the university system to function as efficiently and effectively as expected, the stakeholders need to work in harmony, Collaborating with ASUU, to a great extent with a clear sense of focus having vision and mission. This guides the university in its development processes as well as its service to the society. In the same vein, the society needs to be in good condition and state of living. But this is not the concern of the stakeholders in Nigeria. Therefore, ASUU as a trade union, in order to fight for their rights, good working conditions in the universities and better living standards for the masses in society have been engaging in incessant strike actions so as to press home her demands.

The Academic Staff Union of Universities (ASUU) has since the military regime of General Olusegun Obasanjo and the civilian administration of Alhaji Shehu Shagari through the successive military regimes (Buhari, Babangida, Abacha and Abdulsalami), taken up the duty of intellectuals, throughout the world, to promote the development of education in Nigeria. This duty requires the creation of first-rate higher educational institutions, especially universities; a well-funded system with advanced and adequate teaching and research facilities, and internationally competitive remuneration to keep Nigerian academics in their country and attract other academics from all over the world. Since the 1980s, ASUU has been engaging the Federal and State Governments on the need to reposition the Nigerian university system to effectively deliver on its mandate. This became imperative in the face of massive exodus of seasoned academics-particularly to European and American universities; the deplorable state of facilities for research, teaching and learning; gross under-funding; and steady erosion of university autonomy and academic freedom by successive governments in Nigeria. These deplorable states of things in the university system have lead to incessant strikes in the university sectors among which is ASUU-EBSU 2016/2017 strike.

Various ASUU strikes may have come and gone, but the effects of 2016 and 2017 ASUU-EBSU strikes on the economy and all the-stakeholders in the institution will linger on for a very long time. Economically speaking, many business activities within and around the institution were left paralyzed during the periods of strike, thus aggravating the already saturated labour market. Strike will not only affect the students and the lecturers, but also the country's economy, in the long run. The man hours lost these periods would have to be paid for. Considering the duration of the strike, the total sum in salary for the lecturers ran into billions of naira". Most of the problems Nigeria is currently racing would have been better solved if the issues are properly addressed and the priorities set right.

The academic calendar of the students has already been disrupted. This will mean the adjustment of their time table and a delay in their year of graduation. What this means is that while the dreams of many students in their final year has invariably been put on hold, the delay in the university academic calendar also increased the competition among candidates willing to gain admission into the university. These factors also cause an increase in the number of fresh graduates in the labour market at the

end of each academic year.

The impact of the regular strike actions embarked upon by ASUU will be mostly felt; not only in the quality of graduates being turned out by the country's public universities, but also by the labour market and employers of labour. The country has a "greedy and rapidly impatient employment system". Skill labour is the most important component of rapid economic growth and development at the heart of East Asian Success stories, which was made possible by massive educational investments of these countries over the years. Thus, there is a direct connection between economic development and educational growth.

The monetary loss of any working day to the ASUU' strike is huge as it runs into billions of naira, both in terms of salaries and wages, as well as lost productivity. Despite the poor research and innovation capability of our present set of universities, incessant strike will continue to jeopardize the little research they are undertaking. This kind of research and development activities that can put Nigeria in the league of developed nations cannot take place in a disruptive environment like the one we are currently witnessing in our universities. It is therefore clear that the ASUU strikes have definitely caused negative effect on our industries and our gross domestic products. It is against this background that the researcher decided to investigate the impact of labour union strike on public institutions; a study of ASUU-EBSU 2016/2017 strike.

II. STATEMENT OF THE PROBLEM

The existence and maintenance of right to labour union in Nigerian public institutions will provoke many questions, such as; will it support or retard the progress of public institutions? Secondly, will the union undermine or support productivity and academic performance. These questions are very pertinent considering the fact that labour strikes have become regular occurrences in Ebonyi State University, and the right to labour union has been constantly abused. Such unionism abuses and disputes often results in low productivity, which in turn affects the public institutions and the demand and supply chain of the economy in general. The laws in the country are always not abided by, so rather than bargaining, unions embark on strike as first resort (Mainasara, 2009), thereby constantly disrupting industrial harmony and academic activities in Ebonyi State University. Within the last two decade, labour union strikes have become the hallmark of virtually all labour unions institutions in Ebonyi State.

These disputes have resulted in several strikes, weakening the socio-economic fabrics of the state. In fact it may not be exaggeration to assert that there was no single day that passed in Ebonyi State within the last ten years that one union or the other was not on strike. The cost of strike to the union and its members is believed to represent loss of income, in addition to social cost, represented by the bad image which it imposes on them. While on the employer's side, the costs are in terms of lost output and profit.

ASUU-EBSU strike aroused as a result of disagreements between labour and government of Ebonyi State. In each case, no matter which party is right or wrong, there has always been a damaging effect to the people with regard to their needs, ideas, beliefs, goals or values. As the strikes continued to occur often, it becomes pertinent that strike management strategies need to be applied. In the case of Academic Staff Union of Universities (ASUU) strike in which EBSU is part of, the rate at which the union declares strike seems to be frequent. A problem arises when government and ASUU fail to come to a compromise, making the educational sector of this nation to be at a stand-still.

This study therefore, seeks answers to the following research questions:

1. How did ASUU-EBSU strike brought about disruption of institution's academic calendar and programme?
2. How did ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University?
3. How did ASUU-EBSU strike seriously affected the morale of teachers and students of Ebonyi State University?
- 4.

III. OBJECTIVES OF THE STUDY

The general objective of this study is to assess the impact of labour union strikes on public institutions: a study of ASUU-EBSU 2016/2017 strike. To achieve this, the followings form the specific objectives of this study:

1. To determine how ASUU-EBSU strike brought about disruption of institution's academic calendar and programme
2. To determine how ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University :
3. To determine how ASUU-EBSU strike seriously affected the morale of teachers and students of Ebonyi State University

IV. RESEARCH HYPOTHESES

The study will be guided by the following hypotheses:

Hypothesis 1

HO: ASUU-EBSU strike did not bring about disruption of institution's academic calendar and programme.

Hypothesis 2

HO: ASUU-EBSU strike did not alter the normal skill acquisition processes among students of Ebonyi State University.

Hypothesis 3

HO: ASUU-EBSU strike effected seriously on the morale of teachers and students of Ebonyi State University.

V. THEORETICAL FRAMEWORK

The researcher adopted the class theory and structural functionalism theory of trade unionism as a basis to understanding how it influences the right to of workers in public and private universities in Nigeria. Marx's class theory would enable us to understand organizational structure from the point of view of class societies. Marx (1978) is of the opinion that societal institutions are shaped by economic factors. Thus, economic determinism is the basic feature of capitalist societies. Hence, from Marxian point of view, the structure of organization may reflect class relations or in a way the structural characteristics of capitalist societies, and we know that public institutions in Nigeria are mostly capitalist endeavour shaped by economic factors of profit maximization.

The structural functionalism theory posits that society is made up of structural components and each of the structures serves a useful function, the functionality of which ultimately leads to the stability, unity and social order of society. The implication of this Parsonian theory in the analysis of trade unions is that, they also play a vital role in ensuring the stable socio-political and economic system in Nigerian public universities; employees freedom of association and welfare therefore being the ultimate social -order being strived for by trade unions. This theory is however often criticized for being pro-status quo meaning that it does not favour change. But while change in terms of freedom and welfare is sought for by trade unions in the context of this private universities staff, this type of change is not a radical one but one that keeps the society within the existing conservative order of pursuit for welfare and development.

Conceptual Clarification of Labour unions

Ivancevich (2007) defined labour union as an organization of employees that uses collective action to advance its members' interest in regards to wages and working conditions. They form or join because of the belief that there is strength in unity. Trade Union Decree 1973 as cited by Shqkan (1997) viewed labour union as any combination of temporary and permanent workers or employees, the purpose of which is to regulate the terms and conditions of employment of workers. Academic staff unions are in the context of labour relation, it is the continuous relationship between lecturers and the government. Their relation includes negotiation of contract about pay, hour and other terms and condition of employment.

Rosemary (1993) established that labour unions are seen as the legitimate representative of labours and conflicts arising from the clash of interest are

Conceptual Clarification of Strike

The term strike is a common phenomenon that cut across all tiers of the globe. According to Hornby (2001), strike is a period of time when an organized group of employees of a company stops working because of a disagreement over pay or conditions. It can be seen as an action/attitude exhibited by a group of people (that is, employees or students) to express their level of disagreement with a view to attracting favourable responses from those concerned. Strike actions over time have been used as a tool by union leaders in registering their grievances concerning pay and conditions. The intensity of strike actions often grievances from one sector to another; and from one country to another. Strike actions have been a recurring phenomenon in Nigerian's education subsector and as such, strike actions have led to several grievous consequences in the programme offerings in the nation and especially Technical education programme

Though strike is recognized in the Nigerian legal system, but its use is acceptable to the extent that it is properly used for the furtherance of legitimate union objectives. Strike becomes illegal in the following circumstances:

1. When it deviates from its proper objective of settling a trade dispute between employers and workers;
2. When the method adopted for the strike is contrary to public order, such as arson or assault. Those

involved could be charged under criminal code; and

3. When the means for the peaceful settlement of the disputes have been established by agreement or legislation, and the union fails to use these or embarks on a strike action without first exhausting those procedures (Clark, 2012).

Strike, despite being used as a tool by of trade or labour unions in compelling their employers to accept or not to accept terms of employment and physical conditions of work; there are still some employees or sectors that are not allowed to embark on strike because they are considered to be providing essential or sensitive services to the nation. Example of such include: members of all armed forces and the police.

Research Design

The researcher used a descriptive survey method for the study, in which questionnaires were carefully administered to respondents, which represent the population of the study.

Area of the Study

This research sought to assess the impact of labour union strikes on public institutions: a study of ASUU-EBSU 2016/2017 strike. Ebonyi State University has eleven (11) faculties which includes: faculty of Agriculture, faculty of Arts, faculty of Biological Sciences, faculty of Basic Medicine, faculty of clinical Medicine, faculty of Education, faculty of Health Science and Technology, faculty of Law, faculty of Management Sciences, faculty of physical Sciences and faculty of social Sciences.

Population of the Study

The researcher limited the study to all the staff of Ebonyi State University. The population of this study comprises of all the staff of Ebonyi State University, Abakaliki with two thousand three hundred and fifty (2,350) staff capacity.

Sample Size and Sample Technique

The sample size of the work is three hundred and forty two (342) staff determined from the total number of two thousand three hundred and fifty (2,350) staff using Taro Yameni (1964) formular for effective and accurate representation of the entire population. The formular is stated thus;

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

Where

n = Sample Size

N = Total Population

e = level of significance or degree of freedom 0.05

Solution:

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

$$= \frac{2350}{1+2350(0.05)^2}$$

$$= \frac{2350}{1+2350 \times 0.0025}$$

$$= \frac{2350}{1+5.875}$$

$$= \frac{2350}{6.875}$$

$$n = 342$$

The researcher also used the simple random sampling technique. This is to ensure that every member of the population stand the equal chance of being selected in the sample study.

Method of Data Analysis

Data collected shall be presented in frequency tables. The four likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) shall be used to calculate the responses of the respondents. The chi-square formula given below shall be used to test the

hypotheses.

$$\text{Chi-square, } X^2 = \frac{(O-E)}{E}$$

Where;

- O = Observed values of frequencies
- E = Expected values of frequencies
- X² = Chi-square

VI. DATA ANALYSIS

Research Question 1: How ASUU-EBSU strike brought about disruption of institution's academic calendar and programme

Questionnaire number 1	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike brought about disruption of institution's academic calendar and programme	255 (78.2%)	43 (13.3%)	21 (6.4%)	7 (2.1%)	326 (100%)
Questionnaire number 2	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike brought about adjustment of school time table	197 (60.4%)	61 (18.7%)	27 (8.3%)	41 (12.6%)	326 (100%)
Questionnaire number 3	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike delayed in students' year of graduation	202 (62%)	77 (23.6%)	32 (9.8%)	15 (4.6%)	326 (100%)
Questionnaire number 4	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike increased the stress level of EBSU students	188 (57.7%)	91 (27.9%)	18 (5.5%)	29 (8.9%)	326 (100%)

Field Work, 2019

The table above shows that in questionnaire item 1, 255 respondents representing 78.2% of the total respondents strongly agreed that ASUU-EBSU strike brought about disruption of institution's academic calendar and programme; 43 respondents representing 13.3% agreed that ASUU-EBSU strike brought about disruption of institution's academic calendar and programme; 21 respondents representing 6.4% of the total respondents disagreed that ASUU-EBSU strike brought about disruption of institution's academic calendar and programme and 7 respondents representing 2.1% of the total respondents strongly disagreed that ASUU-EBSU strike brought about disruption of institution's academic calendar and programme.

The analysis above indicates that 78.2 percent of the respondents are of the opinion that ASUU-EBSU strike brought about disruption of institution's academic calendar and programme in the institution.

Under questionnaire 2, 197 respondents out of the 326 respondents representing 60.4% of the total respondents strongly agreed that ASUU-EBSU strike brought about adjustment of school time table; 61 respondents representing 18.7% of the total respondents agreed that ASUU-EBSU strike brought about adjustment of school time table; 27 respondents representing 8.3% of the total respondents disagreed that ASUU-EBSU strike brought about adjustment of school time table while 41 respondents representing 12.6% of the total respondents strongly disagreed that ASUU-EBSU strike brought about adjustment of school time table.

The analysis above indicates that 60.4 percent of the respondents are of the opinion that ASUU-EBSU strike brought about adjustment of school time table.

In questionnaire number 3, 202 respondents representing 62% of the total respondents strongly agreed that ASUU-EBSU strike delayed in students' year of graduation; 77 respondents representing 23.6% of the total respondents agreed that ASUU-EBSU strike delayed in students' year of graduation; 32 respondents representing 9.8% disagreed that ASUU-EBSU strike delayed in students' year of graduation while 15 respondents representing 4.6% of the total respondents strongly disagreed that ASUU-EBSU strike delayed in students' year of graduation.

From the foregoing, it was observed that 62 percent of the respondents strongly agree that ASUU-EBSU strike delayed in students' year of graduation.

Under questionnaire item 4, 188 respondents representing 57.7% of the total respondents

strongly agreed ASUU-EBSU strike increased the stress level of EBSU students; 91 respondents representing 27.9% of the total respondents agreed that ASUU-EBSU strike increased the stress level of EBSU students; 18 respondents representing 5.5% of the total respondents disagreed that ASUU-EBSU strike increased the stress level of EBSU students and 29 respondents representing 8.9% of the total respondents strongly disagreed that ASUU-EBSU strike increased the stress level of EBSU students.

The analysis above indicates that 57.7 percent of the respondents are of the opinion that ASUU-EBSU strike increased the stress level of EBSU students.

Research Question 2: How ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University

Questionnaire number 5	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University	227 (69.7%)	65 (20.2%)	15 (4.6%)	19 (5.8%)	326 (100%)
Questionnaire number 6	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike made students poorly prepared for their academic activities	231 (70.9%)	44 (13.5%)	32 (9.8%)	19 (5.8%)	326 (100%)
Questionnaire number 7	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike made it difficult for lecturers to carry out their research work	192 (58.9%)	34 (10.4%)	31 (9.5%)	69 (21.2%)	326 (100%)
Questionnaire number 8	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike alter the normal skill acquisition processes of students	207 (63.4%)	89 (27.3%)	8 (2.5%)	22 (6.8%)	326 (100%)

Source: Field Work, 2019

The table above shows that in questionnaire item 6, 227 respondents representing 69.7% of the total respondents agreed that ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University; 65 respondents representing 20.2% of the total respondents strongly agreed that ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University; 15 respondents representing 4.6% of the total respondents disagreed that ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University while 19 respondents representing 5.8% of the total respondents strongly disagreed that ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University.

The analysis above simply implies that 69.7 percent of the respondents agreed that ASUU-EBSU strike altered the normal skill acquisition process among students of Ebonyi State University.

Under questionnaire number 7, the table indicates that 231 respondents out of the 326 respondents representing 70.9% of the total respondents strongly agreed that ASUU-EBSU strike made students poorly prepared for their academic activities; 44 respondents representing 13.5% of the total respondents agreed that ASUU-EBSU strike made students poorly prepared for their academic activities; 32 respondents representing 9.8% of the total respondents disagreed that ASUU-EBSU strike made students poorly prepared for their academic activities and 19 respondents representing 5.8% of the total respondents strongly disagreed that ASUU-EBSU strike made students poorly prepared for their academic activities.

The analysis on the table above shows that 70.9 percent of the total respondents are of the opinion that ASUU-EBSU strike made students poorly prepared for their academic activities.

In questionnaire number 8, it was observed that 192 respondents representing 58.9% of the total respondents strongly agreed that ASUU-EBSU strike made it difficult for lecturers to carry out their research work; 34 respondents representing 10.4% of the total respondents agreed that ASUU-EBSU strike made it difficult for lecturers to carry out their research work; 31 respondents representing 9.5% of the total respondents disagreed that ASUU-EBSU strike made it difficult for lecturers to carry out their research work and 69 respondents representing 21.2% of the total respondents strongly disagreed that ASUU-EBSU strike made it difficult for lecturers to carry

out their research work.

The above analysis indicates that 58.9 percent of the respondents strongly agreed that ASUU-EBSU strike made it difficult for lecturers to carry out their research work.

Under questionnaire number 9, the table shows that 207 respondents representing 63.4% of the total respondents strongly agreed that ASUU-EBSU strike alter the normal skill acquisition processes of students; 89 respondents representing 27.3% of the total respondents agreed ASUU-EBSU strike alter the normal skill acquisition processes of students; 8 respondents representing 2.5% of the total respondents disagreed that ASUU-EBSU strike alter the normal skill acquisition processes of students while 22 respondents representing 6.8% of the total respondents strongly disagreed that ASUU-EBSU strike alter the normal skill acquisition processes of students.

The above analysis simply implies that 63.4 percent of the respondents are of the opinion that ASUU-EBSU strike alters the normal skill acquisition processes of students.

Research Question 3: How ASUU-EBSU strike affected the morale of teachers and students of Ebonyi State University

Questionnaire number 10	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike effected seriously on the morale of teachers and students of Ebonyi State University	219 (67.2%)	62 (19%)	20 (6.1%)	25 (7.7%)	326 (100%)
Questionnaire number 11	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike led to the production of more thugs in the society	223 (68.4%)	46 (14.1%)	29 (8.9%)	28 (8.6%)	326 (100%)
Questionnaire number 12	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Brain drain and attrition among professional staff.	302 (62.3%)	62 (19%)	19 (5.8%)	42 (12.9%)	326 (100%)
Questionnaire number 13	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
ASUU-EBSU strike brought about poor relationship between students and teachers	214 (65.6%)	55 (16.9%)	48 (14.7%)	9 (2.8%)	326 (100%)

Field Work, 2019

The table above shows that in questionnaire number 10, table above shows that out of 326 questionnaires returned by the researcher, 219 respondents representing 67.2% of the total respondents strongly agreed that ASUU-EBSU strike led to low morale among staff and students of Ebonyi State University; 62 respondents representing 19% of the total respondents agreed that ASUU-EBSU strike led to low morale among staff and students of Ebonyi State University; 20 respondents representing 6.1% of the total respondents disagreed that ASUU-EBSU strike led to low morale among staff and students of Ebonyi State University and 25 respondents representing 7.7% of the total respondents strongly disagreed that ASUU-EBSU strike led to low morale among staff and students of Ebonyi State University.

The analysis on the table above simply indicates that greater percentage of the respondents (67.2%) were of the view that ASUU-EBSU strike led to low morale among staff and students of Ebonyi State University.

Under questionnaire number 11, 326 questionnaires returned by the researcher, 223 respondents representing 68.4% of the total respondents strongly agreed that ASUU-EBSU strike led to the production of more thugs in the society; 46 respondents representing 14.1% of the total respondents agreed that ASUU-EBSU strike led to the production of more thugs in the society; 29 respondents representing 8.9% of the total respondents disagreed that ASUU-EBSU strike led to the production of more thugs in the society, while, 28 respondents representing 8.6% of the total respondents strongly disagreed that ASUU-EBSU strike led to the production of more thugs in the society.

The analysis on the table above simply indicates that greater percentage of the respondents were of the view that ASUU-EBSU strike led to the production of more thugs in the society.

Under questionnaire number 12, the table indicates that out of 326 questionnaires recovered by the researcher, 302 respondents representing 62.3% of the total respondents strongly agreed

that Brain drain and attrition among professional staff; 62 respondents representing 19% of the total respondents agreed that Brain drain and attrition among professional staff; 19 respondents representing 5.8% of the total respondents disagreed that Brain drain and attrition among professional staff while, 42 respondents representing 12.9% of the total respondents strongly disagreed that Brain drain and attrition among professional staff.

The analysis on the table above simply indicates that greater percentage of the respondents were of the opinion that Brain drain and attrition among professional staff.

In questionnaire number 13, the table shows that out of 326 questionnaires returned by the researcher, 214 respondents representing 65.6% of the total respondents strongly agreed that ASUU-EBSU strike brought about poor relationship between students and teachers; 55 respondents representing 16.9% of the total respondents agreed that ASUU-EBSU strike brought about poor relationship between students and teachers; 48 respondents representing 14.7% of the total respondents disagreed that ASUU-EBSU strike brought about poor relationship between students and teachers, while 9 respondents representing 2.8% of the total respondents strongly disagreed that ASUU-EBSU strike brought about poor relationship between students and teachers.

The analysis on the table above simply indicates that greater percentage of the respondents were of the view that ASUU-EBSU strike brought about poor relationship between students and teachers.

Test of Hypotheses.

The statistical techniques applied are the chi-square formular given below:

$$X^2 = \frac{\sum(O - E)^2}{E}$$

E Where:

X = calculated chi-square value

∑ = summation

O = observed frequency

E = expected frequency

Finally, the null hypotheses (Ho) were tested at the 0.05 level of significance.

Testing Hypotheses 1

HO: ASUU-EBSU strike did not bring about disruption of institution's academic calendar and programme

This hypothesis was tested using the information in Questionnaire number 1

Questionnaire number 1	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Percentage	255 (78.2%)	43 (13.3%)	21 (6.4%)	7 (2.1%)	326 (100%)

$$\text{Expected frequency (E)} = \frac{326}{4} = 81.5$$

All mathematical calculation is done and presented in the table below:

Responses	Observed Frequency (O)	Expected Frequency (E)	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
Strongly Agree	255	81.5	173.5	30,102.3	369.4
Agree	43	81.5	-38.5	1,482.3	18.2
Disagree	21	81.5	-60.5	3,660.3	44.9
Strongly Disagree	7	81.5	-74.5	5,550.3	68.1
Total	326	326			500.6

Source: Field Work, 2019

Therefore, the calculated chi-square value of X² = 500.6

To compute the degree of freedom (df), the formula is

$$df = (R-1)(C-1)$$

$$(4-1)(2-1)$$

$$3 \times 1$$

$$df=3$$

Critical value at 3 df is 7.488

Therefore, since the calculated chi-square value of X² (500.6) is greater than the critical value at 7.488, the null hypothesis which says that ASUU-EBSU strike did not bring about disruption of institution's academic calendar and programme is rejected. Hence, the alternate hypothesis which says that ASUU-

EBSU strike brought about disruption of institution's academic calendar and programme is accepted.

Testing Hypothesis 2

HO: ASUU-EBSU strike did not alter the normal skill acquisition processes among students of Ebonyi State University

This hypothesis was tested using the information in Questionnaire number 5

Questionnaire number 5	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Percentage	227 (69.7%)	65 (20.2%)	15 (4.6%)	19 (5.8%)	326 (100%)

Expected frequency (E) = $\frac{326}{4} = 81.5$

All mathematical calculation is done and presented in the table below:

Responses	Observed Frequency (O)	Expected Frequency (E)	O - E	(O-E) ²	$\frac{(O-E)^2}{E}$
Strongly Agree	227	81.5	145.5	21,170.3	261.4
Agree	65	81.5	-16.5	272.3	3.3
Disagree	15	81.5	-66.5	4,422.3	54.3
Strongly Disagree	19	81.5	-62.5	3,906.3	47.9
Total	326	326			366.9

Source: Field Work, 2019

Therefore, the calculated chi-square value of $X^2 = 366.9$

To compute the degree of freedom (df), the formula is

$df = (R-1)(C-1)$

$(4-1)(2-1)$

3×1

$df=3$

Critical value at 3 df is 7.488

Therefore, since the calculated chi-square value of X (366.9) is greater than the critical value at 7,488, the null hypothesis which says ASUU-EBSU strike did not alter the normal skill acquisition processes among students of Ebonyi State University is rejected. Hence, the alternate hypothesis which says that ASUU-EBSU strike altered the normal skill acquisition processes among students of Ebonyi State University is accepted.

Testing Hypothesis 3

HO: ASUU-EBSU strike did not effect seriously on the morale of teachers and students of Ebonyi State University

This hypothesis was tested using the information in table 9

Questionnaire number 9	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Percentage	219 (67.2%)	62 (19%)	20 (6.1%)	25 (7.7%)	326 (100%)

Expected frequency (E) = $\frac{326}{4} = 81.5$

All mathematical calculation is done and presented in the table below:

Responses	Observed Frequency (O)	Expected Frequency (E)	O - E	(O-E) ²	$\frac{(O-E)^2}{E}$
Strongly Agree	219	81.5	137.5	18,906.3	231.9
Agree	62	81.5	-19.5	380.3	4.7
Disagree	20	81.5	-61.5	3,782.3	46.4
Strongly Disagree	25	81.5	-56.5	3,192.3	39.2
Total	326	326			322.2

Source: Field Work, 2019

Therefore, the calculated chi-square value of $X^2 = 322.2$

To compute the degree of freedom (df), the formula is

$$df = (R-1)(C-1)$$

$$(4-1)(2-1)$$

$$3 \times 1$$

$$df=3$$

Critical value at 3 df is 7.488

Therefore, since the calculated chi-square value of X^2 (322.2) is greater than the critical value at 7.488, the null hypothesis which says that ASUU-EBSU strike did not effect seriously on the morale of teachers and students of Ebonyi State University was rejected. Hence, the alternate hypothesis which says that ASUU-EBSU strike effected seriously on the morale of teachers and students of Ebonyi State University was accepted.

VII. CONCLUSION

The conclusions are derived from the responses of respondents. We can observe clearly from respondents that strike action have been perceived as resultant effect from the impasse between employers of labour and employees and this has obvious impacted so much on institutions in Nigeria and Ebonyi State in particular.

The findings of the study agreed with that of (Kazeem & Ige, 2010) whose study revealed that strike actions often times bring about disruption in the institution's academic calendar. Once there is strike action, it will give room for calendar adjustment which will inevitably affect the smooth running of Technical education programme in the country (Olakunle, 2011). Once there is strike action, institutions/schools are forced to close down and there will be a temporary stoppage of teaching and learning activities in the concerned institutions. This temporary refusal of lecturers to work will in turn result in developing and redesigning new academic calendar in order to make up for the period. Due to this strike action, university students may not be able to complete their academic work within the prescribed period as stated in the prospectus. For instance, a 4-year degree programme in Nigeria universities may take more than 4 years due to the strike action as it is currently being experienced in the country.

The study also revealed that ASUU-EBSU strike altered the normal skill acquisition processes among students of Ebonyi State University. This was inline with that of (Edinyang & Ubi, 2013) who maintained that skills acquired by Nigerian graduates are also greatly affected by the incessant strike actions in Nigeria. There is no doubt that strike actions alter the normal skill acquisition process in Nigeria universities. Nigeria universities which is a skill based course requires no disruption in the process in order to guarantee easy transmission of skills. Once there is incessant strike actions, the skill acquisition process will be truncated and as such students will be poorly prepared for the realities in the labour market. Researchers have often documented and emphasized the poor core skills possessed by Nigeria universities students/graduates and this may not be unconnected with the incessant strike actions in the country.

The study equally revealed that ASUU-EBSU strike effected seriously on the morale of teachers and students of Ebonyi State University. This coincided with that of Davbiele (2015) who stressed that strike actions have serious impacted on the morale of students in Nigeria. Though strikes actions are embarked upon to achieve certain demands but when the periods extend longer than necessary, the morale of university students and lecturers may not be that high. Most lecturers may find it difficult to carry out their research work freely because of low morale which is a function of the prolonged strike actions. There is no doubt that workers may not find it easy to attend conferences, workshops or seminars during these periods due to low morale which is resulting from the incessant strike.

Strike actions according to the study have great implication on academic research in the Nigeria institutions. Academic research is an integral aspect of education because of its role in revamping and enhancing the quality of teaching and learning in universities. Once there is incessant strike action, students and researchers may not be motivated to go into academic research. During this period, research students find it difficult to gain access to their supervisors and to even find students to administer research instruments to. This has a way of negatively affecting the volume of research works and thereby leading to a state of comatose in institutions research.

Incessant strike actions may not be too healthy for the equipment and facilities used in the teaching and learning in Nigeria institutions. It is a well established fact that Nigeria institutions are geared towards' skill acquisition; and for one to be efficient and proficient in the field of education, there must be functional equipment and facilities on ground. Once there is strike action, these equipment and facilities are abandoned and they are not maintained in line with the guidelines for maintaining

equipment and facilities. Most of the equipment and facilities begin to wear out or depreciate. Some of these equipment and facilities need to be cleaned and oiled from time to time to avoid rusting or depreciation.

VIII. RECOMMENDATIONS

Based on the findings of this project, the following recommendations are made:

1. Employers of labour should devise appropriate motivational strategies to motivate their employees for greater productivity.
2. All the stakeholders and parties to collective bargaining should comply with the resolution of the bargaining to avert strikes;
3. Government should ensure adequate provision of infrastructures and facilities in various institutions;
4. Government should ensure adequate provision of skilled manpower in the various institutions;
5. Government should strive to develop e-learning programme in Nigeria Universities in order to guarantee uninterrupted academic exercise.

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