



Perceived Opinion of Geography Students on Academic Staff Union of Universities (ASUU) Strikes in Kaduna, Nigeria

Abdulkadir Yahaya Muhammed¹, Sa'adatu Umaru Baba¹, Fatima Ilyasu Maaji², Salisu Kasimu², Najahatu Abdullahi Rais³

¹Department of Geography, Kaduna State University, Kaduna, Nigeria,

²Department of Geography, Federal College of Education, Zaria, Kaduna State, Nigeria,

³Nuhu Bamalli Polytechnic, Zaria, Kaduna State, Nigeria.

ABSTRACT

Academic Staff Union of Universities in Nigeria Universities (ASUU) incessant strikes call for serious actions from all stakeholders. This study assessed the perception of 400-level Geography students of Kaduna State University, Kaduna State, Nigeria on incessant ASUU strikes in Nigerian Universities. The study used a qualitative approach and adopted thematic analysis. A total of 34 students responded to the questionnaires sent online. Findings revealed that: the perception of students varies just like perceptions of experts, non-experts, and all stakeholders. Most students opined that the government was the major culprit, few students thought that both government and ASUU shared the responsibility and there was a reasonable number who thought that lecturers were to blame. It was recommended that government should try as much as possible to implement the 2009 ASUU/FG agreement for a lasting solution to incessant strikes and to also improve its relationship with students who are often seen as future leaders. ASUU should also compromise some of its demands given the government's dwindling revenues.

ARTICLE INFO

Article History

Received: November, 2022

Received in revised form: February, 2023

Accepted: March, 2023

Published online: March, 2023

KEYWORDS

Academic activities, ASUU industrial strike, Government and ASUU disagreements, Students

INTRODUCTION

The Academic Staff Union of Universities (ASUU) came into being in 1978 following the dissolution of the then, National Association of University Teachers (NAUT). ASUU was established to salvage the deteriorating educational standards in the university in Nigeria (Aidelunuoghene, 2014) and to ensure that staff welfare was improved (Pemedede, 2007), among others. The first casualty of deterioration of universities was funding. Funding began to reduce when the mainstay of Nigeria's economy, oil wealth, started to

decline in the late 1970s. In addition, the military administration restricted freedom of expression and other freedoms including university autonomy. Thus, dictatorship became the order of the day (Okungbowa & Diakpomerere, 2019). University activities were clearly paralysed due to poor funding (Makosa, 2007), and for the first time, ASUU used the industrial action to find a solution (Akar, 2018). But industrial action cripples the educational system (Ajadi, 2010). This was succinctly captured by Albar and Onye (2016) who posit that strikes have no positive impact

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



on education; However, ASUU argues that it embarks on strike as a last resort to salvage the tertiary institutions education (Chukwudi & Idowu, 2021).

The historical struggles of ASUU and industrial strikes dated back to 1980 when ASUU resisted the assault on academic freedom. ASUU declared a nationwide strike or industrial action and made autonomy the case from 1980 – 1981, ASUU had a struggle with President Shehu Shagari's government. Its concern were funding, salaries, autonomy and academic freedom, the brain drain, as well as the survival of the university system (Aidelunuoghene, 2014). In 1984, ASUU organized a national conference. The conference was on the state of the economy. ASUU diagnosed the numerous problems of the Nigerian economy and offered suggestions as remedy some of the problems which include: rejection of privatisation and planning for industrialisation, agriculture, debt servicing, and taxation, labour and so on (Aidelunuoghene, 2014).

On return of the military government from 1985-1999, ASUU had many problems with the federal government of Nigeria over the survival of the university system. For instance, in 1986, Nigerian Labour Congress (NLC) and National Association of Nigerian Students (NANS) opposed the Ibrahim Babangida's regime for imposing Structural Adjustment Programme (SAP) and the harsh conditionality of the International Monetary Fund (IMF) loan of \$120 million. During the protest that followed, some ABU, Zaria students lost their lives from bullets of Mobile Police code named "Kill and go". ASUU as expected joined students in the

opposition. This was especially so because of the introduction of harsh measures which caused crises in the economy, education, health and all human endeavours. ASUU's opposition to SAP made it a target by the regime. However, the union took a firm decision. The Abisoye Panel set up by the regime to look into the issues recommended the "flushing out" of some lecturers in ABU who were "teaching what they were not supposed to teach according to government". Additionally, Mustapha Akanbi's Panel was set up to among other things, determine the role of teachers in promoting the crisis. The Akanbi Panel's report never saw the light of day. Obviously, the military government were disappointed with the content of the report. Therefore in 1988, the government disaffiliated ASUU from the NLC and, to weaken ASUU further, made monthly union contribution voluntary (Aidelunuoghene, 2014, Muhammad, 2018).

Before then, ASUU had problems in 1985 with the Muhammadu Buhari -Tunde Idiagbon's regime when the regime proscribed the Nigerian Medical Association (NMA) and the National Association of Resident Doctors (NARD) because they supported. The government sacked doctors, arrested and detained NMA and NARD leaders as well as ASUU leaders. Still in 1985, ASUU resisted the termination of the cafeteria system and the withdrawal of subsidies on accommodation in universities; the regime's authoritarian Decree 16 of 1985, which transferred to the National Universities Commission (NUC) the power of the University Senate to determine, regulate and monitor academic programmes. The

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



degree took to the accreditation of academic programmes away from the professionals and transferred it to the NUC. It therefore established what is called uniform standard and called term "minimum" standards (Aidelunuoghene, 2014).

From 1999 to 2020, there was fifteen ASUU industrial strikes (Yusuf, 2020). Immediately after assuming office in 1999 as a democratic elected President, Mr. Olusegun Obasanjo faced ASUU's struggle against the re-colonization of Nigeria and debt patronage. On that basis, the Obasanjo government of (1999 - 2007) had a different plan which was to many people difficult to understand. It had a plan, with the World Bank, to cancel central/collective bargaining in the universities, the introduction of school fees, the \$68 million loan, and the restructuring of the workforce, through a World Bank project called NUSIP.

NUSIP was a reintroduction of the old \$120 million loan from World Bank for which Ibrahim Babandiga's government seriously fought ASUU by terminating the appointment of the President of ASUU illegally (Adedigba, 2018; Aidelunuoghene, 2014). There was another strike in 2001 over the sack of forty nine (49) University of Ilorin lecturers (Okungbowa & Diakpomrere, 2019). A two weeks strike was declared in 2002 over the failure of government to implement the agreement reached on funding (Adedigba, 2018).

In 2003, ASUU went on six months strike on poor funding and disparities on retirement benefits among others (Okungbowa & Diakpomrere, 2019). There was another two weeks strike in 2005 (Adedigba, 2018). A week warning strike was experienced in 2006

(Okungbowa & Diakpomrere, 2019). Another strike was declared in 2007 (Adedigba, 2018). In 2008, ASUU held two one-week warning strikes to press for a range of demands including improved salary scheme and reinstatement of the 49 lecturers who were dismissed in University of Ilorin after the university ignored the court order of reinstatement (Okungbowa & Diakpomrere, 2019).

In June 2009, ASUU embarked on another strike over government refusal to fulfill agreements reached with the union about two and a half years earlier. After about four months of strike, ASUU and other university staff unions signed a memorandum with the government in October 2009 (Vanguard, 2021). ASUU again went on strike in 2013 to press government to implement the 2009 agreements (Bello & Isa, 2016). There was a further strike which was the longest in history in 2020, the strike took away 270 precious days (Odunsi, 2021).

The 2022 edition of the strike was eighth months with only industrial court and federal court of appeal directing ASUU to call off the strike without their major demand, implementation of 2009 agreement been met. That agreement cover revitalisation of universities, payment of Earn Academic Allowance (EAA), increase salary and new issues like implementation of University Accountability and Transparency Solution (UTAS) instead of Integrated Payroll and Payment Information System (IPPIS) for payment of salary.

ASUU strikes too many is a strategic plan for only salary increase. No, beside salary increase, the strikes have other motives. It is about the revitalisation of university system in the country. Of course, the welfare of ASUU



members is a priority (Pemedede, 2007), but so is the welfare of the generality of Nigerian's in all of its engagements with government (Aidelunuoghene, 2014). In contrast, government on its part complained that it needs not less than one trillion naira to meet up ASUU's demand and Nigeria currently faces dwindling revenue and even budgetary allocations require some borrowing (Onuoha, 2022). The minister of labour and productivity, Chris Ngege while answering question on Friday, 7th October, 2022 on Channels TV accused ASUU of wanting university autonomy, but still want government to continue to fund the university 100%. To buttress Mr. Ngege's point, President Buhari on the same day, while presenting the 2023 budget proposal to the joint session of members of the national assembly said, government alone cannot fund tertiary education, that the cost must be shared between students and government. Thus, increase registration fee is on the offing.

In all these, Albert (2015) describes the regular occurrence of strikes as a "nightmare" in which the students are the major victims. Albar and Onye (2016) wonder why students are not central whenever solution to strikes is/are discussed. Government officials, ASUU members, non ASUU members, experts and non-experts have all been heard, but little or nothing of students' accounts or opinions is heard. This study is therefore aimed at exploring students' perceptions of incessant industrial actions by ASUU. Thus, 400 level Geography students of Kaduna State University are the subjects of interest using thematic analysis that is becoming

an increasingly popular in qualitative research.

LITERATURE REVIEW

Academic Environment and Academic Industrial Actions

Academic environment is an institution provided by the public or private sector deliberately for learning. As the society expand and simple things become complex, home cannot handle the responsibility of educating the younger ones, hence the establishment of academic institution which is often formal (Edinyang, & Ubi, 2013). Efficient education and conducive learning environment happen only when teachers are close to their students or when they carry out their duties professionally (Rimm-Kaufman & Sandilos, undated). However, this peaceful atmosphere is not always found because sometimes one or more groups of stakeholders fail short of their responsibilities and disruption of academic activities occur.

Disruption of academic activities occurs when learning activities are stopped through industrial actions. Kazeem and Ige (2010) opined that disruption of academic activities leads to industrial actions and sometime eventual closure of whole institution if it prolongs. According to Olukunle (2011) disruption results to undesired results leading to extension of students stay on campus before graduation or completion.

Additionally, disruptions in learning process often discourages students seriously especially lower level students like secondary schools. Most often than not, many students stop reading or learning even if learning materials are available and under their



possession. Thus, their chances of proceeding to tertiary education especially university, drastically reduced. This is because, disruption in form of industrial action at lower level results to dropping out from school entirely. Some students might not return even if the industrial action is called off (Edinyang, & Ubi, 2013).

This is against the opinions of Edinyang and Ubi (2013) where they viewed student effectiveness in their individual ability to read and learn by themselves without the influence of the third party (teacher/lecturer). Thus, industrial action has a serious effect on learners who depend or wait to see their teachers teach, guide or lead them to learn.

EMPIRICAL REVIEW

There are many studies conducted by many scholars on persistence of academic staff union of universities strikes or industrial actions in Nigeria. This is because of the importance of educational issue and the continued negative impact of industrial actions. The industrial actions do not only affect world ranking of the Nigerian universities, but also the efficiency of the academic staff on one hand, and academic performance of the students on the other. Some of the studies conducted over the years are as follows:

Monogbe (2019) used descriptive method to examine how academic staff of universities strikes affect students' performances and achievements. Six hundred questionnaires were distributed to students in four universities, two each from Ekiti State South Western, Nigeria and Rivers State South Southern,

Nigeria. The result revealed that students' performances and qualities were greatly affected this is because students are often rushed whenever the strike is called off. Despite the rush, course contents or course outlines are rarely completed. The study recommended setting up of a committee to be mediating between government and academic staff of the universities In contrast, Ardo, et al., (2020) investigated the impact of academic staff union of universities strikes on students' performance in Usman Danfodiyo University, Sokoto, North Western Nigeria on 2013/2014 academic session. The study adopted cluster sampling approach in selecting departments and faculties to be used as sample. Three hundred and fifty questionnaires were administered and two hundred and eighty questionnaires returned for analysis. Findings revealed that students' poor performances increased when school resumed or when strike is called off. It was recommended that students should organise tutorial among themselves in order not to forget what they learned.

Deviating a slightly, Ogbette et al., (2017) used secondary sources of data to analyse the reasons, implications and handling of academic staff of universities strike actions in Nigeria. Findings revealed that there were both political and economic reasons in connection with the strike. In addition, historical factors come into play whenever academic staff members of the universities embark on strike. The study recommends that government should set up a committee to liaise with the university unions and all stakeholders involved. In the same vein, Anonaba (2015) used a historical



approach to review the incessant strikes in Nigeria. Both primary and secondary data were used in the study. The results revealed that quality of Nigerian universities was declining. Finding also revealed that the strike action is used to force government to act on its universities, but most of the strikes did not give the desired results. The study finally recommended that all stakeholders from government to universities administrators and academic staff should join hand for lasting peace, and that issues bedeviling the universities should be captured in the constitution so that government will be more serious in implementing and discharging its duties. Additionally, Ejiogu and Sule (2014) reviewed the history of universities from 1948 to 2014. The study adopted a historical method of research reporting. The study found that there were many problems encountered by most of the universities including inadequate funding, ad-hoc staffing, academic departure and transfer of service to foreign universities, and unstable sessions owing to incessant. The study recommended that, adequate funding of the universities should be made because it is the root cause of most or all of the universities problem in Nigeria. Giving his contribution, Chigozie (2017) investigated the influence of ASUU strike on human resource development in Nigerian universities. The study also used historical research design. Findings revealed that; even the current meagre salary given to academic staff in Nigerian public universities, was the result of academic staff union of universities struggle. Finding further revealed that the establishment of the

government agency responsible for taking care of universities need and other tertiary institutions in Nigeria, tertiary education trust fund (TETFund) was a result of academic staff union of universities struggle. Finding also revealed that the need assessment committee set up to look into universities and other institutions of learning building and other capital projects demands was a result of academic staff struggle. The study concluded by saying that without the intervention of academic union of Nigerian universities, Nigerian universities would have long collapsed. The study recommended that government should do more on the areas of human resources development in universities and other institutions of learning in Nigeria so that incessant industrial actions will end.

In contrast, Etodike (2020) investigated how academic staff union of universities strike affect post-secondary education system in Nigeria. The results revealed that continuous strike greatly affect students' performance. It was concluded that continuous strikes lead to academic disaster. The study therefore recommends setting up of a committee to provide prompt and accurate information on current happenings in the universities with a view of solving them. In their contribution, Tochukwu and Chigozie (2022) assessed the impact of academic staff of universities strikes on students' performance in South East geopolitical zone of Nigeria. The study applied survey technique for data collection. Three hundred and ninety eight questionnaires were administered to academic staff and graduates of universities. Findings revealed a reduction in employability of graduates.

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



In addition, there was little or no visibility of universities activities across the universities and some courses offered in many universities were not relevant to the current market demand. The study therefore concludes that strike had adverse effect on students' performance. It was recommended that academic staff salaries should be paid without delays and curriculum need to be revisited to ensure that it is in accordance with international best practices. Also assessing the impacts of continuous strikes on students' performance in university of Benin, Edo State and Benson Idahosa University, Edo State, South Southern part of Nigeria, Akintoye and Uhunmwangho (2018) used questionnaires as source of data. One thousand and fifty four (1054) academic staff and learners were administered with questionnaires and nine hundred and seventy one (971) questionnaires were returned for analysis. Findings revealed that the continuous strikes impact the quality of students produced from federal and state universities as against their counterpart in private universities. The study concluded that strike actions affect all stakeholders. It was recommended that both state and federal government should join hands together with academic staff union of universities to stop the continuous strikes.

Chigozie (2022) investigated reasons for continuous strike by academic staff of Nigerian government universities. Qualitative approach was utilized in the study and secondary sources of data was the data type used. Results revealed that poor funding or insufficient funding of universities and academic staff, implementation of

integrated payroll and personnel information system among others were the major reasons why academic staff of Nigerian universities engage in the most recent strike. In addition, the study discovered that students' performance was greatly affected because of the sudden break of studies. The study therefore recommended a join efforts between government, university management and academic staff to find a lasting solution to the incessant problem.

In contrast, Alabi (2019) investigated the perceptions of students on the effect of academic staff union of public universities in Nigeria. The study was conducted in University of Ibadan, South Western Nigeria, the premier or first university established in the country. The university was founded in 1948 as University College, Ibadan before it assumed the present status. Descriptive approach was used in data design. Three hundred and ninety two questionnaires were administered to students. Data analysis was done using mean and standard deviation. The results revealed that academic staff of universities strikes in public universities in Nigeria had moderate effect on university progress. Thus, government is forced to take appropriate action to save universities from the current bad situation. Further finding revealed that academic staff of the universities strike had large effect on university or the proper functioning, and forcing students to have a longer stay period in the universities before graduation. The study recommends that, if public universities are to function well, the incessant strikes must be curtailed. Similarly, Yusuf (2017) examined perceptions of students on the effect of



industrial actions on their performance in Nigerian universities and its effects on students guiding and advising. Multi-stage sampling was applied starting with stratified sampling method on the study's population. Thus, students' sex, students' level, among others were stratified. The study further adopted simple random sampling technique to select 1000 respondents from four randomly chosen universities across the country. Questionnaires were administered to the respondents. Inferential statistical techniques were used to analyse the collected data. Results revealed that; there was no significant difference on students' statements on the effect of industrial actions on academic performance with respect to institutions they attended. The result also revealed that there was a significant relationship between industrial actions and students' academic performance in tertiary institutions. The study recommends that there should be a meeting or dialogue between government and all stakeholders so as to find a lasting solution to the continuous problems.

Deviating from his predecessors, Niyi (2023) investigated the problems encountered by government universities in South Western States of Nigeria. The study sourced secondary data and content analysis approach adopted to analyse the data. Findings revealed that inadequate funding, staff shortage, inadequate teaching facilities, bribery and corruption, academic staff transfer of service to foreign universities with better equipment or for greener pasture, facilities and better funding, industrial actions, lack of appreciation and motivation, nepotism among others are

the problems militating against the progress of universities in south western states of Nigeria. The study recommended that both state governments and federal governments who owned these universities, should increase funding of the universities and more staff should be employed. Similar content analysis approach was used by Chinwuba and Niyi (2022) to assess the effect of industrial actions on learners of government universities in Nigeria. Content analysis method was adopted in the study and data was generated from both primary and secondary sources. The secondary sources were majorly online materials. Findings revealed that there were many negative effects such as increasing graduation period, promoting students social vices, disruption of academic activities, psychological and mental problems, waste of resources among others. The study recommended that government at all levels should increase allocation or subvention given to universities and agreement reached with academic staff union should be adopted without further delay.

In contrast, Mohammed (2019) analysed the impacts of trade unions in pursuing and protecting members' interests in Federal University Kashere, Gombe State, North Eastern Nigeria. Interviews and observations were the two methods applied in data collection. Participants were the academic staff union of universities, non-academic staff union of universities and senior staff non-academic union and national association of academic technologist. Findings revealed that unions help members in pursuing and protecting their interests.

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



Deviating from Mohammed, Abubakar (2022) investigated the government political influence in running public universities in Nigeria. Findings revealed that there was a political influence at every decision making of any public university in Nigeria. The influence could be from appointment of universities' principal officers, in locating or establishment of the universities, selecting governing council members, students' admission, and even accreditation exercise conducted by national universities commission. Further findings include: bribery, politicisation of education, bad leadership, and poor ranking among others as cause of bad administration in Nigerian universities.

Similarly, Niyi et al., (2022) examined the impact of industrial action on Nigerian tertiary institutions. The study used data from two major sources, primary source and secondary source. Findings revealed that, industrial actions in Nigerian tertiary institutions led to many problems like disruption of academic activities such as teaching, academic research and community service or community development. Findings further revealed that poor rating of Nigerian universities or public universities is relatively linked to incessant strikes, there was also increasing students' period of stay in universities before graduation, decreasing sources of revenue to the universities and departure of good academics to foreign universities. The study finally recommends that government at state and federal level should give more funds to their respective universities and governments should adopt all agreements reached

between academic staff union of universities and them as a way of finding a lasting peace.

In contrast, Odim et al., (2018) investigated the influence of industrial actions on the administration and planning of learning activities in Nigerian universities. The study came up with the reasons of industrial actions, factors responsible for industrial actions and their influence in administration and planning in Nigerian universities. The study concluded that industrial actions in Nigerian universities have been long and that there is no proper solution to it hence the following recommendations were made: university administrators should discharge their duties effectively, governments should discharge their duties effectively and academic staff should also discharge their duties as agreed.

In their contribution to the issue at hand, Edinyang and Ubi (2018) showed that academic industrial actions or strikes is not only peculiar to tertiary education in general and universities in particular, but also lower levels of education like secondary. The study examined the impact of industrial action on human progress among social studies students in Uyo district of Akwa-Ibom state, south Southern part of Nigeria, and the impact of industrial action on the progress of learners. The study employed survey research technique. A sample of one hundred learners were chosen from a population of four hundred students. A structured close-ended questionnaire was used and systematically given to the respondents. Close-ended questionnaire would be better for they were not tertiary learners that it would be easier to find



appropriate and accurate information from them. Inferential statistical technique was used to analyse the data collected from the learners, using Pearson's Moment Correlation technique. Findings revealed that industrial action in secondary school greatly impact learners learning efficiencies and performance in social studies subject. Thus, it was recommended that the Akwa-Ibom State government and Uyo local government area and all stakeholders in education in the state should redouble their efforts to ensure effective learning atmosphere devoid of any rancour or industrial action is achieved.

Hypothesis

H₀: There is no significant difference on students' opinion on who is to blame on Academic Staff Union of Universities (ASUU) Strikes in Nigeria

H₁: There is a significance difference on students' opinion on who is to Academic Staff Union of Universities (ASUU) Strikes in Nigeria

MATERIALS AND METHODS

Data was acquired using anticipatory survey online with structured and open ended questionnaire. Caulfield (2019) posits that among the best technique for data collection in qualitative research is open ended survey questions. A sample of questionnaire was purposively sent to 2020/2021 session 400 level Geography students of Kaduna State University who were one hundred and seventy eight (178) on register via WhatsApp group and Messenger. There were thirty four (34) students who responded within the stipulated time. This according to Roscoe (1975) and Sekaran, (2003) is adequate in

an online sampling; where a sample size thirty (30) or larger than thirty (30) is required. Students were asked to respond through direct message only not through the class WhatsApp group or Messenger so that no student would be influenced by the response of another. Only relevant questions were asked. For example, *who is to blame for ASUU strike?* survey monkey (undated) suggests keeping survey short and focus to improve accuracy of online survey.

Purposive sampling was chosen to select only 400 level class Geography Department students because they were final year students and were apparently eager to graduate, that they might feel the negative impact of the strike more than any lower level class. Levine (2014) and (Klein, 2013) suggest that purposive sampling is to be applied when a researcher has a good understanding about the population and the study. More so, purposive sampling is used where a researcher thinks the respondents have adequate knowledge or idea on the subject matter (statisticshowto.com, undated). The 400 level was among the most experienced in this context.

After the data was collected from the respondents, the data were transcribed and summarised to make them more readable and meaningful. That is thematic qualitative approach and was adopted for its flexibility. More so, qualitative approach is widely accepted in teaching and learning research and scholarship (Divan, et al., 2017; Rosenthal, 2016).

Nowell, et al., (2017) emphasize the need to do a thorough work whenever thematic analysis is to be applied; this is because it has a salient



procedure. Caulfield (2019) summarises the procedure as the way of generating patterns or themes in the data.

Braun and Clarke (2006) and Clarke and Braun (2013) introduce it and highlight its advantages through its flexibility and diversity in teaching and learning. The diversity of thematic analysis was also reported by many researchers/scholars (Alhojailan, 2012; Boyatzis, 1998; Javadi & Zarea, 2016). Despite the diversity, the main goal of all thematic analysis is identifying themes. This is much more than summarising and analysing data, but interpreting and finding inference from it (Clarke & Braun, 2013).

Thematic analysis has six processes: 1. Familiarisation, which is done to make researchers understand their data before taking any further action. 2. Coding the data is then highlighted, usually, a phrase or a short sentence is labelled as code 3. Generating themes, where pattern is generated from which themes are derived. These are sometime broader than codes, you might find two or more codes becoming one theme 4. Reviewing themes, this is to make sure that themes are relevant, consistent and accurate. 5. Defining and naming themes, this is where you define and name each theme 6. Writing up, this is the write up of the data analysis (Caulfield, 2019; Clarke & Braun, 2013).

Table 3.1 Coding of data

Responses extract	Codes
Government should be blame for ASUU strike	Government responsibility
ASUU should be blame for ASUU strike	ASUU responsibility
Both should be blame for ASUU strike	Government/ASUU equally share responsibility
Both but government more should be blame for ASUU strike	Government/ASUU unequally share responsibility
Both but ASUU more should be blame for ASUU strike	ASUU/government unequally share responsibility
Students should be blame for ASUU strike	Students take responsibility

Turning codes to themes

Government take the blame
 ASUU take the blame
 Government and ASUU share the blame
 Students take the blame

Reviewing themes

Government take the blame
 ASUU take the blame
 The blame is shared

Defining and naming themes

Government owns the universities and should ensure that its

house is in order. But most of the strikes are as the result of refusal of government to fulfill agreements reached with ASUU.

Corresponding author: Abdulkadir Yahaya Muhammed
 ✉ abdulkadirmuhammed2@gmail.com

Department of Geography, kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



ASUU has been using strike since 1980 to force government to meet its demand (Aidelunuoghene, 2014).

Government should have been sincere with ASUU, how can an agreement reached since 2009 be discussed in 2022? ASUU on its part should be realistic on some of its demands and approaches.

RESULTS AND DISCUSSION

“ASUU members are intellectuals, but government the opposite. They should realise that their contribution is to knowledge disseminations not to get rich. I think government has some responsibility, but ASUU should have seen government as unintelligent and lackadaisical and call-off or stop using the strike.

Similarly, respondent 25 emotionally disagrees with ASUU that strike is for the benefits of students. This is in disagreement with Aidelunuoghene

“How can ASUU say strike is for our benefits when some lecturers do not perform their works even when there was no strike? They are lazy and dishonest who deliberately shy away from their responsibilities, but still demand salary increase among others”.

An appreciable number of the respondents, fourteen (14), blamed both government and ASUU on the incessant strikes. They gave different reasons to support their arguments. This

“ASUU’s demands is justified, but they should also reason with students. How can students spend more time in school when they are not having carry over or they are not spilling over? Why would ASUU leave us at home this long?”

In the same vein, respondent 04 argues that two wrongs do not make a right. Government is wrong, but ASUU

Some responses were emotional and even off target. For instance, respondent 21 quarried why would ASUU continue to use strike for their selfish demands at the expense of poor students? This corroborates with Pemedede (2007), where he opined that academic staff union of universities’ strikes were to earn increased salary. Respondent 21 had this to say:

(2014) where he opined that ASUU industrial actions is for the welfare of the generality of Nigerians. The respondent 25 lamented:

corroborates the opinions of Odim et al., (2018) where they thought both government and ASUU can do and should do better. Respondent 01 had this to say:

is adamant to call-off strikes for the poor students. He had this to say;



“This government is highly insensitive for the reasons only known to them. Millions of naira are looted every day, but for government to meet ASUU’s demand becomes an uphill task. Despite that ASUU should not be this stubborn because we are suffering”.

This corroborates the findings of (Ezeagba, 2014; Azamoza, 2011) where they reported that, it is the students that are at the receiving end whenever ASUU strike occurs. Some responses were

politically motivated. For instance, respondent 09 blames government squarely for the incessant strikes and calls for students and other Nigerians to vote out the ruling party at the centre.

“Why did we vote them into power if they cannot address the problems they met? I heard either the president or the minister for education or labour saying the ASUU/Government 2009 agreement was done with their predecessors that they are not obligated to fulfill. Why are they claiming ownership and praises of Abuja-Kaduna railway project when they met the project at 90% completion”?

Similarly, respondents 28 argues the same way.

“We have seen their performance and it is time for us to change this performance because it is not suitable to Nigerians”.

In contrast, respondent 32, sees the incessant strikes as causing disruption to learning and general understanding.

“I have completely forgotten what we did last semester before the strike because I stopped reading after a month into the strike. I even tried by reading for at least a month because some course mates did not even open their notes let alone reading them.

This agrees with the findings of (Aideluoghene, 2014; Chukwudi & Idowu, 2021; Majihosev & Denkova, 2013; Obasi, 1991) where they argue that incessant strikes in Nigerian universities breed half-baked graduates”. Likewise, respondent 31 sees over admission as ASUU’s fault and lack of facilities to help impart knowledge as government’s failure.

“We are about 200 in my class and the lecture room can only accommodate 50 students comfortably, but we attend the congested class like that although some students shun lectures because of the bad condition we are in. ASUU should make sure admission is commensurate to facilities.”



This disagrees with Chukwudi and Idowu (2021) where they urged that poor funding of universities was the reason for inadequate facilities like lecture room and other facilities.

Respondent 16 sees government as the cause of all the strikes because it fails to perform its duties in provision of infrastructure and adequate funding. He had this to say:

“If government had provided adequate funds, who is ASUU to go on strike?” This is what Chukwudi and Idowu (2021) perceived.

Respondent 30 argues that:

“ASUU is a trade union and the major objective of trade unions are to come together and protect the interest of their members”.

This is consistent with the 1999 Nigerian Constitution as amended where section 40 of the Constitution gives freedom of association. In the same vein, the International Labour Organisation (ILO) provides that, trade unions major

roles is to promote social and economic welfare of their members and protecting members’ interests. Nigeria is a signatory to the treaty. Respondent 16 further argues that:

“Government fails to discharge its educational duties excellently as enshrined in the same 1999 Constitution as amended”.

Thus, respondent 16 and 30 completely and unapologetically blamed government only. Unsurprisingly, this opinion was shared by fourteen other respondents making it the popular opinion against Government/ASUU share the blame and ASUU takes the blame respectively.

H₀: There is no significant difference on students’ opinion on who is to blame on Academic Staff Union of Universities (ASUU) Strikes in Nigeria

H₁: There is a significance difference on students’ opinion on who is to Academic Staff Union of Universities (ASUU) Strikes in Nigeria

Table 1: Result of Hypothesis test

Variables	N	Mean	SD	r	P
ASUU’s Strike	34	8.7	3.6	-.631	.0001
Students’ opinions	34	5.2	2.8		

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



Table 1 reveals that a significant inverse relationship exists between ASUU's strike and students' opinions in geography department 400 level class of 2020/2021 academic session. $r = .631$ and $p = .0001$. This is because the p-value of $.0001$ is less than the 0.05 level of significance. The correlation coefficient reveals that the higher the strike, the lower the educational acquisition and vice versa.

DECISION

From the results, there is a strong difference on students' opinions on who is/was blame for incessant and continuous academic staff union of universities strikes in Nigeria. Thus, H_0 is hereby rejected.

CONCLUSION/RECOMMENDATION

The thematic analysis is a good way to explore students' opinions with respect to incessant ASUU strikes. Although this technique was developed more than a decade ago, not many researchers used it despite its quality in translating and transcribing opinions and perceptions in our part of the world. The study reveals that students like experts, non-experts and opinion champions have divergent views on who is the major culprit on the incessant ASUU strikes. A fair share, fourteen (14) thought both Government and ASUU are responsible for the strike, while six (6) see ASUU as the major culprit. In Contrast, sixteen 16 respondents blamed Government.

The implication is that, as long as students view strikes by academic staff of universities as being done out of their selfish interest and for salary increment, students and academic staff

relationship will be negatively affected. This will further affect learning and teaching. For instance, the 2020/2021 geography 400 level students only graduated in March, 2023 instead of September, 2021 due to the strike. This scenario has real negative impact on teaching and learning and teachers and learners relationship. Cristine et al, (2022) stressed the importance of learner-teacher relationship where learners are encouraged by their teachers and relate freely with the teachers. With the 2022 ASUU's strike and similar strikes, teachers' encouragement and free relationship with students might suffer. In the same vein, if students see government as the reasons for their longer stay in the universities, they might venture into politics at the expense of their studies or abandon the studies entirely. Thus, government should try as much as possible to implement the 2009 ASUU/FG agreement for lasting solution to incessant strikes and to also improve its relationship with students who are often seen as future leaders. ASUU should also compromise some of their demands given the government's dwindling revenues. Their consideration will go a long way in improving their relationship with students and in students getting their trusts and respects. By so doing, learning will be more impactful and more understandable.

REFERENCES

- Abubakar, M. (2022). Political Influence in Administration of Public University in Nigeria: Effects and Way Forward. *International Journal of Social Science Humanity & Management Research*, 1(1), 35-43.



- Adedigba, A. (2018). *Timeline: How Nigerian university teachers, ASUU, embarked on strike for over three years since 1999. Premium Times*, 16th December.
- Aidelunuoghene, O. S. (2014). ASUU industrial actions: Between ASUU and government, is it an Issue of Rightness? *Journal of Education and Practice*. Retrieved from <https://www.semanticscholar.org>
- Ajadi, T. O. (2010). Private Universities in Nigeria: The Challenges ahead. *American Journal of Scientific research*, 7(7), 15-24.
- Akah, A. U. (2018). ASUU Strike: The Federal Government and Nigerian Educational System. *International Journal of Education and Research*, 6(5), 19-32. Retrieved from <https://sciencepub.com>
- Akintoye, E.O. & Uhunmwuango, S. O. (2018). Analysis of the effects of frequent strikes on academic performance of students in universities in Nigeria: Edo State as a focal point. *African Journals Online*. 12(1), 56. DOI:10.4314/afrev.v12i1.7.
- Alabi, S. I. (2019). Students' perception on the impact of academic staff union universities (ASUU) industrial actions on university development in Nigeria. *Journal of Sociology and Anthropology*, 3(3), 95-104. DOI:10.12691/jsa-3-3-2
- Albar, A. A. & Onye, U. U. (2016). The Influence of University Strikes on Educational Systems: An Exploratory Pilot Study on Nigerian Students, *International Journal of Business, Humanities and Technology*, 6 (3), 1-10. <https://www.researchgate.net>
- Albert, I. O. (2015). Beyond Moral Panic: Negotiation Theory and the University Strikes in Nigeria. *Journal of Global Initiatives: Policy, Pedagogy, Perspective*, 9 (2), 81-98. Retrieved from <http://digitalcommons.kennesaw.edu/jgi>
- Alholjailan, M. I. (2012). Thematic Analysis: A critical review of its process and evaluation. *West East Journal of Social Sciences*, 1(1), 39-47. Retrieved from <http://www.scrip.org>
- Anonaba, C.G. (2015). Strikes in Nigeria Higher Education: An Appraisal. 3rd School of Education and Humanities International Conference on the Future of Higher Education in Africa. August 24th-26th, 2015.
- Ardo, T., Ubandawaki, U. & Ardo, G. (2020). Academic Staff Union of Universities (ASUU) Industrial Action Impact on Students' Academic Performance in Usman Danfodiyo University, 2013/2014 Academic Session. Retrieved from <https://www.theinterscholar.com.org>
- Azamoza, O. S. (2011). Industrial Conflict in Nigerian Universities: A Case Study of the Dispute between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria. A published PhD Thesis submitted to the School of

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



- Social Sciences, College of Social Sciences, University of Glasgow.
- Boyatzis, R. E. (1998). *Transforming qualitative information: thematic analysis and code development*. Sage.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. DOI:10.119/1478088706qp0630a
- Clarke, V. & Braun, V. (2013) Teaching a Thematic Analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2), 120-123. Retrieved from <https://www.researchgate.com>
- Claulfield, J. (2019). How to Do Thematic Analysis, Step by Step Guide & Examples. Retrieved from www.scribbr.com/methodology/thematic-analysis/
- Chigozie, A. N. (2022). The causes and effects of ASUU strike on academic activities of public university students in Nigeria (2015-2021). *African journal of social and behavioural sciences (AJSBS)*, 12(1), ISSN: 2141-209X.
- Chigozie, B. U. (2017). An assessment of the Impact of Academic Staff Union of Universities (ASUU) on Human Resource Development in Nigerian Universities. *International Journal of Academic Research in Business and Social Sciences*, 7(4), 740-747. rePEChur:ijabrsv:7:y:2017:i:4:7
- Chinwuba, M. A. & Niyi, J.O. (2022). Impact of Strike Actions on Students of Public Universities in Nigeria and the Way Forward. *Miasto Przyszloscin* 27. Retrieved from <https://researchgate.net>
- Chukwudi, E. S. & 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. DOI:10.9734/sajsse/2021/v12i430336
- Coristine, S., Russo, S., Fitzmorris, R., Beninto, P., & Rivolta, G. (2022). The importance of student-teacher relationships. *Classroom Practice in 2022*. Retrieved 27th March, 2023 from <https://ecampusontario.pressbooks.pub/educ52/chapter/the-importance-of-student-teacher-relationships>.
- Divan, A., Ludwig, L., Matthews, K., Motley, P. & Tomlienovic-Berube, A. (2017). A survey of research approaches utilised in The Scholarship of Learning and Teaching publications. *Teaching & Learning Inquiry*, 5(2), 16-27. Retrieved from <https://creativecommons.org/licenses/by/4.0>
- Edinyang, S. D. & Ubi, I. E. (2018). Effect of Strike Action on Human Development among Social Studies Secondary School Students in Uyo Local Government Area of Akwa-Ibom State, Nigeria. *European Centre for Research Training and Development United Kingdom*, 1(2), 1-8. Retrieved from ejournals.org

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



- Ejiogu, A. & Sule, S. (2014). Sixty Five Years of University Education in Nigeria: Some Key Cross Cutting Issues. Part 4: *Higher Education, Lifelong Learning and Social Inclusion*, 9(2), 257-264. Retrived from <https://files.eric.ed.gov/fulltext/EDS>
- Etodike, V. K. (2020). *The Staff Union of Univerisities (ASUU) Strike on Public Univerisities in Nigeria. How did it Impact Tertiary Education?* Munich, GRIN Verlag, <https://www.grin.com/document/946296>.
- Ezeagba, E. C. (2014). Effects of strike cost on economic development in Nigeria. *International Journal of Arts and Humanities*, 3 (3), 26-34. DOI:10.4314/ijah.v3i3.3 <https://jurist.ng> section 40 of the Constitution of the Federal Republic of Nigeria
- Javadi, M. & Zarea, K. (2016). Understanding Thematic Analysis and its Pitfall. *Journal of Client Care*, 1 (1), 33-39. DOI:10.15412/J.JJC02010107
- Kazeem, K. & Ige, O. (2010). Redressing the Growing Concern of the Education Sector in Nigeria. *Edo Journal of Counselling*, 3(1), 40-48. DOI:10.4314/eic.v3i1.52679
- Klein, G. (2013). *The Cartoon Introduction to Statistics*. Springer.
- Levine, D. (2014). *Even you can Learn Statistics and Analytics: An Easy to Understand Guide to Statistics and Analytics*. 3rd Ed. Pearson FT Press.
- Majihosev, A. & Denkova, J. (2013). The right to strike: International and regional legal instruments with accent of legislation in republic of Macedonia. *Balkan Social Science Review*. 1(1)101-114.
- Makosa, B. M. (2007). *The History and Struggles of ASUU*, Lagos. Ohmy News International. Mission and impact of the ILO. Retrieved from [www.ilo.org>about-the-ilo>lang-en](http://www.ilo.org/about-the-ilo/lang-en)
- Monogbe, B.O., & Monogbe, T.G. (2019). ASUU strike and Nigerian Educational System: An Empirical Investigation of the Nigerian Tertiary Institutions. *American Journal of Social Science and Humanities*. 4(1), 56-67. DOI:RePEc:onl:ajossh:v:4:y:2019:i:1:p:56-67:id:120
- Mohammed, U. (2019). Impact of Employee Involvement in Trade Unions on Employee Well Being in Federal University Kashere Gombe State, Nigeria. *scholedge International Journal of Business Policy & Governance*. 5(9), 83. DOI:10.19085/journal.sijbpg050901
- Muhammad, M. (2018). Structural adjustment programme and its impact on the Nigerian Manufacturing Sector (1986-2016). *Techno Science Africana Journal*, 15 (2), 118-129. ISSN2006-2273
- Niyi, J. O. (2023). Public Universities in South West Geo-Political Zone of Nigeria: Problems and Solutions. *International Journal of Business Diplomacy and Economy*. 2(1), 1-9. Retrieve from <https://www.interpublishing.com>

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



- Niyi J. O., Ukozor, C. U. & Jegede, D. (2022). Effects of Strike Actions on Nigerian Higher Education Goals and Programme. *European Multidisciplinary Journal of Modern Science*. 6. <https://emjms.academicjournal.io/index.php/>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16 (1), 1-13.
- Obasi, N. I. (1991). ASUU - Government Conflict in Nigeria: An Investigation into the root, character and management of ASUU strike. A thesis submitted to the Department of Political Science, University of Nigeria Nsukka.
- Odim, O. O., Annastashia, I. A. & Solomon, .A. A. (2018). Effect of Strikes on Management and Planning of Educational Activities in Nigerian Universities. *Global Journal of Educational Research*, 17(1), 12-21. DOI:10.4314/qjedr.v17i1.1
- Odunsi, W. (2020). ASUU lists 6 reasons for agitations, recurring strike; 2020. Available: <https://www.dailypost.ng/2020/03/12/asuu-lists-6-reasons-for-agitations-recurring-strike/>
- Ogbette A. S., Eke, I.E. & Ori, O.E. (2017). Causes, Effects and Management of ASUU Strikes in Nigeria, 2003-2013. *Journal of Research and Development (JRnD)*. 3(3), 14-23. DOI:10.12816/0041765
- Okungbuwa, U. S. & Diakpomrere, V. O. (2019). Comparative Analysis of Funding of Education in Nigeria, *International Journal of Arts and Humanities*, 8 (2), 29, DOI:10.4314/ijah.v8i2.3
- Olakunle, O. (2011). The Strike and Student Learning Effectiveness. A Paper Presentation in Lagos State University.
- Onuoha, U. (2022, August, 26th). That ASUU 'No Work, Earn Pay' Demand. The Sun Newspaper Online.
- Pemedede, O. (2007). An Appraisal of Contributions of Academic Staff Union of Universities (ASUU), Pre-NEC Lecture held at University of Maiduguri.
- Rimm-Kaufman, S. & Sandilos, L (undated). Improving Students' Relationships with Teachers to provide Essential Supports for Learning: Applications of psychological science to teaching and learning modules. Retrieved from <https://www.apa.org>
- Roscoe, J.T. (1975). *Fundamental Research Statistics for the Behavioral Sciences*, New York, Rinehart and Winston.
- Rosenthal, M. (2016). Qualitative research methods: Why, when, and how to conduct Interviews and focus groups in pharmacy research. *Currents in Pharmacy Teaching and Learning*, 8(4), 509-516. Retrieve from <https://doi.org/10.1016/j.cptl.2016.03.021>

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



- Sekaran, U. (2003). *Research Methods for Business. A Skill-Building Approach*. 4th ed, New York, John Wiley & Sons.
- Survey monkey (undated). 10 steps to create a great survey. Available at surveymonkey.co.uk
- Tochukwu, A. A. & Chigozie, A. N. (2022). Assessment of Effect of ASUU Strike on Performance of Universities in South Eastern States of Nigeria. *Advance Journal of Management, Accounting and Finance* 7(7), 1-13. Retrieve from <https://aspjournals.org/ajmaf/www.statisticshowto.com>
- Yusuf, F. A. (2017). Students' perception of strike actions in academic performance in Nigerian university: implications for best practices and counselling. *SMCC Higher Education Research Journal*, 3(1), 1-11. Retrieve from <https://www.sciepub.com>
- Yusuf, K. (2020). Nigerian Universities on Strike for one of every five years since 1999, data shows. 2020. Available at: www.premiumtimes.com

Corresponding author: Abdulkadir Yahaya Muhammed

✉ abdulkadirmuhammed2@gmail.com

Department of Geography, Kaduna State University, Kaduna.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved