



## Effects of Strike Actions on Academic Staff of Public Universities in Nigeria

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**Abstract:** This paper examined the effects of strike actions on academic staff of public universities in Nigeria. Secondary data were used in the paper. The data were sourced from print and online publication. The paper identified death of academic staff, sickness, psychological-stress, wastage of manpower and reduction of morale of academic staff, stoppage of staff development programme, brain-drain, suspension of teaching programme and research programme as the effects of strike actions on academic staff of public universities in Nigeria. The paper recommended that the federal and state government should provide adequate funding to all public universities and implement agreements entered into with all trade unions in the public universities to avert strike actions in the public universities in Nigeria.

**Keywords:** ASUU, Academic staff, Public Universities. Strike action.

### Introduction

Public universities in Nigeria are known for embarking on strike actions. For instance from 1999 till 2022 of September, Daily post (2022) reports that there was no administration since 1999 that did not witness ASUU strike, but the latest which started on February 14, 2022 after a 14-month-strike notice from the union had further crippled the educational system.

There are many factors responsible for the strike actions in the public universities. Some of the agitation include; funding of revitalisation of tertiary institutions; Payment of outstanding Earned Academic Allowances (EAA); review of NUC 2004 Act to tackle the proliferation of Universities and 26 percent budgetary allocation to education sector, implementation of the University Transparency and Accountability Solution (UTAS); Constitution of visitation panels, withheld salaries and non-remittance of check-off dues of unions, as well as addressing the salary shortfall of lecturers. Other factors on the government side as reported by Daily post (2022) when it's quoted the Minister of Education, Adamu Adamu who attributed the lingering strike action to the union's failure to come to a compromise, noting that no demand can be satisfied 100 percent by any government. ASUU National

Chairman, Emmanuel Osodeke, as reported by Daily trust 2022) that argued that what the union is demanding is not just for the welfare of lecturers but for the refurbishment of Nigerian universities to attract students from other parts of the world. According to him, “We’re asking for that money for Nigerian students, and Nigerian parents. The money is for building infrastructure, upgrading libraries, hostels, and lecture theatres so that students will not be having lectures through windows; so that students will not be sitting on the floor during lectures, the salaries of lecturers should be competitive.”

The recent strike action that commenced on February 14, 2022 included all the labour unions namely; Academic Staff Union of Universities (ASUU), Non-Academic Staff Union of Educational and Associated Institutions (NASU), Senior Staff Association of Nigeria Universities, (SSANU) and National Association of Academic Technologists (NAAT). The prolonged strike actions have negative effects on all the stakeholder such as academic staff, non-academic staff, students and parents. It is very important to examine the effects of prolong strike actions by public universities unions on academic staff.

## **Literature Review**

### **Concept of Public Universities**

Public universities are universities owned by the government. Public universities are universities established to provide post-secondary schools for Nigerians. Public universities are universities established by act of parliament to serve the interest of the general public. Public universities deal with the provision of teaching, research and communities services (Ogunode, 2020). The objectives of the universities in Nigerian Higher education, including professional education has the following aims: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FRN, 2013). Public universities in Nigeria are grouped into federal and state owned universities. The federal universities are owned by the federal government of Nigeria while the state universities are owned by the state government. The total number of federal and state public universities are 49 and 59 across the country (NUC,2022).

The federal government of Nigeria established the National universities commission to oversee the external administration and supervision of all universities in Nigeria. The administration of public universities in Nigeria takes two dimensions: the external administration and internal administration. The external administration is done through the federal ministries and other regulatory agencies in the country. The external administration handle planning, policy formulation, programme accreditation, supervision, funding and quality control of the universities. The internal administration headed by the school administrators and other principal managers within the universities. The function of internal administration is to ensure implementation of policies, coordinate, supervise and organize the human and materials resources of the universities to accomplish the objectives of the universities. The realization of the universities’ goals and objective depends on effective administration and planning (Ogunode, 2020).

### **Concept of Academic Staff**

Academic staff also known as faculty members are key component of higher institutions especially the universities. Academic staff as the name implies are professional that handles the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of the instruction in the educational institutions (Ogunode, Jegede, & Musa, 2021). Academic staff as a professional personnel in charge of teaching or lecturing in the higher institutions. The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching and researching and community services. The academic staff are categorized into Graduate Assistant,

Assistant Lecturer, Lecturer II, Lecturer I, Senior Lecturer, Associate professor/Reader and Professors. Arogundade (2010), stressed that an academic staff can also be described as a member of an institution of higher learning, (in this case a university) who has an academic view point or a scholarly background.

The professional qualities of the academic staff according to Ogunode (2021) includes; commitment to academic research, commitment to high quality teaching and fostering a positive learning environment for students, commitment to continuous professional development and commitment to public communication. The professional skills of academic staff also include; excellent interpersonal, oral and written communication skills; ability to conduct high quality research which is reflected in the authorship of high quality; publications, or other research outputs, in the areas of computer science; ability to manage time and work to strict deadlines and ability to teach and to supervise academic work by undergraduates, masters and doctoral students (Ogunode, Jegede, & Musa, 2021). The main duties and responsibilities of academic staff in the higher institutions include:

- (a) to teach at undergraduate and graduate level in areas allocated by the Head of Department and reviewed from time to time by the Head of Department;
- (b) to carry out research and produce publications, or other research outputs, in line with personal objectives agreed in the Staff review process;
- (c) to obtain research funding support;
- (d) to engage with the broader scholarly and professional community services;
- (e) to supervise or assist with supervision of undergraduate, taught graduate (Masters) or research graduate (MPhil/PhD) students;
- (f) to contribute to the development, planning and implementation of a high quality curriculum.
- (g) to assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance;

The teaching role involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels –example; sports, graduation, convocation etc ((Ogunode, Jegede, & Musa, 2021;Uchenna, Maureen & Anthony, 2018).

Academic staff are critical factors in the higher education goals attainment. Without them, the goals of higher education in the country cannot be achieved (Ogunode, Jegede, & Musa, 2021). Teachers are the main determinant of quality education; if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the whole nation is doomed. If they are ignorant in their disciplines and impart wrong information, they are not only useless but dangerous. The kind of teachers trained and posted to the schools may well determine what the next generation will be ((Ogunode, Jegede, & Musa, 2021;NERC, 1980). According to (Abiodun- Oyebanji, 2010), all over the world, academic staff are recognized as personnel whose primary assignments are instruction delivery, research and public service. They include staff personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of these academic ranks. The category includes personnel with other titles such as dean, director, associate dean, assistant dean, chair or head of department. Federal Republic of Nigeria (2013), have all attributed the success of any education institution to the professional teachers' availability in the schools. Academic staff are very essential in any educational system. They interpret the aims, goals and plans of education and

ensure that the students are educated in the direction of those aims and goals. Therefore, the important role, which academic staff play in making university to promote society's corporate well-being and advancement cannot be ignored. Stressing the importance of academic staff to the university system, the situation seems contrary in many Nigerian universities where academic staff are always in and out of strike actions; and which many at times have jeopardized the laudable roles they are to play in the system.

The personnel in the Public universities, in order to press for their needs and fight for the improvement of their welfare and condition of works in different times established trade unions. Some of the trade unions presently in the Nigerian public universities include: Academic Staff Union of Universities (ASUU), Non-Academic Staff Union of Educational and Associated Institutions (NASU), Senior Staff Association of Nigeria Universities, (SSANU) and National Association of Academic Technologists (NAAT). Specifically, is well known among the unions because of its power and influences in the public universities. On ASUU, Iyayi (2002) , remarked that, the body is a trade union, which like other trade unions is a combination of workers with the aim of regulating the terms and conditions of the employment of its members. Specifically, Iyayi in Arikewuyo (2009), mentioned the following as the principles that guide ASUU as a union to include integrity, transparency and accountability, professionalism, objectivity and hardworking, courage, sacrifice and total commitment, internal democracy, teamwork and group solidarity; as well as patriotism, anti-imperialism and working class solidarity. It is no longer news that ASUU as a body of academics has embarked on series of strike actions over the years (Abiodun- Oyebanji, 2015). Also, Onoyeme (2012), argued that strike is like a cycle in the country.

The unions in the public universities embarked on either internal strike action or national strike actions. The internal strike actions occurs when one or some branch of the National union in some public universities embark on strike to press for their needs with one public universities or few while national strike actions occurs when the National body direct all its zonal and states branches to embark on strike. The strike action can be named as warning, indefinite or total strike like the one presently ongoing which is total strike. However, the incessant strike actions on the part of ASUU appear not to be unconnected with the failure of Federal, and State government of Nigeria to honour agreements mutually entered into with the academic union: which are principally based on adequate budgetary provision for education, improved condition of service, IPPS etc. The unions in the public universities have claimed that strike is the only language the government and other organized private institutions understand and it is one of the active means of realizing achieving their demands. Fakae (2012), also affirmed this when she noted that various members of ASUU, both male and female, senior and junior, old and new members have perceived the issue of strike as a tool to drive home their demands from various perspectives.

### **Concept of Strike Actions**

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. Chijioke (2013), views strike as an organised work stoppage by a body of workers to enforce compliance with demands made on an employer or a group of employers.” It is an aspect of industrial conflict used by workers to express their grievances. Amadi and Urho (2015) defined strike as the collective, organized, cessation or slowdown of work by employees, to force acceptance of their demands by the employers. Parker (2012), viewed a strike in labour or employment relations as a combined action of a group of employees, thereby withdrawing their labour totally or partially, with the purpose of persuading an employer to succumb to their combined demands. Strike is workers' refusal to work as protest for inadequate service or poor condition. In the education sector, teachers' strike can be compared to students' examination malpractice, corruption and other social vices in the society. Strike is a social ill not different from corruption because it eats into students' time which makes it difficult for students to be fully and properly 'baked' within the designated educational time frame. As a result, 'products' that



are ill equipped in both character and learning are turned out to the society (Edinyang and Ubi, 2013). Strike actions over time have been used as a tool by union leaders in registering their grievances concerning pay and conditions. Strike actions have been a recurring phenomenon in Nigerian's university education system.

There are several forms of strike. Some of them according to Adavbiele, (2015) include

**Jurisdictional Strike:** this occurs when two unions argue about which one has jurisdiction to over a type of work and attempt to exert pressure upon the employer to allocate it to one or the other (Clark, 2012 in Adavbiele, 2015). This strike is a 'fall out' from the multiplicity of unions in a given profession or discipline. This strike is described as illegal as their employer is caught in the middle between the two warring unions.

**Sympathy Strike:** it is a form of strike that is embarked upon as solidarity for other union. It is described as sympathy strike because other unions who are not party to the original strike consent to strike in sympathy with the original union (Clark, 2012). It is an attempt to exert an indirect pressure upon the employer. This type of strike is common in tertiary institutions in the country where Non-Academic Staff Union of Universities (NASUU) embarked on sympathy strike because of ASUU and vice versa (Adavbiele, 2015).

**Recognition Strike:** this is a form of strike that is primarily geared at forcing the employer to recognize and deal with the union (Clark, 2012). In a country, there are several unions. Some of the unions are more recognized than the others. The perceived less recognized union will result to embarking on strike as a way of drawing the attention of their employers and the general public to recognize and deal with them. The strike actions sometimes embarked upon by the Non Academic Staff Union of Universities (NASUU) may be described as recognition strike as this has a way of drawing the attention of the government to recognize and deal with them, and not ASUU alone.

**Economic Strike:** this is one of the most popular forms of strike in Nigeria. It is the typical strike based on a demand for better wages, hour and working conditions than the employer is willing to grant (Clark, 2012 in Adavbiele, 2015). It is sometimes called 'bread and better strike'. The first strike embarked upon by ASUU in 1994 was on this ground and the recent strike actions embarked upon by ASUU, ASUP and COEASU was also based on economic considerations (that is, better wages/salaries and working conditions).

**Wildcat Strike:** it is described as a quick, sudden and unauthorized type of work stoppage. It is not approved by union leadership. It is often masterminded by a subgroup of employees who have not achieved (Adavbiele, 2015).

There are many factors responsible for strike actions in the Nigerian public universities. According to Ogunode, Akinlade & Abubakar; Ogunode, & Audu (2022); Ogunode, Akinlade & Musa (2021); Ogunode, & Musa (2020); Ogunode, Yiolokun, & Akeredolu, (2019) the failure of Federal, and State government of Nigeria to implement the agreements entered into with the different union groups which are principally based on adequate budgetary provision for education, improved condition of service that would check the problems of brain drain, university autonomy and academic freedom among others. Specifically, underfunding, inadequate infrastructural facilities, non-implementation of agreement and enrolment into Integrated Payroll and Personnel Information System (IPPIS) by all the public higher institutions. ASUU and other unions in the public universities embarked on strike because of deployment of the University Transparency and Accountability Solution (UTAS) to replace the Integrated Payroll and Personnel Information System (IPPIS) as a payment platform, funding for the revitalisation of public universities, and payment of earned academic allowances, among others

## Methodology

This paper used secondary data and the data were sourced from print materials and online publication. The print and online resources include; documentary reports, books published, dissertation, thesis,

academic journal articles, publications, newspapers, media reports, archival sources and other relevant literatures. Content analysis was employed to narrow the resources to the scope of effects of strike actions on academic staff of Nigerian public universities.

## **Discussion**

### **Effects of Strike Actions on Academic Staff of Public Universities Nigeria**

The continuous and prolonged strike actions in the Nigerian public universities have led to death of academic, sickness on academic staff, psychological-stress, wastage of manpower and reduction of morale of academic staff, stoppage of staff development programme, brain-drain, suspension of teaching programme and research programme.

#### **Death of academic Staff**

The prolonged strike actions by the union groups in the public universities in Nigeria has led to the death of both academic staff and non-academic staff. This position is attested to by Vanguard (2022) that reports that while the strike lingers, ASUU has recorded unprecedented casualties as many of the lecturers have lost their lives due to lack of funds to take care of their immediate needs including health challenges. It was also gathered that some non-teaching staff have also died as a result of not meeting up with their financial obligations due to the stoppage of their salaries. The Chairman of ASUU, UNICAL Chapter, Dr. John Edor confirmed the death of his colleagues is between 10 and 15 members. Also, Chairman of Academic Staff Union of Universities (ASUU), Ambrose Alli University, Edo State chapter, Cyril Onogbosele, submitted the union has lost 10 of its members since the association embarked on strike over unpaid salary arrears (Guardian, 2022).

#### **Sickness**

Academic Staff Union of Universities (ASUU), Ekiti State University (EKSU) chapter, has cried out over increasing rate of deaths and illnesses among members over unpaid salaries spanning over nine months. The academic body said it would no longer tolerate or cooperate with the university authority over unpaid salaries and wages as reports by (Thisday 2019). Thisday (2019) quoted the chairman who submits that “The academic community of the university has become a source of scorn, ridicule and victim of embarrassment from the members of the larger society, owing largely to inability to live up to their family expectations. We view this with serious concerns, more-so that the university has not shown enough commitment to staff welfare. “ASUU as a matter of urgency and civility impresses it on the management to pay up all the nine months outstanding salary of workers with immediate effect,” he said.

#### **Psychological Stress**

Strike actions by Academic Staff Union of Universities (ASUU), Non-Academic Staff Union of Educational and Associated Institutions (NASU), Senior Staff Association of Nigeria Universities, (SSANU) and National Association of Academic Technologists (NAAT) in the public universities has led to psychological stress on the academic staff, non-academic staff, students and parents. This submission is affirmed to by Adavbiele, (2015) who argued that incessant strike actions have great implication on the stress level of academic staff, non-academic staff and students. Imeokparia & Ediagbonya (2013) defined stress as a structural imbalance within the individual as a result of deficiency or shortfall in the individual’s expectations while Adavbiele, (2015) viewed stress as a constant phenomenon in the life of everybody. Adavbiele, (2015) observed that once there is strike, it has a tendency of leading to a shortfall in the expectation of both lecturers and students. In the case of lecturer, their expected salaries may not be paid until the end of the strike because of the Government policy of ‘no work, no pay’. In a similar vein, students’ expectations may also be cut short due to failure to graduate at the right time. When all these happens, there will be a sort of structural imbalance within the lecturers and students; and this may lead to health related issues. In some cases, lecturers have passed on and some students have been involved in several unspeakable acts (Imeokparia & Ediagbonya, 2013; Ubangari & Bako, 2014; Adavbiele, 2015).

### **Wastage of Manpower**

Wastage of manpower hours also occurs whenever the trade unions embarked on prolonged strike in the Nigerian public universities. Time resources wasted cannot be recovered. Economic wastage too cannot be quantified. Ogunode, Ndubuisi, Jegede (2022); Ogunode, Akinjobi, & Musa (2022) strike actions in the tertiary institutions is another factor responsible for resources wastage in the system. Every higher institution operates with academic calendar and budget. The academic calendar is designed for 16 to 18 weeks with budgetary provision for the implementation of every plans and programme in the calendar. The alteration of this calendar by either strike actions or any internal or external factors will leads to additional cost on the administration of the institutions, students and teachers. Ogunode, Ugochukwu, & Iroegbu, (2022) and Nwaka, (Undated) submitted that frequent strikes by students and the teachers, which disrupt academic activities is another cause of education wastage. Consequently, some students drop out of school when they think their time is being wasted. Some of these drop-outs oftentimes end up as touts in one organization or the other or even waste their lives as criminals, drug addicts, thieves or political thugs.

### **Reduction of Morale**

Strike actions have serious implication on the morale of academic staff. Though strikes actions are embarked upon to achieve certain demands but when the periods extend longer than necessary, the morale of 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 (Adavbiele, 2015).

### **Stoppage of Staff Development Programme**

Some staff development programmes of public universities designed for the professional development of academic staff and non-academic are sometimes stopped due to the strike actions embarked by the different unions groups in the universities especially when the strike actions takes a long time to be call off. Staff development include all training programme meant to improve their capabilities and abilities of carrying out their functions. Ukaegbu (2017) cites Acheaw (2011), who insisted that the purpose of training and development is to have an increase in knowledge, skills and changing the attitude of a person. This would result in several potential benefits for the individual and to their employer. Also, Acheaw submitted that training also increases the confidence, motivation and commitment of staff, provides recognition, encourages responsibility, enhances the possibility of a pay rise and promotion. This gives workers a feeling of personal satisfaction and achievement, improves opportunities for career progression, quality of staff and helps to improve performance (Ukaegbu, 2017). Ogunode (2020) acknowledged that during strike actions by all labour unions in the universities that almost all administrative and academic activities are grounded. Musa (2018) argued that some academic staff that on academic training or that are pursuing their various master and PhD programme in the various public universities are also affected by the strike. The strike also affected the staff development programme too. Ogunode & Oluseun (2020) stressed that strike actions by different union groups within higher education institutions, especially by non-teaching staff, affect the administration of the continuous development program of higher education institutions in the country. Nigerian higher education institutions are known for strike actions due to the failure of the government or school administrators to implement agreements entered into by both parties. Entire programs of higher education institutions are closed down whenever there is a strike action by major trade union groups. Teaching, research and even community service activities are suspended during strike actions. Thus, the administration of professional development programs is also affected since it resides in the institutions.

### **Brain-drain**

The incessant strike actions in the Nigeria public universities has resulted to mass movement of academic staff and researchers from this various public universities across the country. This

submission is confirmed by Daily post (2022) report that quoted the Chairperson of ASUU, Akwa Ibom State chapter, Dr Happiness Uduk, who also confirmed that some lecturers and professors are leaving the country, said the federal government should act fast to avert the impending doom this will spell on the educational system in Nigeria. DAILY POST enquiries showed that universities would soon be hit by brain drain as some lecturers are already on their way out of the country. The students, as well as parents, suffer the most in this impasse due to undue elongation of academic sessions with its attendant toll on the economic fortunes of parents and guardians. Right from the previous administrations, the academic unions had embarked on several strikes to express their grievances over federal government's non-responsiveness towards the welfare of their members, as well as infrastructural deficit that has marred the tertiary institutions in the country (Daily Post (2022). Ogunode, Jegede and Musa, (2021) observed that prolonged and continuous strike actions by the NASU, NAAT or ASUU is among the factors responsible brain-drain in the public universities in Nigeria.

### **Suspension of Teaching Programme**

The continuous and incessant strike actions by different union groups in the public have affected the teaching programme many public universities have great implication especially the state owned and federal universities. Teaching programme have been described by Ehichoya & Ogunode (2020) as the first cardinal programme of the universities and is very critical to the development and survival of universities across the globe. Teaching is the act of imparting knowledge to learners. Teaching is the act of transferring knowledge and skills to students. Teaching is one of the cardinal programme of educational institutions. Teaching is very important in the educational setting. No meaningful educational programme can take place without teaching. Teaching is one of the indicators used for measuring quality of education. Lawan & Ogunode (2021); Odim, Annastashia & Solomon (2018) and Okoli, Ogbondah & Ewor (2016) submitted that whenever the unions especially the academic staff union embarked on strike actions it affected the implementation of teaching programme. According to Ogunode & Ndayebom (2022) the negative effects of strike actions in the Nigerian public universities include disrupting teaching programme, research programme, community services and programme accreditation of the higher institutions.

Ogunode & Murtala (2022) and Ogunode, Ugochukwu, & Jegede (2022) lamented that continuous strike action in the public universities has affected teaching programme, research programme and community service programme because most activities in the public universities are suspended.

### **Suspension Research Programme**

The prolonged strike actions embarked by the have led to suspension of student research work and personal research work of some academic staff. Strike actions have great implication on academic research in public universities. Ogunode & Abubakar (2020) and Ogunode, Jegede, Adah, Audu, & Ajape (2021) agreed that strike action by different union groups in the public universities in Nigeria is a very enormous challenge facing the administration of research programme in the universities. We know Nigerian public universities for strike actions. The refusal of the federal government to implement the agreement reached with the different union groups in the universities led to the incessant strike actions. Academic research is an integral aspect of education because of its role in revamping and enhancing the quality of teaching and learning in Technical education. Once there is incessant strike action, students and researchers may not be motivated to go into academic research (Adavbiele, 2015). 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 educational institutions especially public universities. Tomori (2022) opined that nothing functions when the universities are on strike. If an international collaborator had an agreement with a scientist doing research in Nigeria, and they fail to deliver results because the university is on strike, it will disrupt the programme or project because research grants have a time limit. So, when our university system goes haywire, researchers can't go to their laboratories or access their funds — and that means



they can't buy reagents and work, or attend scientific conferences. Equipment that requires constant servicing and maintenance suffers damages. And in an ongoing study that, for example, requires samples to be collected from a group of people, but the samples can't be collected for six months because of strikes, then that's the end of the experiment. Those are ways that the strikes have been affecting scientists. The students' research work, lecturers' research work and international conferences and domestic conferences are also suspended during strike actions in the Nigerian higher institutions.

### Conclusion

In this paper, we examined the effects of strike actions on academic staff on public universities in Nigeria. It is concluded that the continuous and prolonged strike actions in the Nigerian public universities have led to death of academic and non-academic staff, sickness on academic and non-academic staff, psychological-stress, wastage of manpower and reduction of morale of academic staff and non-academic staff, stoppage of staff development programme, brain-drain, suspension of teaching programme and research programme.

### Recommendations

Based on the findings of the study, the following recommendations were made:

- i. The federal and state government should provide adequate funding for the public universities. This will help to prevent strike actions in the public universities across the country;
- ii. Federal government should convene a national university summit to which large hearted Nigerians should be invited to discuss how the universities should operate and fund. Since, there is federal universities and state universities.
- iii. Federal and state government should always honour their agreement with universities unions to avoid strike actions.
- iv. There is a need for ASUU to pursue other avenues through which they can drive home their agenda and make their grievances heard to the state and federal government.

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