

Collateral Effects of Strike Actions by Academic Staff on Undergraduates in Public Universities in South West Nigeria

Efectos colaterales de las huelgas del personal académico en los estudiantes universitarios de las universidades públicas de South West Nigeria

Bolupe Abayomi Awe; Rose Nkem Tilije; Babatunde Nurudeen Balogun; Olusola Ilesanmi Olajide

Abstract

The collateral effects of strike actions by academic staff in public universities in South West Nigeria were investigated through descriptive research design. An instrument tagged Perception of Undergraduates on the Influence of the Academic Staff Union of Universities (ASUU) Strike Actions Questionnaire (PUIASAQ) was used for data collection. A study sample of 490 undergraduates was selected through purposive and simple random sampling techniques from seven universities in South West geopolitical zone of Nigeria. Four research questions were raised with two hypotheses generated. The outcome of the study revealed both negative and positive impacts of ASUU strike on the undergraduates while gender of undergraduates and institutional ownership had no significant influence on undergraduates' perception. It was recommended that causes of strike actions must be nipped in bud with granting of full autonomy to these universities while tax holidays should be given to private investors to finance universities.

Keywords: ASUU; Strike actions; Universities; Undergraduate Students; Perception.

Resumen

Los efectos colaterales de las acciones de huelga del personal académico en las universidades públicas de South West Nigeria fueron investigados mediante un diseño de investigación descriptivo. Para la recogida de datos se utilizó un instrumento denominado Cuestionario de Percepción de los Estudiantes de Grado sobre la Influencia de las Acciones de Huelga del Sindicato de Personal Académico de las Universidades (ASUU) (PUIASAQ). Se seleccionó una muestra de estudio de 490 estudiantes universitarios a través de técnicas de muestreo aleatorio intencionado y simple de siete universidades de la zona geopolítica del suroeste de Nigeria. Se plantearon cuatro preguntas de investigación con dos hipótesis generadas. El resultado del estudio reveló que la huelga de ASUU tuvo un impacto tanto negativo como positivo en los estudiantes universitarios, mientras que el género de los estudiantes y la propiedad institucional no tuvieron una influencia significativa en la percepción de los estudiantes universitarios. Se recomendó cortar de raíz las causas de las huelgas y conceder plena autonomía a estas universidades, al tiempo que se deberían conceder exenciones fiscales a los inversores privados para financiar las universidades.

Palabras clave: ASUU; Huelgas; Universidades; Estudiantes universitarios; Percepción.



INFORMATION:

<http://doi.org/10.46652/rjn.v7i33.933>

ISSN 2477-9083

Vol. 7 No. 33, 2022. e210933

Quito, Ecuador

Submitted: May 04, 2022

Accepted: July 16, 2022

Publicado: July 29, 2022

Continuous Publication

South-South Section | Peer Reviewed



AUTHORS:

Bolupe Abayomi Awe
Federal University Oye Ekiti - Nigeria
abayomi.awe@fuoye.edu.ng

Rose Nkem Tilije
National Open University of Nigeria - Nigeria
rtilije@noun.edu.ng

Babatunde Nurudeen Balogun
Federal University Oye Ekiti - Nigeria
batunde.balogun@fuoye.edu.ng

Olusola Ilesanmi Olajide
Federal University Oye Ekiti - Nigeria
olajide.ilesanmi@fuoye.edu.ng

Conflict of interest

No potential conflict of interest is reported by the authors.

Funding

No financial assistance from parties outside this article.

Acknowledgments

N/A

Note

This paper is not a product of previous research, thesis, project, etc.

PUBLISHER



Centro de Investigaciones en Ciencias Sociales y Humanidades desde América Latina

1. Introduction

Evidence abounds to show a relationship between economic development and the development of higher education. Also, enrolment ratio in higher education is perceived as an index for development. Relevant statistics revealed a disparity in enrolment ratio in higher education in Organisation for Economic Cooperation and Development (OECD) countries, middle income countries and lower income countries (World Bank, 1998). Higher education of which university is a sector is perceived as an engine room for stimulating other levels of the educational system and enhances its contribution to the development of the whole educational system. This is achievable through improved teacher education, curriculum development and educational research.

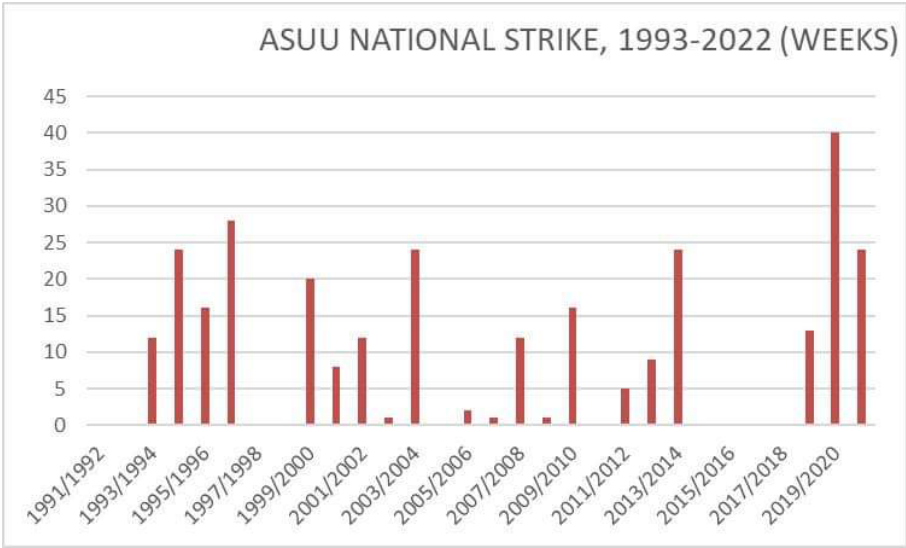
University globally is perceived as an instrument for socio-economic and political development because of its propensity to produce critical manpower for a nation. In Nigeria, both Federal and States governments perceive university as engine room for accelerated development. This appears glaring in a situation where all universities in Nigeria were public universities before the incursion of private universities in the year 2000. In addition to this, National Development Plans in Nigeria has always influenced the establishment of different types of universities in the country. Therefore, since independence, university education continues to be recognised as pivot for development in Nigerian.

Prior to early 80s, Nigeria occupied a pride of place in university education in the West African sub-region. This was due to the systematic development of Nigerian universities characterized by affiliation of universities with older universities. This to a large extent played a crucial role in enhancing quality of university education in Nigeria. For instance, the premier university in Nigeria, that is, the University of Ibadan started as affiliate College of the University of London before it became an autonomous University of Ibadan in 1962. This same trend was followed by affiliation of second-generation universities with the first-generation universities until they attained autonomous. Borishade (2002) and Obasi (2004) noted that during the First Republic, the quality of learning and quality of the products from the Nigerian University System were adjudged as good enough within the constraints of a developing nation.

Recent development in university education in Nigeria indicates that there has been a steady decline in its quality, (Babarinde, 2012). The origin of crisis in Nigerian universities dates back to the period of steady decline in the price of crude oil in 1978. Starting from the middle of 1980's, there were pressures from the International Monetary Fund (IMF) on the Federal Government of Nigeria to introduce certain fiscal policies to turn the economy around. This prompted the introduction of the Structural Adjustment Programme (SAP) leading to the devaluation of naira with its attendant spiral inflation. The increasing inflationary trend meant huge increase in educational expenditure without corresponding impact in educational services. Therefore, every naira invested in education in 1990 had a purchasing value of 34 kobo as against 0.80 kobo in 1994, (Oguntoye & Alani, 1998). According to Akintoye and Uhumwuangho (2018) the economic downturn of the 1980s resulted in instability and financial inadequacy for the Nigerian educational system. Crisis between 1979 and 1999 led to several work stoppages. Regular occurrences include unpaid teachers' salaries, the degeneration of educational facilities and infrastructure at all levels and the attendant common place strike actions across all tiers of Nigerian educational system.

In general, causes of grievances among university staff or lecturers are salary structure, condition of service, general improvement of teaching and learning facilities, university autonomy, funding of university education, disciplinary matters, and national issues, (Amadi & Precious, 2015). The Academic Staff Union of Universities (ASUU) formed in 1978, is an umbrella body for all academic staff that canvasses for the improvement of their working conditions and that of infrastructural facilities in the Nigerian University System. Strike actions are usually deployed to press for their demand after the expiration of warning strike that usually precede commencement of total strike actions. According to Adavbiele (2015) strike actions are increasingly gaining recognition in the educational system of this country; and this phenomenon has attracted the attention of well-meaning Nigerians and stakeholders.

The NUC (2005) identified evidence of possible rot in the universities as including persistent strike actions by the academic staff. The outcome of these regular strike actions on the quality of academic programmes and the quality of the output from the system is a major source of concern. It is observed that persistent strike actions have now characterized the Nigerian Universities without adequate make up for the lost time. For example, from 1999 to 2007, ASUU went on strike for 18 months and three days; from 2008 to 2013, ASUU was on strike for 16 months and six days while from 2015 up to date is 29 months. The latest strike action commenced on February 14, 2022 is yet to be called off.



These incessant strike actions in Nigerian universities no doubt have deleterious effects on students. Ebi (2016) observed that strike actions have always subjected the students to pitiable conditions, disrupting academic programmes, giving students' undeserved extension in their study years, poor students' concentration, poor performance on academic programmes and poor lecturer-student relationship among others. All these conspire against students' academic performance and increases cases of examination malpractices. Ajayi (2014) indicated that all these strike actions have left an unfavourable mark on the academic activities of the university students, and it has also affected the academic calendar and performance of the students.

Although ASUU strike actions may have brought positive impacts such as improvement in infrastructural facilities in the educational system but that notwithstanding, it has impacted negatively on the lives of the students. It is a truism to say that these incessant strike actions are peculiar to public universities in Nigeria. This is because unlike in private universities, students in public universities only know the year of entry but are not sure of exact year of graduation due to strike actions. The implication of strike actions on students cannot be underestimated as they bear the brunt while lecturers have nothing to lose while a strike lasts. During strike actions students are left to wander about while the academic calendar is disrupted. This brings about frustration and equally more disturbing when students observe that their more privileged colleagues in private universities are likely to graduate ahead of them. This is because academic staff private of universities are not registered members of ASUU and as such do not participate in strike actions.

Students are likely to develop lack of interest in academics due to usually long stay away from school thereby indulge in frivolous activities. Anonaba (2015) identified the effects of strikes as including suspension of academic activities and disruption of academic calendars, laziness of students, increase in crimes in the society, degrading of academic profile of Nigeria, loss of jobs and delay in registration of graduating students with National Youth Service Corps among others. Ajayi (2014) identified idleness and frustration, deviant behaviour as constituting nuisance to the society. It is not unlikely that the Endsars protest of October 7, 2020 must have been largely coordinated by Nigerian undergraduates out of frustration due to prolonged stay out of their various institutions. Strike actions also confer bad reputation on the Nigerian University System. In addition, the compression of the syllabus and academic calendar tend to deprive the students adequate exposure to academic preparation, this eventually constrain the quality of university education leading to production of half-baked university graduates. Ajayi (2014) identified the usual sneer when Nigerian universities are mentioned and added that this image robs graduate of Nigerian universities of international esteem even when their worth has not been proven through employment.

Kawugara (2016) observed that incessant strikes in our institutions of higher learning have in no small measure contributed to low quality of graduates, distortion of academic calendar that students and their parents can no longer determine or know when their wards will be graduating from schools and financially parents and guardians are burdened more since their wards stay at home due to strikes. Adavbiele (2015) opined that once there is strike actions, institutions/schools are forced to close down and there will be a temporary stoppage of teaching and learning activities in the concerned institutions. This temporary refusal to work will in turn result in developing or redesigning new academic calendar in order to make up for the period. Anonaba (2015) opined that when the academic process gets interrupted with strike, all ongoing research get abandoned or delayed; students keep their books in shelves and when strike is called off, students and lecturers are mentally weak. At the end of the day, students graduate with mere certificates instead of knowledge that could impact the economy. Akintoye and Uhumwuangbo (2018) observed that strike actions make learning irregular for students and leads to memory loss if what is being learnt is not reactivated over time. A study has shown that majority of failures in university are recorded in examinations taken immediately after students return from a long break (Ejike, 2015).

The foregoing indicates that ASUU strike actions have become endemic in the Nigerian University System. Despite the negative effects of strike actions by ASUU on students, attempts must also be made to assess the positive impact on students. Amadi and Precious (2015) citing Babaferous (2013) observed that the effect of strike actions on educational development has negative and positive effects on both students and lecturers. The thrust of this paper is to assess both the negative and positive impact of ASUU strike actions on undergraduate in South West Nigeria Universities. In addition, it would determine whether variables of gender of undergraduates and ownership of universities have influence on the undergraduates' perception on the impact of ASUU strike actions.

1.1 Statement of the Problem

It is worrisome that no realistic solutions have been found to persistent strike actions by ASUU. The implication is that strike actions will continue unabated in the Nigerian University System. Although while ASUU strike actions might lead to improved conditions of service for staff as well as improvement in the learning environment, the negative impact on students is quite enormous. It is this negative impact that is often emphasised without consideration for the positive impacts on students. While some may have been engaged in nefarious activities, others might have been involved in productive ventures. It would therefore be of interest to examine both the positive and negative impact of ASUU strike actions on undergraduate students in public universities in South West Nigerian.

Public universities are either owned by Federal or State governments, therefore, the researchers would like to examine the influence of ownership of universities on impact of strike actions on undergraduate students. In addition, it would be interesting to determine whether gender of undergraduates has any influence on the perception of undergraduates on the impact of strike actions. In order to guide this study, the following research questions are raised:

1.2 Research Questions

1. Do ASUU strike actions have negative impact on undergraduates in public universities in South West Nigeria?
2. Do ASUU strike actions have positive impact on undergraduates in public universities in South West Nigeria?
3. Does gender of undergraduates in public universities in South West Nigeria influence their perception on the impact of ASUU strike actions?
4. Is it likely that ownership public universities in South West Nigeria would influence perception of undergraduates on the impact of ASUU strike actions?

Based on the research questions the following hypotheses were developed

1. There is no significant difference in undergraduates' perception on the impact of ASSU strike actions based on gender of undergraduates in South West Nigerian universities.
2. There is no significant difference in undergraduates' perception on the impact of ASSU strike actions based on ownership of universities in South West Nigerian universities.

2. Methodology

The research design for this study is descriptive research of the survey type. The research is descriptive as the investigators examined the perception of undergraduate students in South West Nigerian universities on strike actions by ASUU. As descriptive research, it describes the existing variables so as to highlight their relevance to existing situations.

Survey research studies a small sample from a large population from where inferences would be drawn about the characteristics of the defined population. This research design conforms to the characteristics of the survey research. Therefore, the survey research provides conceptual and methodological design for investigating the problems of this study.

The population of this study comprised all undergraduate students in public universities of South West Nigeria which include Ekiti, Ondo, Osun, Oyo, Ogun and Lagos States. The sample for this study comprised 490 undergraduates selected from seven public universities in Nigeria, namely, Federal University Oye Ekiti, Ekiti State University, Obafemi Awolowo University, University of Ibadan, Lagos State University, Federal University of Technology Akure and Olabisi Onabanjo University. The 100 level students were excluded from the sample because they have not witnessed any strike actions by ASUU. Purposive and simple random sampling techniques were used to select the sample. At the first stage the universities were sampled purposively to take care of variables of ownership while simple random sampling technique was used to select 490 respondents from the seven universities. Out of the seven universities, three were state universities while the remaining four were Federal Universities.

Data were collected with a self-designed instrument tagged Perception of Undergraduates on the Influence of ASUU Strike Actions Questionnaire (PUIASAQ). The instrument comprised two sections, A and B. Section A was for personal information of the respondent such as name of institution, ownership, year of establishment, type of institution, qualification of respondent, sex, age and department. While Section B consisted of 33 items designed to elicit responses from the study samples. The validity of the instrument was established through face validity and content validity. The instrument was subjected to screening by the researcher's supervisor and other specialists in the Department of Educational Management and Business Studies and Department of Educational Foundation Test in the Faculty of Education, Federal University Oye Ekiti.

For face validity, the experts determined at the face level appropriateness of the instrument in measuring what it was supposed to measure and ensured that the instrument contained the appropriate items that could actually elicit the intended responses on undergraduates' perception on the impact of ASUU strike actions. Also, the experts reviewed the items in terms of the clarity to ensure that all the words that could confuse respondents were removed.

Experts' judgments were also used in determining the content validity. The experts took time to check the extent to which the items of the instrument are representative of the content specified by the concepts under study. Furthermore, the research questions, hypotheses and the instruments were made available to the experts for the purpose of validating the instruments. Based on their comments, the instrument was restructured and modified in order to meet the content validity requirements as suggested by the experts.

The reliability of the instrument was established through a test-retest method. This involved the administration of the instrument in Adekunle Ajasin University, Akungba Akoko on 50 undergraduate students excluding first year undergraduates. These 50 students were not included in the main study. The instrument was administered on them twice within an interval of two weeks. The scores from the two sets of responses were correlated using Pearson Moment Correlation Coefficient to determine the level of reliability. The result yielded 0.84. This was considered high enough for reliability of the instrument. Descriptive statistics used include frequency counts, the percentage score, means and standard deviation while t-test statistic was the inferential statistic used to test the hypotheses. All the hypotheses were tested at 0.05 level of significance using Statistical Package for Social Sciences (SPSS) Version 20.

3. Results

Personal information of the respondents such as name of institution, ownership, Gender, level, and number of ASUU strikes witnessed were obtained.

Table 1: Background Information of study participants

Variable	Grouping	Frequency	Percentage
Institutions	FUOYE	70	14.3
	EKSU	70	14.3
	O.A.U	70	14.3
	U. I	41	8.4
	LASU	81	16.5
	FUTA	116	23.7
	O.O.A	42	8.6
Gender	Male	193	39.4
	Female	297	60.6
Level	200	161	32.9
	300	206	42.0
	400	123	25.1
Number of ASUU strike action experienced	1-2	396	80.8
	3-4	90	18.4
	5-6	4	0.8

Note. Federal University Oye Ekiti (FUOYE), Ekiti State University (EKSU), Obafemi Awolowo University (OAU), University of Ibadan (UI) Lagos State University (LASU), Federal University of Technology Akure (FUTA), Olabisi Onabanjo University (OOU)

The result in Table 4.1 shows that Federal University of Technology, Akure (FUTA), (23.7%) had the highest number of respondents, closely followed by Lagos State University (LASU) (16.5%) while University of Ibadan (UI) recorded the least (8.4%). There were more females (60.76%) than males (39.4%). More than one-third of respondents (42%); representing the majority were 300 Level students, closely followed by 200 Level (32.9%) while 400 Level (25.1%) was the least. More than three-quarter (80.8%) of the entire sample had experienced 1-2 ASUU strikes while 18.8 and 0.4% indicated 3-4 and 5-6 ASUU strikes respectively.

Research Question 1: Does ASUU strike actions have any negative impact on undergraduate students in Southwest Nigeria universities?

The responses on negative impact of ASUU strike actions were collated and analysed with the results indicated on Table 4.2

Table 4.2: Negative impact of ASUU strike actions on undergraduate students in Southwest Nigeria universities

S/N	ITEMS	SA	A	D	SD	MEAN	STDEV.	RANK
17	Loss of faith in the Nigerian educational system	236(48.2)	137(28.0)	66 (13.5)	51 (10.4)	3.14	1.008	7 th
18	Unsure of when to graduate	224(49.8)	151(30.8)	41 (8.4)	54 (11.0)	3.19	.993	4 th
19	Distortion of academic calendar	298(60.8)	133(27.1)	29 (5.9)	30 (6.1)	3.43	.855	1 st
20	Disruption of academic activities	276(56.3)	143(29.2)	36 (7.3)	35 (7.1)	3.35	.897	2 nd
21	Loss of interest in education	184(37.6)	180(36.7)	86 (17.6)	40 (8.2)	3.04	.937	9 th
22	Idleness	165(33.7)	160(32.7)	104(21.2)	61 (12.4)	2.88	1.017	12 th
23	Encourages prostitution	105(21.4)	125(25.5)	148(30.2)	112(22.9)	2.46	1.066	17 th
24	Emotional instability	120(24.5)	186(38.0)	109(22.2)	75 (15.3)	2.72	1.001	16 th
25	Engagement in social vices	132(26.9)	210(42.9)	91 (18.6)	57 (11.6)	2.85	.949	15 th
26	Exposure to cybercrime	173(35.3)	158(32.2)	79 (16.1)	80 (16.3)	2.87	1.073	13 th
27	Abandonment of academic programme	172(35.1)	201(41.0)	68 (13.9)	49 (10.0)	3.01	.944	10 th
28	Unwanted pregnancy	161(32.9)	172(35.1)	83 (16.9)	74 (15.1)	2.86	1.041	14 th
29	Fear of poor performance in school examination after the strike	214(43.7)	179(36.5)	59 (12.0)	38 (7.8)	3.16	.918	5 th
30	Involvement of students in examination malpractices	178(36.3)	164(33.5)	88 (18.0)	60 (12.2)	2.94	1.015	11 th
31	The urge to travel out of the country	251(51.2)	155(31.6)	60 (12.2)	24 (4.9)	3.29	.864	3 rd
32	Hinders quality instructional delivery	164(34.3)	216(44.1)	76 (15.5)	30 (6.1)	3.07	.860	8 th
33	Leads to production of half-baked graduates	212(43.3)	186(38.0)	49 (10.0)	43 (8.8)	3.16	.928	6 th

Source: OMS = 3.02

Table 2 indicates the respondents' perceptions on the negative impact of ASUU strike actions on undergraduate students in Southwest Nigeria universities. The result shows that perceived negative impact of ASUU strike actions on undergraduate students have the mean scores within the range $MS \geq 2.46 \leq 3.43$ and $MS > 3.43 \leq 5.00$, and an overall mean score (OMS) of 3.02 for all the negative impact of ASUU strike actions on undergraduate students, as shown in Table 2, which indicates that the respondents strongly agree / agree with the negative impact of ASUU strike actions on undergraduate students in Southwest Nigeria universities. Most notable among the negative impact of ASUU strike actions on undergraduate students are the ones with the mean score (MS) values of 3.02 and above, noting here that the OMS value is 3.02. From this result, the respondents can be deemed to agree with most of the negative impact of ASUU strike actions on undergraduate students – Distortion of academic calendar, disruption of academic activities, the urge to travel out of the country, unsure of when to graduate, fear of poor performance in school examination after the strike, leads to production of half-baked graduates, loss of faith in the Nigerian educational system, hinders quality instructional delivery and loss of interest in education.

Research Question 2: Does ASUU strike actions have any positive impact on undergraduate students in Southwest Nigeria universities?

The responses on positive impact of ASUU strike actions were collated and analysed with the results indicated on Table 4.3.

Table 4.3: Positive impact of ASUU strike actions on undergraduate students in Southwest Nigeria universities

S/N	ITEMS	SA	A	D	SD	MEAN	STDEV.	RANK
1	Beneficial to my academic endeavour	23 (4.7)	38 (7.8)ZX	136(27.8)	293(59.8)	1.57	.826	16th
2	Provides adequate time for study	38 (7.8)	83 (16.9)	168(34.3)	201(41.0)	1.91	.940	13th
3	Reading habit increases	37 (7.6)	64 (13.1)	160(32.7)	229(46.7)	1.81	.931	15th
4	Excellent performance in examination conducted immediately after ASUU strike	49 (10.0)	62 (12.7)	166(33.9)	213(43.5)	1.89	.975	14th
5	Appreciates the importance of education that equips with graduates saleable skills	240(49.0)	161(32.9)	49 (10.0)	40 (8.2)	3.23	.931	3rd
6	I study more during the period	45 (9.2)	80 (16.3)	209(42.7)	156(31.8)	2.03	.922	12th
7	It provides opportunity to understand difficult topics taught before the strike	59 (12.0)	117(23.9)	172(35.1)	142(29.0)	2.19	.988	11th
8	Provides ample opportunity for group discussion with course mates	48 (9.8)	131(26.7)	185(37.8)	126(25.7)	2.21	.936	10th
9	Provision of avenue for learning new trade that fetches money	248(50.6)	180(36.7)	37 (7.6)	25 (5.1)	3.33	.824	2nd
10	Allows for acquisition of new skills	252(51.4)	207(42.2)	17 (3.5)	14 (2.9)	3.42	.697	1st
11	Engenders self-discovery	190(38.8)	221(45.1)	56 (11.4)	23 (4.7)	3.18	.812	4th
12	It gives insight into profitable business venture	179(36.5)	236(48.2)	47 (9.6)	28 (5.7)	3.16	.817	5th
13	Provision of opportunity to assist in family business	176(35.9)	239(48.8)	45 (9.2)	30 (6.1)	3.14	.822	6th
14	It gives room for relaxation	185(37.8)	189(38.6)	63 (12.9)	53 (10.8)	3.03	.969	7th
15	It reduces stress	157(32.0)	173(35.3)	107(21.8)	53 (10.8)	2.89	.980	8th
16	It allows for intense studies	73 (14.9)	108(22.0)	191(39.0)	118(24.1)	2.28	.991	9th

Source: OMS = 2.58

Table 4.3 indicates the respondents' perceptions on the positive impact of ASUU strike actions on undergraduate students in Southwest Nigeria universities. The result shows that perceived positive impact of ASUU strike actions on undergraduate students have the mean scores within the range $MS \geq 1.57 \leq 3.42$ and $MS > 3.42 \leq 5.00$, and an overall mean score (OMS) of 2.58 for all the positive impact of ASUU strike actions on undergraduate students, as shown in Table 4.3, which indicates that the respondents strongly agree / agree with the positive impact of ASUU strike actions on undergraduate students in Southwest Nigeria universities. Most prominent among the positive impact of ASUU strike actions on undergraduate students are the ones with the mean score (MS) values of 2.58 and above, noting here that the OMS value is 2.58. From this result, the respondents can be deemed to agree with most of the positive impact of ASUU strike actions on undergraduate students – Allows for acquisition of new skills, provision of avenue for learning new trade that fetches money, appreciates the importance of education that equips graduates with saleable skills, engenders self-discovery, it gives insight into profitable business venture, provision of opportunity to assist in family business, it gives room for relaxation and it reduces stress.

Hypothesis 1: There is no significant difference in undergraduates' students' perception on the impact of ASUU strike actions based on gender in Southwest Nigeria universities.

Responses on items on the influence of genders on undergraduate students' perception were analysed with the report presented in Table 4.4

Table 4.4: t-test showing the influence of gender on undergraduate students' perception on strike actions in Southwest Nigeria Universities

Gender	N	Mean	SD	Df	t	P
Male	193	91.70	13.44	488	1.315	0.189
Female	297	93.28	12.67			

$p > 0.05$

Table 4 shows that the computed t-value (1.315) at degree of freedom 488 obtained for the groups with a p-value > 0.05 was not significant at 0.05 level. The null hypothesis is not rejected; implying that there is no significant difference in undergraduates' students' perception on the impact of ASUU strike actions based on gender in Southwest Nigeria universities.

Hypothesis 2: There is no significant difference in undergraduates' students' perception on the impact of ASUU strike actions based on ownership of school in Southwest Nigeria universities.

Responses on items on the influence of ownership of universities on undergraduate students' perception were analysed with the report presented in Table 4.5

Table 4.5: t-test showing influence of universities ownership on undergraduate students' perception of the impact of ASUU strike actions in Southwest Nigeria universities.

Gender	N	Mean	SD	Df	t	P
Federal	210	92.63	12.16	488	0.048	0.962
State	280	92.69	13.59			

$p > 0.05$

Table 4.5 shows that the computed t-value (1.315) at degree of freedom 488 obtained for the groups with a p-value > 0.05 was not significant at 0.05 level. The null hypothesis is not rejected; implying that there is no significant difference in undergraduates' students' perception on the impact of ASUU strike actions based on ownership of school in Southwest Nigeria universities.

4. Discussion

The background information on the respondents reveal that all the respondents have experienced ASUU strikes actions, with (80.8%) having experienced 1-2 ASUU strike actions. This corroborates Akintoye and Uhumwuangho (2018) that strike actions have become a prominent feature of the Nigerian educational system.

In general, all the respondents agreed that ASUU strike actions have negative impact on undergraduates in South West Nigeria Universities. For instance, out of the 17 items generated on negative impact of ASUU strike actions, 9 items had mean score (MS) values above the overall mean scores of 3.02. When these 9 items are discussed in order of preference: Item 19: Distortion of academic calendar (3.43), the finding aligns with NUC (2005); Ajayi (2014); Anonaba(2015) and Ibe (2017). Item 20: Disruption of academic activities (3.35), this finding corroborates Ajayi (2014); Anonaba (2015); Adavbiele (2015) and Ibe (2017). Item 31: The urge to travel out of the country (3.29). This finding portends great danger for the socio-economic development of Nigeria. A situation where future leaders of Nigeria exhibits the tendency to migrate out of the country does not augur well for this nation. Item 18: Unsure of when to graduate (3.19). This finding is in agreement with Kawugara (2016). Item 29 Fear of poor performance in school examination after the strike (3.16). This finding aligns with Ajayi (2014); Ibe (2017) and Akintoye & Uhumwuangbo (2018). Item 33: Leads to production of half-baked graduates (3.16). This is in agreement with Anonaba (2015) and Kawugara (2016). Item 17: Loss of faith in the Nigerian educational system (3.14). This supports the assertions of Anonaba (2015) and Ajayi (2014). Item 32: Hinders quality of instructional delivery (3.07). This draws inspiration of Anonaba (2015) and Adavbiele (2015). Item 21: Loss of interest in education (3.04). This supportst of Adeniran (2000) and Akintoye & Uhumwuangbo (2018).

On undergraduates' perception on the impact of ASUU strike actions, the overall responses indicate that ASUU strike actions have positive impact on undergraduates in South West Nigerian Universities. Out of the 16 items generated on positive impact of ASUU strike actions, 8 items had mean scores (MS) above the overall mean score (OMS) of 2.58. When these 8 items are considered in order of preference, most prominent impact of ASUU strike actions on undergraduate students in South West Nigeria Universities include: Item 10: Allows for acquisition of new skills (3.42). Item 9: Provision of avenue for learning new trades that fetches money (3.33). Item 5: Appreciates the importance of education that equips graduates with saleable skills (3.23). Item 11: Engenders self-discovery (3.18). Item 12: It gives insight into profitable business venture (3.16). Item 13: Provision of opportunity to assist in family business (3.14). Item 14: It gives room for relaxation (3.03). Item 15: It reduces stress (2.89). A critical analysis of these responses, though considered as positive impact of ASUU strike action indicate that these undergraduates have lost interest in the university education, because of their desire for alternative strategies for survival outside university education.

The results of the tested hypotheses on the influence of variables of gender of undergraduates and ownership of public universities did not significantly influence perception of undergraduates in public universities in South West Nigeria. This might be due to solidarity among students engendered through affiliation of local chapters of their Students Unions with National Association of Nigerian Students. Therefore, they share similar experience on the prevalence ASUU strike actions and attendant influence on Nigerian public universities.

5. Conclusion

Based on the findings of the study, the following conclusions are derived. The perception of undergraduates in South West Nigeria Universities on the impact of ASUU strike actions is both negative and positive. However, the positive perception on the impact of ASUU strike is worrisome because of the tendency for undergraduate students' interest in university education to diminish once they are engaged profitable business activities.

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

1. Both Federal and State governments must as a matter of urgency address the fundamental problems that trigger ASUU strike actions.
2. Federal and State governments as proprietors of public universities must grant full autonomy to these public universities to charge appropriate fees like their counterparts in private universities.
3. The libertarian policy on education must be reviewed in order to find appropriate solutions to incessant ASUU strike actions.

4. ASUU must consider alternative approach to ventilate their grievances against governments instead of strike actions.
5. Agencies of government such as the National Universities Commission, the Tertiary Education Trust Fund and the Joint Admissions and Matriculations Board that constitutes a huge bureaucracy must be thinned down to ensure more funds go directly to universities.
6. Provision of holiday tax for private investors in order to finance public universities in Nigeria through endowments and scholarships.
7. Licensing of more dedicated Open and Distance Learning institutions with robust ICT infrastructure to encourage learning while working.

References

- Adavbiele, J.A. (2015). Implications of incessant strike actions on the implementation of technical education programme. *Nigerian Journal of Education and Policy*, 6(8), 134-138.
- Ajayi, J.O. (2014). ASUU. Strikes and academic performance of students in Ekiti State University, Ado Ekiti. *Int. J. Manag. Bus. Res*, 4(11), 19-34.
- Akintoye, E.O., & Uhumwuangho, 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 Research Review*, 12(1), 56-65.
- Amadi, E.C., & Precious, O. (2015). Educational management planners' view of strike action and its effect on educational management in universities in Rivers State. *Singaporean Journal of Business Economics and Management Studies*, 4(7).
- Anonaba, P.C.G. (2015). Strikes in Nigeria higher education: An appraisal [Conference] 3rd School of Education and Humanities, International Conference on the Future of Higher Education in Africa, Held at Babcock University, Nigeria.
- Babarinde, K. (2012). Evolution, development, challenges and prospects of Nigeria higher education system. *AVCNU Education Dialogue*.
- Borishade, B. (2002). Towards a new vision and mission of higher education in Nigeria, Keynote address [Conference] National Summit on Higher Education, Federal Ministry of Education.
- Ebi, P. (2016). Appraisal of the effects of frequent strikes on the performance of students in the Universities. *A Master Research Proposal, Department of Public Administration, University of Benin*.
- Ejike, A. (2015). Incessant strike actions: Implications on students. *Journal of Research in Arts and Social Sciences*, 4(1), 89-98.

- Kawugara, A. (2016). The impact of incessant strikes on the education sector in Nigeria. *International Journal of Education and Evaluation*, 2(5), 67-72.
- NUC. (2005). The choice and balance between quality and q in Nigerian University System: admission quota for 2005/2006. *Monday Memo*, 4(21).
- Obasi, I.N. (2004). The state of higher education in Nigeria: A critical note. *The Nigerian Social Scientist*, 7(2), 39-41.
- Oguntoye, A.O., & Alani, A.A. (1998). *Financing education in Nigeria, theory, and practice*. Kinsbond Investment Limited
- World Bank. (1998). Nigeria: Costs and financing of universities. *Report No. 6920-UNI*, The World Bank.

AUTHORS

Bolupe Abayomi Awe, Ph.D. Department of Educational Management and Business Studies, Faculty of Education, Federal University Oye Ekiti, Nigeria

Rose Nkem Tilije, Ph.D. Department of Educational Foundations, Faculty of Education, National Open University of Nigeria Abuja, Nigeria

Babatunde Nurudeen Balogun, Ph.D. Department of Educational Management and Business Studies Faculty of Education, Federal University Oye Ekiti, Nigeria

Olusola Ilesanmi Olajide. Department of Educational Management and Business Studies, Faculty of Education, Federal University Oye Ekiti, Nigeria