

## The impact of academic staff union of universities' strikes on Nigerian students

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### Abstract

The incessant strikes in Nigeria's public and private sectors have become an issue of concern to scholars and policy-makers because industrial peace or conflict impacts the social, political, and economic activities of a nation. Therefore, this study examined the impact of Academic Staff Union of Universities (ASUU) strikes on students' behavior in Nigeria using Choba as one of the host communities of the University of Port Harcourt, as a case study. The study employed a survey research design. A total of 400 questionnaires were administered and 370 were retrieved. Data was analyzed using descriptive statistics-mean computation and standard deviation. Findings from the study show that ASUU strikes have a high negative impact on students' behavior. This indicates that students bear the brunt of ASUU strikes as manifested in increased students' stay on campus, increased drug abuse among students, increased students' involvement in the kidnapping and financial crimes among students, and reduced students' academic performance.

**Keywords:** ASUU; staff union; strike; students' behavior; government; university.

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## 1. Introduction

In Nigeria, industrial relation has remained unstable. There may be an understanding between employees and employers today, but tomorrow there is a dispute over unresolved working conditions or policies. To achieve their goals, trade unions use various strategies. The incessant strikes in Nigeria's public and private sectors have become an issue of concern to scholars and policy-makers because industrial peace or conflict, as the case may be, implies the social, political, and economic activities of a nation.

As enshrined in Rule 2 of the 1984 ASUU constitution as amended, the principal objectives of ASUU are to ensure that qualified academic staff is organized in a manner that represents decency in an academic environment where people are trained in both character and learning, to ensure that the relationship between employers and academic staff are regulated, to ensure high standard both in academic performance and practice, to ensure justifiable conditions of service for her members, to encourage the further academic and professional development of her members and to assist her members through membership assistance and benefits, encouragement, and advancement of the cultural and socio-economic interest of the country and to encourage other lawful objectives within the educational provisions of the constitutional and among others. In their trying to achieve these objectives, ASUU has engaged the Federal and States Governments over their foot-dragging attitude towards implementing agreements and memoranda of understanding reached. These agreements and memoranda of understanding cover wages, allowances, and infrastructural facilities in tertiary institutions among others. Consequently, ASUU has embarked on numerous strikes to compel the government to leave up to its obligation (ASUU Strike, 2022).

In 1999, there were five months strike; 2001-three days strike, 2006-three months strike, 2010-five-month strike, 2017- month, 2020-nine months strike. From 199 to 2020, the strike cumulated to over five years. During such strikes, schools were under lock and key for months; academic activities were paralyzed, and students may be unexposed to learning skills (Akah, 2018). Some students engaged in social vices such as sexual immorality, cultism, cyber scam, gambling, and gossip during ASUU strikes (Yusuf, 2017). Similarly, Alabi (2019) posited that industrial actions expose students to social vices, such as armed robbery, kidnapping, and cultism, and that these vices have made the youth become a problem to societal peace and order in Nigeria. He further asserted that incessant strikes could be responsible for why many Nigerian students prefer to attend foreign institutions. This is in line with Okuwa & Campbell (2011) whose results showed that incessant strikes in public institutions accounted for about 80% of the households sending their children to private higher institutions.

Albar & Onye (2016) and Uzoh (2017) were of the view that ASUU strikes are not self-seeking but spurred by the quest to revive the falling standard of education in Nigeria. That ASUU is agitating for increased University autonomy; improvement in the provision of educational infrastructure in universities; implementation of the 2 percent budgetary allocation to education prescribed by UNESCO, as well as the improved condition of service. Considering the series of industrial actions, some stakeholders now believe that ASUU's industrial actions are a curse to society while others see it as a blessing in disguise.

### 1.1. Purpose of the study

In all of these national strikes declared by ASUU, the University of Port Harcourt (UNIPORT) ASUU chapter participated and is still participating. Many scholars (Okuwa & Campbell; 2011, Alabi; 2019; Chukwudi & Idowu; 2021; Oyeboode & Obaka; 2022) have examined the impact of ASUU strikes on different aspects in various universities in Nigeria, this study specifically x-rays the impact of the University of Port Harcourt ASUU chapter strikes on students' behavior using university host community of Choba. To achieve the objective, thus the question: In what ways do ASUU strikes affect students in the university host community of Choba? This calls for an investigation.

## **1.2. Conceptual background**

### **1.2.1. Formation of the academic staff union of Universities (ASUU)**

The Academic Staff Union of Universities (ASUU) is a Nigerian union of university academic staff, founded in 1978. ASUU is an offshoot of the Nigerian Association of University Teachers (NAUT) which was established in 1965. At that time, NAUT consisted of only 5 universities in total including the University of Ibadan, the University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, the University of Ife, and the University of Lagos (1984 ASUU constitution as amended).

ASUU was formed to protect academic employees of universities in Nigeria and ensure that they have better working conditions of service. The objectives of ASUU as contained in Rule 2 of its constitution include; ensuring that qualified academic staff is organized in a manner that represents decency in an academic environment where people are trained in both character and learning, to ensure that the relationship between employers and academic staff are regulated, to ensure high standard both performance and practice, to ensure justifiable conditions of service for her members, to encourage the further academic and professional development of her members and to assist her members through membership assistance and benefits. Other objectives include regulation of members' participation in the management of tertiary institutions across the country, encouraging and advancing cultural and socio-economic interests of the country, and encouraging other lawful objectives within the educational provisions of the constitution.

### **1.2.2. The industrial strikes**

The industrial strike is also called strike action or labor strike or industrial dispute, industrial action, or simply strike. Industrial strikes have been defined by many scholars in different capacities. Fajana (2006) sees the industrial strike as a result of conflicting interests between employers and employees about working conditions, wage demands, and management policies. Enenya & Maduabum (2013) in their view, defined an industrial strike as any action embarked upon by a group of workers acting under a common goal as a way of compelling their employer to agree or not agree on the condition of service (Agbana, 2015; Yurkofsky et al., 2020; Lyon, 2021).

As enshrined in section 2 (k) of the 1947 Industrial Dispute Act, an industrial dispute is a disagreement between an employee and her employer, which may arise as a result of disagreement in the condition of service, salary, wage, illegal termination of appointment, and many more. Collaborating with this definition, Alabi (2019) stated that industrial dispute occurs as a result of a disagreement between employees and their principal, this may finally lead to stoppage of work or lockouts. This has short and long-run effects on both parties. The effect could be in the form of loss of productivity, non-payment of wages, etc (Sinha, 2020; McHenry-Sorber, Campbell & Sutherland, 2021; Lyon, 2023). Based on the foregoing, Akah (2018) was of the view that industrial action is the attribute of collective bargaining in particular and industrial relations in general. Given this, Alabi (2019) sees industrial action as a weapon of power in the hands of the employees against employers whenever the situation calls. With these, the strike is a consequence of dishonoring employees' demands (Russell, 2023). It can be a partial or complete concerted refusal to work, or the retardation or obstruction of work, by persons who are or have been employed by the same employer or by different employers, to remedy a grievance or resolve a dispute in respect of any matter of mutual interest between employer and employee. Simply put, strike action is a work stoppage, caused by the mass refusal of employees to work. The relationship between ASUU and the federal government has not been rosy. This led to various strike actions. The years of the ASUU strike are reflected in the table below.

### 1.2.3. State of Nigerian public universities

The university has contributed to human resource development in Nigeria. Despite this advantage of the university to the nation, the educational sector is still bedeviled with many challenges such as inadequate funding, lack of university autonomy, poor staff condition of service, etc. These challenges have hindered the sector from attaining its optimum in this 21<sup>st</sup> century.

**Table 1**

*Percentage Budgetary Allocation to Education in Nigeria; 20012 to 2021*

Year	Allocated to Education (%)	Year	Allocated to Education (%)
2012	8.5	2017	6.1
2013	8.7	2018	5.9
2014	9.0	2019	5.9
2015	9.3	2020	5.1
2016	6.7	2021	5.1

Source: World Bank, 2021

Table 1 shows that the educational sector remains relatively underfunded as its budgetary allocation is still below United Nations Education, Social and Cultural Organization (UNESCO) recommended 26 percent for developing countries. The highest budgetary allocation was in 2015 with 9.3 percent and thereafter it nosedived to 5.1 percent in 2021. This shows the pitiable situation of the educational sector. Table 2 reveals that the 2021 percentage budget allocation to the educational sector in Nigeria is inadequate compared to other African countries. As indicated in Table 2, the Nigerian allocation to the educational sector in 2021 was 5.1 percent while that of Madagascar was the highest (15.5%). This inadequate budgetary allocation to education over the years has stirred national discourse among university stakeholders, and scholars (Ogbette et al 2017) who have argued that the government of Nigeria has no interest in the development of the educational sector.

**Table 2**

*Percentage of Budgetary Allocation to Education by African Countries as of 2020*

S/N	Country	Percentage	S/N	Country	Percentage
1.	Angola	6.9	9.	Lesotho	13.7
2.	The Central African Republic	9.1	10.	Madagascar	15.5
3.	Cameroon	14.9	11.	Nigeria	5.1
4.	Chad	15.1	12.	Niger	12.0
5.	Cote d'Ivoire	15.0	13..	Seychelles	10.5
6..	Cape Verde	15.1	14.	Rwanda	11.3
7.	Gabon	15.1	15.	Sao Tome	6.7
8.	Guinea	12.0	16.	Zambia	11.5

Source: World Bank, 2021

This inadequate funding among others made ASUU draw the attention of the government on several occasions to sincerely revive the education sector. Consequently, there were agreements entered between the government and ASUU for government to revitalize the education sector, and timelines were given upon which items in the agreement will be implemented. One such agreement is the 2009 Agreement. Some of the items in the 2009 agreement include; the provision of funds for the revitalization of Nigerian Universities; Federal Government assistance to State Universities; increased annual Budgetary Allocation to the Education Sector to 26% between 2009 and 2020; earned academic allowances; establishment of the Research Development Council and provision of research equipment to laboratories and classrooms in universities. Concerning the 2009 FGN/ASSU agreement, several steps such as consultations, meetings, etc were taken by ASUU to make the government implement the agreement it freely entered into, and also to avert any form of strike (Ogbette, 2017), but to no avail. Rather government resorted to blackmailing ASUU. The failure of the government to implement the agreements entered into

with ASUU led ASUU to embark on a series of strikes to prevail on the government to implement the agreements entered freely into (see Table 3).

**Table 3**

*ASUU Strike and the duration, 1981 - 2020*

S/N	Year of Strike	Duration of Strike	S/N	Year of Strike	Duration of Strike
1	1981	Six Months (180) *	12	2003	Six Months (180) *
2	1988	Two Weeks (14) *	13	2005	Three Days (3) *
3	1992	Six Months (180) *	14	2006	Two Months (60) *
4	1993	Three Months (90) *	15	2007	Three Months (90) *
5	1994	Six Months (180) *	16	2008	One Week (7) *
6	1995	Five Months (150) *	17	2009	Four Months (120) *
7	1996	Seven Months (210) *	18	2010	Five Months (180) *
8	1998	Five Months (150) *	19	2011	Three Months (150) *
9	1999	Five Months (150) *	20	2013	Six Months (180) *
10	2001	Three Months (90) *	21	2017	One Month (30) *
11	2002	Two Weeks (14) *	22	2018	Four Months (120) *
			23	2020	Nine Months (270) *

\*Duration in days

Source: Alabi (2019) and Eduplana Report (2022).

Notably, in Table 3, the highest duration of the ASUU strike was nine months in 2020, and seven months in 1996, while in 1981, 1992, 1994, 2003, and 2013 was six months each. Furthermore, 1995, 1998, 1999, and 2010 has five months each; 200 and 2018 were four months each; 1993, 2001, 2007, and 2011 has three months each. In aggregate, the duration of the strike is about 7 years, six months, and ten days (90 months, and 10 days). Albar & Onye (2016) and Uzoh (2017) were of the view that ASUU strikes are not self-seeking but spurred by the quest to revive the falling standard of education in Nigeria. According to Albar & Onye (2016) and Uzoh (2017), the ASUU strikes were spurred to revive the fallen standard of education in Nigeria.

### 1.3. Theoretical review

Theoretically, this study is hinged on the system theory propounded by *Ludwig von Bertalanffy*. The system theory originates from the study of elements that function within cohesive groups of interrelated, interdependent complex parts. According to Alter (2018), a system is an arrangement of interactions between a system and its environment, which includes entities that receive or use its outputs. When there is a change in one element of a system it affects other parts or the whole system. Thus, changes in patterns of behavior may be possible to predict. When an element's activities affect other elements in the system, the element is regarded as a sub-system. A system is influenced by its environment, defined by its structure and purpose, and expressed through its functioning. For example, in the educational sector, the students are a sub-system of a social entity. Thus, systems theory examines the dynamics, constraints, conditions, and principles of a system that sustain a social entity (Beven, 2006). Therefore, a community of people is a system that can be affected by the activities of its elements. In the same vein, lecturers are a sub-system of a whole system (university), and they must strive to build and sustain the system as an element (Zimmerman et al. 2019).

In light of the above, this study is hinged on the system theory because it focuses on how an element of a system affects other parts of the system in different dimensions. A sick element of a social system causes discomfort to other elements of the social system. Looking at students as an element of the social system of the University, the dynamics of the university activities affect other parts or the whole university community. In this study, we try to use the students as a social element to explain the social environment of the university community over a series of ASUU strikes.

#### **1.4. Related studies**

Iwara (2007) investigated the management of ASUU strikes in universities in Nigeria. The focus of the work was on the impact of political and economic factors on the ASUU strike in Nigeria. The work utilized an interpretational phenomenological approach in the analysis. It was found that unresolved external or macroeconomic factors were responsible for the ASUU strike. Institutionalized factors such as political and economic instability were also among the factors. Perception of the impact of the Academic Staff Union of Universities (ASUU) industrial actions on the development of Nigerian public universities was investigated by Alabi (2019). Data were analyzed using mean and standard deviation computation. A moderate impact of the strike on the development of the universities was found. There were dysfunctional impacts of the ASUU strike through the disruption of the academic calendar. It was concluded that the dysfunctional effects of the university program can be avoided if factors leading to ASUU strikes are resolved.

Chukwudi & Idowu (2021) inquired into the implications of the ASUU strike on Students and Society in a Changing World. The focus of the study was on the adverse effects of the strike on students and society at large. The study adopted a systemic review in the analysis. It was found that the strikes were caused by attempts of ASUU to protect its members from the government's unfriendly actions and prolonged by the government's inability to proffer solutions to ASUU's demands that led to poor quality of graduates, drug addictions, armed robbery, obtaining by trick or 419 and (yahoo, yahoo), illegal bunkering activities, poor academic performance and other social vices in the society. Evaluation of the impact of the ASUU strike on university education in Nigeria was studied by Sanchi et al. (2022). The focus was on the negative and positive effects of the ASUU strike. Results showed that there are negative effects of the ASUU strike on both society and students' performance.

Aidelunuoghene, (2014) studied Historical and sociological causes and effects of industrial conflict in Nigerian universities. It was discovered that several issues were involved in the ASUU strike such as low wages and conditions of services, poor funding, poor and dilapidating facilities, and other unresolved political and economic issues. The effect of strikes on students who attended Imo State University, Nigeria, was studied by Ntiasagwe, (2020). The focus of the study was on the impact of strikes on students. The study adopted transcendental phenomenology for the analysis. Findings revealed that the strike impacted negatively students' performance and the graduation period was extended to six years instead of four years. The strike also negatively affected the learning qualities and habits of the students.

Ajayi (2014) investigated students' performance as a result of ASUU strikes in Ekiti State, using a multi-stage sampling technique. It was discovered that regular strikes disrupted the academic calendar which affected students' performance. It was admitted that ASUU strikes hurt students' academic performance. The socio-economic impact of academic staff unions of universities' incessant strikes on host communities was investigated by Oyebode & Obaka, (2022). The Focus of the study was on the consequences of incessant ASUU strikes in Nigeria. Data were analyzed using descriptive statistics of frequency tables, percentages, and bar charts. Findings revealed that ASUU's strike actions negatively impacted morality, threatened security, and retarded the economy.

Adavbiele (2015) studied the implications of incessant strike actions on the implementation of technical education programs in Nigeria. The Focus of the study was on the different types of strikes such as recognition strikes, economic strikes, jurisdictional strikes, sympathy strikes, and wildcat strikes. The paper adopted an exploratory approach to the analysis. It was found that the strike has contributed to repositioning the minds of students, lecturers, stakeholders, and society in general. Egwu, (2018) worked on the effects of strike action on qualitative education in tertiary institutions using Pearson product-moment and mean score. It was found that the incessant strike affected students' knowledge (Spychalska-

Stasiak & Ostrowicka, 2020) and made them rely more on examination malpractice in other to pass examinations.

The Impact of the Academic Staff Union of Universities (ASUU) strike on the quality of university education in Nigeria was investigated by Ibrahim & Alagbu (2014). A Multiple regression model was used to test hypotheses. It was found that the ASUU strike negatively affected the quality of university graduates that the country produced. An ex-post facto study design was carried out by Aremu et al. (2015) on the implication of academic staff union strike action on students' academic performance at the University of Lagos, Akoka, Nigeria. The Focus of the study was on the pre-strike and post-strike performances of students. The study adopted Ordinary Level Regression analysis for the data analysis. It was found that strike action disrupts the academic calendar which bestowed on students' psyche cost, disheartenment, and unable to speedily regenerate themselves towards academic exercises at the resumption.

Many scholars have investigated the impact of ASUU strikes on different aspects in various universities in Nigeria (Okuwa & Campbell, 2011; Alabi; 2019; Chukwudi Idowu; 2021; Oyebode & Obaka; 2022). To the best of our knowledge, none has examined specifically the impact of the University of Port Harcourt ASUU chapter strikes participation on students' behavior using the university community of Choba. Given this, this study x-rays the impact of ASUU strikes on students' behavior in Nigeria.

## 2. Materials and Methods

### 2.1. Research Design

The design of this study is a survey descriptive research. The reason for adopting this design is based on Creswell's (2009) assertion that in descriptive research the researcher has the opportunity of sampling the opinions of a significantly large number of the population of the study and infer from the responses.

### 2.2. Participants and sampling

The study was conducted in Choba town, one of the communities that host the University of Port Harcourt (UNIPORT). It is located between longitude 600 54' 20" east and latitude 400 53' 15" north of the equator. Choba town is situated in the Obio/Akpor Local Government Area of Rivers State. Choba was purposively chosen because it is relatively developed, accommodates the majority of the students, and is the oldest campus of the university, Choba Park is in Choba town. In terms of population strength, Choba's population in 1991 was 10,968 (National Population Commission, 1991). In 1996, it was estimated to be 12,980, and 27,253 in 2008. With an annual growth rate of 3.5%, the population of Choba is projected to be 49,192 in 2021. This study population consists of all residents in Choba town. It consists of both indigenes and non-indigenes, this including students of UNIPORT living in Choba town. Choba town has four existing kindreds namely; Rumuchakara, Rumuokocha, Owhipa, and Ndudor. Therefore, the study area is divided into four homogenous zones.

Thus, Yamane's formula (1967) was used in calculating the sample size for the study. The computation is as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where n = Sample size, N = Population of Study, e = Tolerable error (5%)

Therefore,

$$n = \frac{49,192}{1 + 49,192(0.05)^2}$$

$$n = 396.774 \text{ or approx. } 397.$$

To equally divide the sample size among zones, sample size ( $n$ ) was increased to 400. Using random sampling techniques, 400 indigenes and non-indigenes including UNIPORT students were selected. By this, 50 students were randomly selected from each sampled zone. This totaled 200 students, while the remaining 200 residents were randomly selected among non-students. The 400 questionnaires were administered by the researchers, with the help of research assistants. The administration of the questionnaires was the face-to-face method. This gave room for a high retrieval rate of questionnaires.

### 2.3. Data collection instrument

The research instrument used for data collection was a structured questionnaire on a four (4) points Likert scale of Strongly Agree-4 points, Agree-3 points, Disagree-2 points, and Strongly Disagree-1 points. To ascertain the face and content validity of the instrument, copies of the questionnaire were given to experts who were of the ranks of senior lecturers and above at the University of Port Harcourt. Also, a pilot study was conducted on 25 selected residents (including students) of Aluu, one of the UNIPORT host communities which were aside from the scope of the study. The data collected were analyzed using Cronbach's Alpha Reliability method. The result shows a reliability coefficient value of 0.70. For a study of this nature, the reliability coefficient of 0.70 is high enough. An average reliability coefficient value above 0.50 is considerably high.

### 2.4. Data analysis

Analyzing data from the field, the study adopted Alabi's (2019) approach by using descriptive statistics such as mean and standard deviation, with a decision criterion cut-off point of 2.50. This implies that every item with a mean above the cut-off point is accepted ( $> 2.5$ ) and any item with a mean value below the cut-off point is rejected ( $< 2.5$ ). In a measure of the extent of the impact of strikes on a particular item, mean bracket values were specified as follows; a range of 3.25 - 4.00 for High Impact (HI), a range of 2.50 - 3.24 for Moderate Impact (MI), and range of 0.00 - 2.49 for Low Impact (LI).

## 3. Results

Table 4 shows the distribution of the questionnaires among the four homogenous zones of Choba town. From the table, a total of 400 respondents were randomly selected, while 100 respondents were selected from each of the zones. A total of 370 out of 400 administered questionnaires were correctly filled and returned. This shows about a 92.5 percent response rate. The information (data) from the 370 retrieved questionnaires was sorted and coded for analysis.

**Table 4**

*Distribution of Respondents among the four Zones of Choba Town*

S/N	Kindred	No. of Instruments Distributed	Number of Returned Instruments	Percentage (%)
1.	Ndufor	100	92	24.8
2.	Okocha	100	89	24.0
3.	Owipa	100	96	25.9
4.	Rumuchakara	100	93	25.1
	<b>Total</b>	<b>400</b>	<b>370</b>	<b>100</b>

*Source: Authors' Field Data, 2022*

Table 5 shows that ASUU strikes disrupt academic the calendar, this, in turn, increases the students' stay on campus, leads to increased drug abuse among students, and increased the involvement of students in kidnapping, and financial crimes, with means, score that falls within 2.50 - 3.24. Given the above findings, ASUU strikes moderately Impact the students' behavior in Nigeria. Also, Table 5 reveals that ASUU strikes lead to the production of half-baked graduates, students' engagement in sex hawks, reduction in students' performance, students being unemployable, involvement in armed robbery, involvement in oil bunker



activities, excessive payment of rents on accommodation and break-down in friendship among students, with means score that fall within 3.25 - 4.00. This reveals that ASUU strikes highly Impact students' behavior. Collectively, the mean score is 3.27, implying that, ASUU strikes have a high negative impact on students' behavior. This indicates that the students bear the brunt of ASUU strikes.

**Table 5**

*Mean scores of the Impact of the ASUU strike on Students*

S/N	Questionnaire Items	$\bar{X}$	Std Deviation	Decision
1.	Lead to academic calendar disruption thereby extending students' stay on campus.	2.81	0.81	Accepted
2	Lead to increasing drug abuse among students	2.75	0.68	Accepted
3	Lead to students' involvement in the kidnapping.	2.63	0.54	Accepted
4	Lead to increasing financial crimes such as <i>Yahoo-yahoo</i> among students	2.71	0.93	Accepted
5	Leading to the production of half-baked graduates	3.56	0.84	Accepted
6	Lead to students' engagement in sex-hawk.	3.73	1.21	Accepted
7	Lead to a reduction in students' academic performance	3.67	0.69	Accepted
8	Lead to students being unemployable	3.36	0.37	Accepted
9	Increase student's involvement in armed robbery	3.64	0.68	Accepted
10	Increase students' involvement in oil bunkering activities	3.63	0.63	Accepted
11	Lead to excessive payment of rent on accommodation	3.16	0.69	Accepted
12	Lead to a break-down in relationship/friendship among students	3.63	0.33	Accepted
	<b>Grand Mean</b>	<b>3.27</b>	<b>0.70</b>	<b>High Impact</b>

Note:  $\bar{X}$  = Mean

Source: Researchers' Computation, 2022.

#### 4. Discussion

In the area of students' academic performance, ASSU strikes reduce students' reading abilities as learning is put on- hold for a long period. The acquired knowledge during the session is forgotten. This encourages a read-and-pass attitude among the students, thereby metamorphosing into students who go after the certificate rather than the knowledge. This in turn leads to half-baked graduates. The finding of this study is in line with Oyeboode & Obaka (2022), and Alabi (2019). During the ASUU strike, students become emotionally and physiologically unstable knowing that the strike would make them overstay their statutory residency, therefore affecting their ability to learn as well as their performance (Oyeboode & Obaka, 2022).

These findings show that the ASUU strike has been a major factor in why some students engage in drug abuse, kidnapping, financial crimes, prostitution, armed robbery, and oil bunker activities, and perform poorly, academically. This is true because as the saying goes, "an idle mind is the devil's workshop". As the students remain at home, not engage in any meaningful activities, there is the likelihood that they will engage in all manner of social vices (Burns, Dagnall & Holt, 2020; Young & Jerome, 2020; Jaume & Willén, 2021). This is in line with Oyeboode & Obaka (2022).

#### 5. Conclusion

This study investigated the impact of ASUU strikes on Nigerian students using the University of Port Harcourt as a case study. Based on the findings, it was concluded that; ASUU strikes disrupt the academic calendar, which in turn increases students' stay on campus, and leads to increased drug abuse among students, student involvement in kidnapping, and financial crimes among students. Also, the study found that ASUU strikes lead to; the production of half-baked graduates, students' engagement in sex hawks, reduction in students' academic performance, students being unemployable, students' involvement in

armed robbery, involvement in oil bunker activities, excessive payment of rents on accommodation and break-down in friendship among students.

Based on the findings, this study recommends as follows:

- Students should cultivate the habit of self-studying at home during strikes to forestall poor academic performance at the resumption of school. This could be achieved if their parents encourage the students to engage in academic activities rather than allowing them to be idle while the strike last. "Idle mind is the devil's workshop".
- The government should develop a strategy of organizing regular meetings and interactive sessions with ASUU executives where the issue of revitalization, personnel welfare and availability of matching funds, and other impediments that may hinder the implementation of the agreement entered will be discussed. This to a large extent will help to checkmate incessant strike actions. This will create an avenue where both ASUU and Government will see reasons to shift ground on some demands when the need arises.
- The government should make education a priority sector by increasing its budgetary allocation to prevent incessant strike actions.
- Government should make it a point of duty to honor the agreement when reached as it will help to prevent incessant strike actions.
- ASUU should always engage in wider consultations and meetings before resorting to strike actions. Wider consultation will result in increased pressure on the government to implement agreement the entered into with ASUU.

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*Academic Staff Union of Universities (2013)*. The ASUU's Press Briefing on the Current Situation of The Federal Government of Nigeria (FGN)/Academic Staff Union of Universities (ASUU) Dispute by The President, Dr. Nasir Fagge August 20, 2013.

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