



## **Socio-economic Impact of Academic Staff Union of Universities' Incessant Strikes on Host Communities: Focus on Anyigba Community of Kogi State, Nigeria.**

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**Abstract.** Industrial harmony in Nigeria is unstable and unpredictable. At any given time, a union or some unions will embark on industrial actions ranging from lockout, work-to-rule, picketing, protest to strikes. Since 2011, a year hardly passed without the Academic Staff Union of Universities (ASUU) being on strike. Scholars have found and argued that these strike actions have different debilitating consequences. This study examined the impact of ASUU's strike actions on the socio-economic milieu of Anyigba community of Kogi State. The main objective of the study was to ascertain the educational, religious, security, peace and commercial impact of ASUU's strikes, five research questions were drawn: What are the consequences of ASUU's strike actions on religion and morality? In which ways do the strikes pose threat to security? In which ways do the strikes retard the economy of the host community? How do the strikes affect educational advancement? How do the strikes disrupt town and gown relations? The paper was anchored on system theory. Applying survey method of research, a set of questionnaire was administered on 200 respondents. Twenty other members of Anyigba town were also interviewed. Method of data analysis was descriptive statistics presented in themes using Google analyzed participants' responses into pie-charts, histograms and Bar-charts. Findings show that ASUU's strike actions negatively impacted on morality, threatened security and retarded the economy. Based on the findings, the paper recommends government's implementation of agreements, adequate funding and entrenchment of university autonomy.

**Keywords:** industrial harmony, strike, university, community, morality

### **1. Introduction**

Industrial harmony in Nigeria, to say the least, is unstable. Today, there may be understanding between the employer and employee, tomorrow there is disagreement over unresolved working conditions or government policies. It has been an endless struggle of blame-game and sensational media reportage. Strikes have become so incessant in Nigeria public and private sectors to the extent that a week hardly passes without a declaration of strike action by one union or the other. This has become an issue of concern to scholarship because industrial peace or conflict, as the case may be, has its toll on social, political and economic activities of a nation.

The university system in Nigeria is not left out of the incessant strikes as different industrial unions have been disrupting academic calendars in the last two decades. These strikes have brought immeasurable regression to the education sector and the nation at large (Ukwu, 2013). The unions often predicate these strikes on insensitivity of the political class to their plights, bad conditions of service and unfavourable national policies.

ASUU's strike has been incessant since inception of civil rule in 1999. In 1999 and 2001 ASUU embarked on a nationwide strike that lasted several months. ASUU went on another strike on December 29, 2002 for two months after Obasanjo administration's failure to implement the agreement it reached with the union. Yet, in 2003, ASUU engaged on another industrial action over the non-implementation of previous agreements related to poor funding of universities and disparity in salary and retirement age of teachers. There was another strike in 2005 that lasted two weeks in 2005.

ASUU declared a three-day warning strike in 2006 which eventually lasted one week. Another strike

occurred on March 26, 2007 followed by a one week strike in 2008 in demand of an improved salary scheme and reinstatement of the 49 lecturers dismissed in 2001 from the University of Ilorin.

In 2009, ASUU's strike lasted four months which necessitated the much touted 2009 agreement with government. Also in 2010, there was another indefinite strike that lasted over five months spreading into January, 2011. Academic activities nationwide came into a halt in December 2011 due to another strike action. The strike lasted 59 days and was called off in 2012. The government's failure to review the retirement age for professors from 65 to 70 years; approve funding to revitalise the university system; increase the budgetary allocations to the education sector by 15-20 per cent were the major contentious issues of 2013 industrial action. Between August 17 and September 15, 2017, ASUU was again on an indefinite strike over unresolved and contentious issues. In 2018, ASUU also embarked on an indefinite strike due to the fact that government failed to fully implement all outstanding issues as contained in the memorandum of agreement (MOA) of 2017 and concludes the renegotiation of the 2009 agreement (Akure, 2018). The discounted action ended in February 2019.

The longest strike action in the last few years came in 2020 when ASUU went on a nine-month strike. ASUU on Monday, November 17th, 2021, also announced its plan to embark on another strike in three weeks if the federal government continued to renege on the 2020 agreement with it. Due to failure of government to accede to ASUU's demands it embarked on a roll-over strike on February 14, 2021.

KSU's ASUU chapter participated in all the national strikes called by ASUU until the Kogi State government sacked some of the academic staffers and proscribed ASUU in KSU about 4 years ago due to internal or local strike they embarked upon for over three months due to non-payment of salaries and allowances. However, ASUU earlier suspended the KSU chapter because some lecturers went ahead to call off the national strike against ASUU directives in 2016.

ASUU's strike is a form of industrial action which affects the employers, employee and the general populace. Fajana (2006) opined that industrial conflict leads to loss of production, output, inability to meet the demands of customers and tend to rupture good relationship between service providers and users. According to Ike (as cited in Adeleke, 2016,

para. 1), a university fulfills one major function; it is a knowledge and value provider. Basically, a university has a responsibility to its learners and community; failure to follow through on this responsibility means failure. In summary, conflict in Nigerian industries has become a repeated phenomenon that has bedeviled the public sector and impedes the country's development (Idris, 2021).

Some studies have examined the impact of and ASUU's strikes. As Ogbette et al. (2017) averred that ASUU's strikes havenegative effect on enactment of universities national curriculum. Bello (as cited by Ogbette et al., 2017) stated that, for the period of ASUU's strike action, universities programs remained partially not fully executed. These situations lead students to seek to acquire their degree by any means necessary. According to Kazeem and Ige (as cited in Edinyang&Ubi, 2013), most of the time students are not given a chance to make up for lost time before examinations are conducted. Generally, strike actions lead to economic instability.

While many scholars have investigated different aspects of ASUU's strikes including its social ills and its effects on the academic performances of students in various universities in Nigeria, this research specifically explored the extent to which ASUU's strikes affect the different facets of students' and community members' lives in Kogi State University (KSU) and the university town of Anyigba. The main objective of the study is to investigate religious, commercial, security, educational and peace outcomes of ASUU's strike actions. In order to achieve the objective of the study, five research questions were drawn: What are the consequences of ASUU's strike actions on religion and morality? In which ways do the strikes pose threat to security? In which ways do the strikes retard the economy of host communities? How do the strikes affect educational advancement? How do the strikes disrupt town and gown relations?

Following this introduction, the rest of the paper is organized as follows; Section II is literature review which presents the conceptual clarification, empirical review and theoretical framework. Section III presents the methodology, and Section IV focuses on results and analysis. Section V concludes the study and describes the policy implications.

## 2. Literature Review

### 2.1 Conceptual Clarification

Urbanisation, university, ASUU, industrial conflict and strike will be explained in this segment as they are conceptualized for this study. The movement of people from rural areas resulting in formation of cities and towns with modern facilities is technically referred to as urbanisation. Kuddus, Tynan & McBryde (2020) defined urbanisation as the mass movement of populations from rural to urban settings and the consequent physical changes to physical and demographic settings. Big urban centres usually emerge because of available opportunities for jobs and better living conditions due to good plastered roads, electricity, and pipe borne water, schools and hospitals. These infrastructures are called pull factors that attract people to urban centres. It is estimated that more than half the world's population (4.2 billion people) now live in urban area and by 2041; this figure will increase to 6 billion people (United Nations, 2019).

Rural-urban migration to administrative centre is very common in the developing countries in view of lack of infrastructures, industries, health facilities and higher institutions in rural areas. In order to develop new urban centres, government may embark on deliberate policy of creating new urban centres to decongest the already over-populated ones. Localization of industries and government institutions has been a way of developing new urban centres or succinctly put urbanising rural areas.

A university is a citadel of knowledge preparing students for higher training in all facets of human understanding in an attempt at understanding the cosmos and exploit for the common good of humanity. Its major role is to set standard of teaching, learning, studies and practice in all fields of human endeavour. A university is an institution mainly established for teaching, research and community service in all fields of human endeavour consisting of a community of scholars or persons that brings men and women to a high level of intellectual development in the arts and science, and in the traditional professional disciplines, and promotes higher level research (Alemu, 2018). It is part of academic organization called higher institution.

Thus a university is a scholarly organization engaged in the advancement of knowledge acquisition and experimentation through embodiment of universal knowledge and highly skilled human power for different professions, skills and careers. It is a place

where ideas are diffused for proper utilization for the benefit of the individual, community and the society in general.

In view of the need to use university education as the brain-box for catalyzing development, Nigerian government has continued to prioritize its establishment and funding. Nigeria at present has 203 approved universities registered and approved by the National Universities Commission consisting of 49 federal universities, 55 state universities and 99 private universities (PM News, 2021). With additional approval of 12 more private universities in April, 2022 by the Federal Government, Nigeria now has 215 consisting of 111 private ones. Despite the preponderance of private universities, Owan, Ameh and Ubabudu (2021) opined that figures of students who will apply for admission into federal and state universities will continue to rise because these government funded universities have better capacities in terms of funding and staffing as well as being generally cheaper.

Academic Staff Union of Universities (ASUU) is a trade union whose activities are lawful and consistent with the spirit and practice of trade unionism as provided by the laws of the land (Chigozie, 2017). The Academic Staff Union of Universities (ASUU) began as an Association of University Teachers (AUT) in 1965. It was registered in 1978 as Academic Staff Union of Universities (ASUU). ASUU can be regarded as a trade union. In this light, a trade union is an association of workers or organizations formed together by labour, workers or employees to achieve their demands for better conditions at their work atmosphere (Pitan and Akindele, 2016). ASUU has branches in many federal and state owned universities, and its principal objectives to organise all academic staff members to ensure regulated and robust relations between academic staff and employers and among members. It seeks to protect the interests and welfare of members and serve as interface between lecturers and governments who are owners of universities. As at today, private university lecturers are not members of ASUU.

Otite, (2001) conceptualized conflict a tool for resolving problems originating from opposing interests as the basis for continuity of society and development. Industrial conflict is a form of trade dispute between workers and managers of an organisation that produces or renders services aimed at fostering better understanding. Otobo, D. (2005) viewed industrial conflict as a phenomenon for expressing dissatisfaction over unresolved

difference(s) in a work place between employer and employee which disrupts peace in an organisation. Industrial conflict may culminate in demonstration, protest, lockout, work-to-rule and strike. Industrial conflict is said to arise when there is deviation from the expectation relating to the terms and conditions of work especially when it affects the employees (Alkerman&Torenvlied, 2017). Abuza (2016) opines that industrial conflict can be caused when there are absenteeism, output restriction, job changing negligence, accident at work, break of contract, and unfavourable policies. A total absence of industrial conflict in an organization is unattainable or where it presumably appears to be so, workplace becomes boring and may portend a strong indication of suppression of workers' rights. As Eyo & Francis (2017) put it, conflict is a necessary aspect of human relations. In other words, conflict sharpens relationship whether organizational or inter-personal.

Section 231 of South Africa's [Labour Relations Act, 1995](#) (amended by the [Labour Relations Amendment Act, 2002](#)) defined strike as the 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, for the purpose of remedying a grievance or resolving a dispute in respect of any matter of mutual interest between employer and employee, and every reference to "work" in this definition includes overtime work, whether it is voluntary or compulsory (South African Government (2002)). Thus, strike can be defined as refusal to work as a means of expressing of dissatisfaction with terms and conditions of employment especially those pertaining to contractual relationship and collective bargaining practice. It is the after effect of unsettled contentious relationship among business owners and workers. Industrial unions spare-head strike actions as an option in their tool-kit to force their employers to approve demands. Thus, it refers to an industrial conflict arising from incompatible interest of workers and employers in the workplace. Most strikes are caused basically by poor condition of service and failure of employers to act proactively (Oleribe et al, 2016). Employees are not slaves. As a matter of right, employee must enjoy certain benefits that will make them happy to discharge their duties.

## 2.2 Empirical Review

Strike has been recognized as a legitimate weapon of workers and unions for ventilating their grievances or seeking enforcement of rights. Giame, Awhefeada and Edu, (2020) averred that strike is not a fundamental right because it is controlled by statues

like the Trade Disputes Acts or the Trade Union Acts of different countries. Thus, the general right to a strike is usually recognised by defining the circumstances under which a strike is to be regarded as illegal. That is why the right to strike is not absolute. It must be in pursuit of unresolved industrial matter. Section 4 (1) of the trade union act and paragraph of the first schedule of the trade union act, implicitly recognizes the right to strike in Nigeria.

On the impact of ASUU's strikes, Edinyang and Ubi (2013) found disruption of teaching and learning and inability to effectively carry out curriculum of the syllabus on time before the examination is administered. They further concluded that any interruption in academic schedules as a result of strike action affects the quality and quantity of students' learning. Thus, ASUU'S strike may also account for the dwindling quality of graduates from Nigerian universities or half-baked products in view of the fact that they are rushed through course content after calling off the strike in order to begin a new semester or session. Pitan and Akindele (2016) found that there is a link between the university management's estimation of workforce and the disposition of lecturers to work, which is largely unfavourable.

Though studies have shown that ASUU's strike action impacted the quality of education in Universities, it is agreed that relationship between job satisfaction, need satisfaction, motivation and job performance cannot be wished away (Ogbette et. al., 2017). Nwachukwu (2007) posited that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance of Nigerian teachers.

The incessant ASUU's industrial actions have frustrated, delayed their graduation, increased, caused disenchantment among lecturers, eroded student-teacher mutual relations and created a festering of examination malpractice. Disruption of academic calendar creates disillusionment, bleak future hope and prolonged life expectation. On the order hand, ASUU's strikes have brought some benefits to educational development in higher institutions in Nigeria. Chigozie (2017) averred that the relatively improved wage structure, funding by Tertiary Education Trust Fund (TETFund) and the Needs Assessment Fund campaigned for in 2013 has brought about new structures, teaching and learning facilities and of course training of academic staff of Nigerian Universities.

Kogi State University, located at Anyigba, is a state-owned university. It was established in 1999 by Prince Abubakar Audu, the former governor of the state. It was renamed Prince Abubakar Audu University (PAAU) in 2002 and later revised back to Kogi State University in 2003 (KSU). As earlier stated in this piece, localization of government institutions helps in creating new urban centre. The establishment of KSU in Anyigba resulted in increased population, improved infrastructure and popularity and patronage by people in and outside the state. New businesses also sprang up to cater for increased population.

While much has been researched about impact of ASUU's strikes on a general basis, this study was conducted to examine how KSU ASUU's strikes affected students, stakeholders and the university town of Anyigba focusing on the religious, security, educational, economic, commercial and peace impact of ASUU's strike actions.

### 2.3 Theoretical Framework

A system is defined as a set of interrelated elements whereby each of a system's elements is connected to every other element, directly or indirectly (Ackoff, 1971, p. 662). Systems theory emanates from the study and understanding of elements that function within cohesive groups of interrelated, interdependent parts. Thus, a system is viewed as interactions or relationships between a system and its environment, which includes entities that receive or use its outputs (Alter, 2018). Space, time and environment of a system are determined by its structure and purpose that culminates in its functioning. Two important features of system theory that are crucial to this study are that a system is more than the sum of its parts if it expresses synergy or emergent behavior and system responses to internal and external conditions that change over time (Steven, 2018).

In this study we see system theory as the understanding of the complexity existing in the arrangement of interrelated elements, including individuals and their beliefs, attitudes, behaviours as they relate to a whole social aggregate. Changes occurring to one part of a system affect other parts or the whole system. The growth and adaptability of a system is dependent on its sensitivity to environmental vagaries (UIA, 2020). In a situation whereby a system supports other systems to prevent

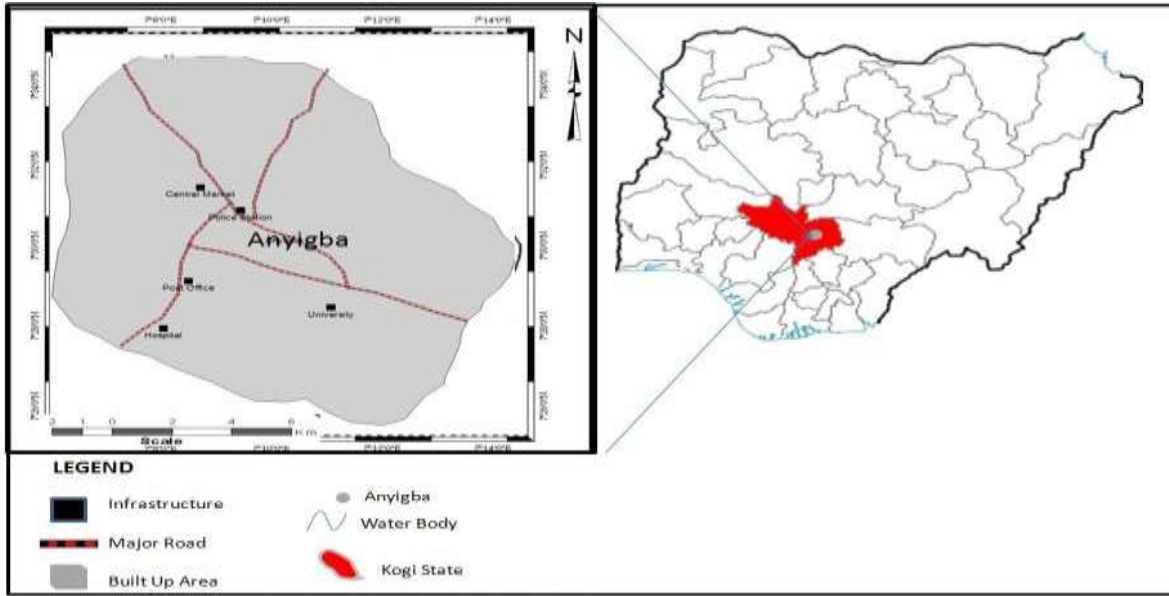
failure they are regarded as sub-system. For example, educational sector is a subsystem of a social entity called a community. Thus, systems theory examines a system's holistic dynamics, constraints, conditions, and principles that sustain a social or biological entity (Beven, 2006).

In the light of the foregoing, a community of people is seen as a system that is affected by its component parts for effective functioning. The university is thus considered as a subsystem of a town or city. The university must therefore strive to build and sustain strong and collaborative partnerships with communities in their academic programmes as a dependable partner (Zimmerman et al. 2019). This perspective is also close to structural functionalism theory. Structural functionalism presupposes a "systems" view of the political world whereby the components interrelate for effective functioning of the society. Functional analysis is premised on social patterns that interrelate to sustain the integration and adaptation of the larger system (Fisher, 2010)

This paper is anchored on systems theory because the theory explains how a part of a system affects all other aspects in different forms. A diseased part of a system brings discomfort to other parts of the entire system. Considering Anyigba community as an organic whole, the dynamics of any part affects the whole community. We attempt in this paper to link the university as a social pattern to explain the social milieu of Anyigba town during ASUU's strikes.

### 3. Methodology

This study was carried out in Anyigba, a town in Dekina Local Government Area in Kogi State that hosts Kogi State University. It is located between latitudes 7°15'N-7°29'N and longitudes 7°11'E-7°32'E (See Figure 1). Predominantly an agrarian community in the past, Anyigba is fast changing because of the transformation brought by the presence of the State University (Ifatimehin & Ufua, 2006). About a decade ago, population of Anyigba was put at about 71,323 (Tokula & Ejaro, 2012). According to the World Bank (2020) annual population growth rate in Nigeria was put at 2.543% (Trading Economics, 2022). We can thus estimate that Anyigba population has grown by 25.43% in the last ten years, thus, putting the current population at 89,460.



**Figure 1.** Nigeria showing Anyigba Town in Kogi State

The qualitative research method was applied in this study. In this regard, the research design used was the phenomenology design. In phenomenological studies, the main effort is to disclose a real life occurrence with all its multifaceted and rich portrayals. In this regard, phenomenology consists of robust description of relationships between individuals and situations and identification of the basis and structure of human experiences (Finlay, 2009). Consequently, in the present study, the purpose was to reveal the participants' experiences regarding the reasons why ASUU members are on strike at least once or twice a year, consequences of ASUU's strike action on host communities such as threat to security, economy, education and social development as well as ways of putting an end to ASUU's strike. Randomly selected 200 participants responded to questionnaire designed through Google form and sent to them through emails, WhatsApp and Facebook. In addition, hard copies of questionnaire were physically distributed among KSU community members as well as Anyigba community. Telephone and face-to-face interviews were conducted with 20 lecturers and residents of Anyigba.

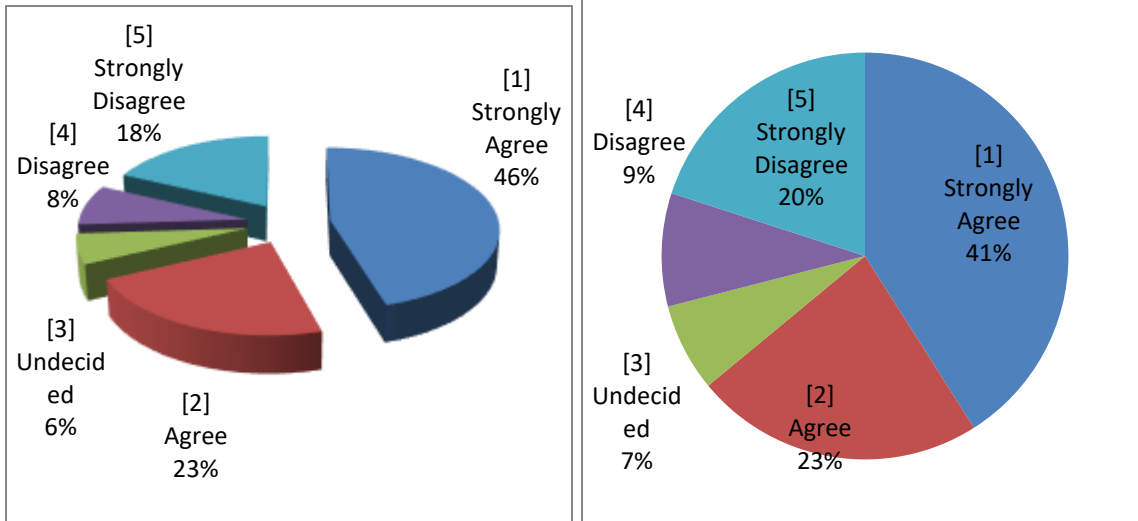
The questionnaire items were generally related to i) participants' individual characteristics; ii) consequences of ASUU's strike action on host communities such as threat to security, economy, education and social development, and iii) ways of putting an end to ASUU's strike.

Method of data analysis was descriptive statistics presented in themes using Google analyzed participants' responses into pie-charts, histograms and Bar-charts. For the analysis of the data, thematic analysis was applied. In this respect, in the process of analysis of the data collected, the patterns were determined and categorized as themes.

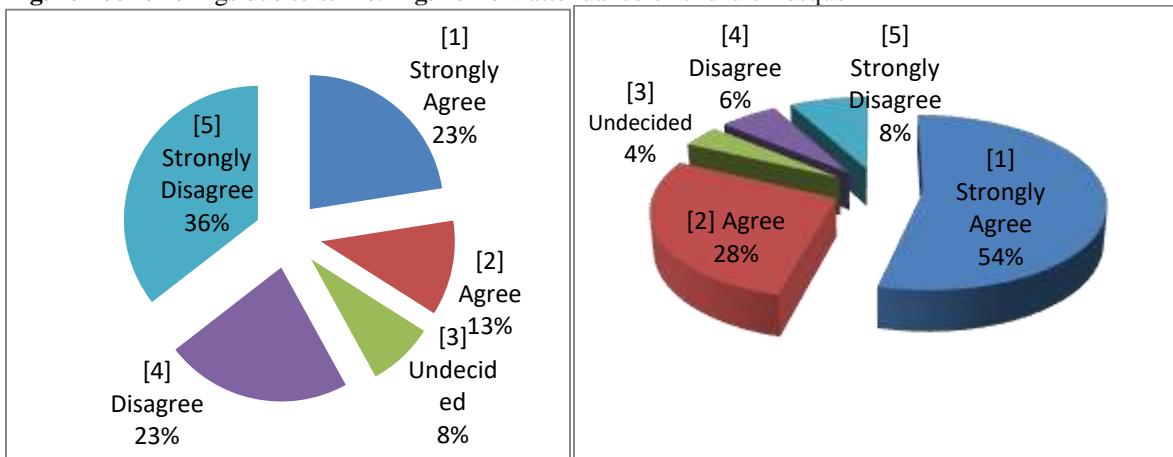
#### **4. Findings and Discussion**

##### **Impact of ASUU's Strikes on Religious Activities in Anyigba Community**

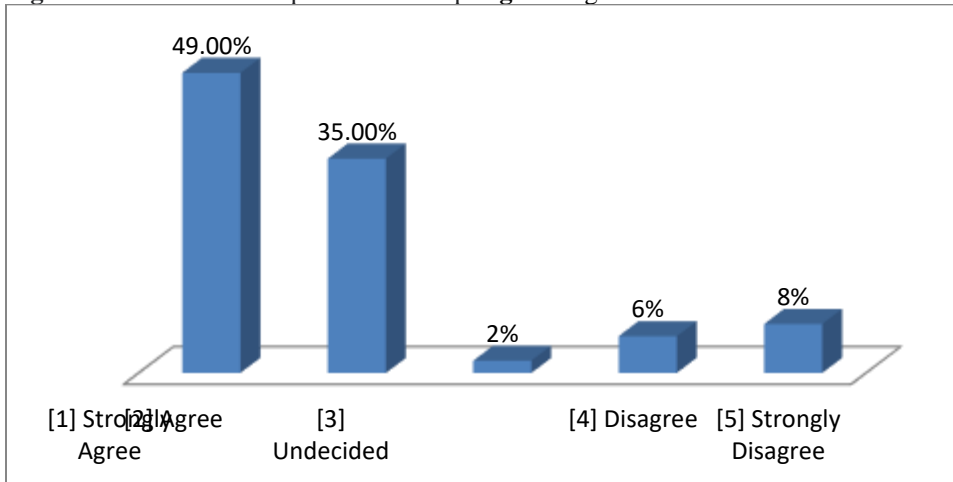
Figures 1-5 show how Churches and Mosques were affected by ASUU strikes.



**Fig. 1:** Poor offerings due to strike. **Fig. 2:** Low attendance of church/mosque



**Fig. 3:** Loss of relationship and friendship **Fig. 4:** Negative Effect on moral and character



**Fig. 5:** Church/mosque counseling is affected

Figure 1 revealed that Church pastors, Revered Fathers and Imams suffered very poor collection of offerings, donations and gifts during the strike period. Majority (45%) of the respondents strongly agreed to this statement in addition to 23 percent who also agreed. This shows that about 68 percent of the respondents were in agreement to the statement.

Similarly, figure 2 showed that there were low attendances of church/mosque programmes and services during the strike period. Majority of the respondents (41%) strongly agreed to this statement in addition to 23 percent who also agreed. This meant that about 64 percent were in agreement to the statement.

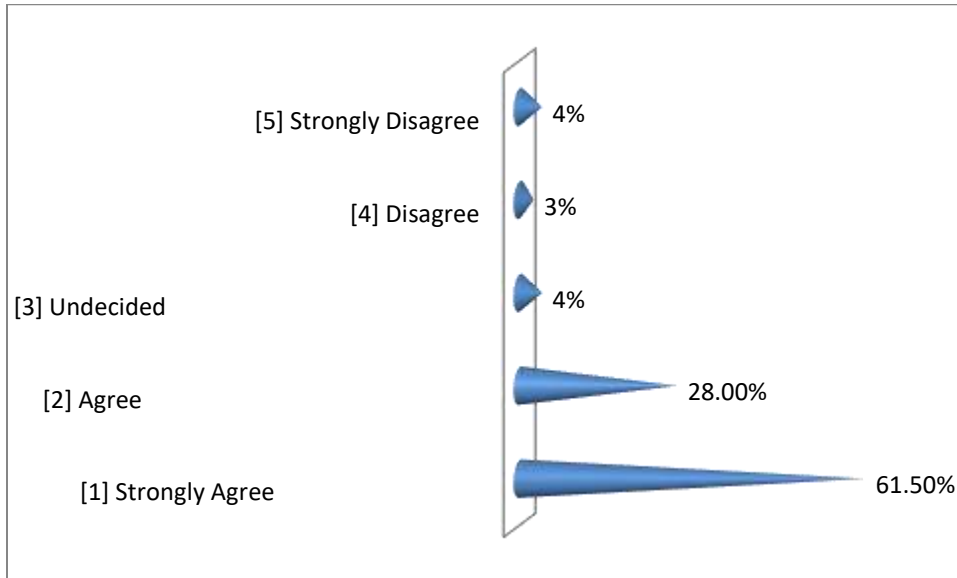
The focus of figure 3 was an examination of the statement that there was loss of relationship and friendship due to absence of Church/Mosque members during the strike period. Majority of the respondents (36%) strongly disagreed to this statement in addition to 23 percent who also disagreed. This showed that about 59 percent of the respondents were in disagreement to the statement.

Figure 4 showed that the training in moral and characters was affected by ASUU's strike. Majority of the respondents (54%) strongly agreed to this statement in addition to 28 percent who also agreed. This revealed that a whopping 82 percent of the respondents were in agreement to the statement. The implication of this finding is that the training in moral and characters was affected by ASUU's strike.

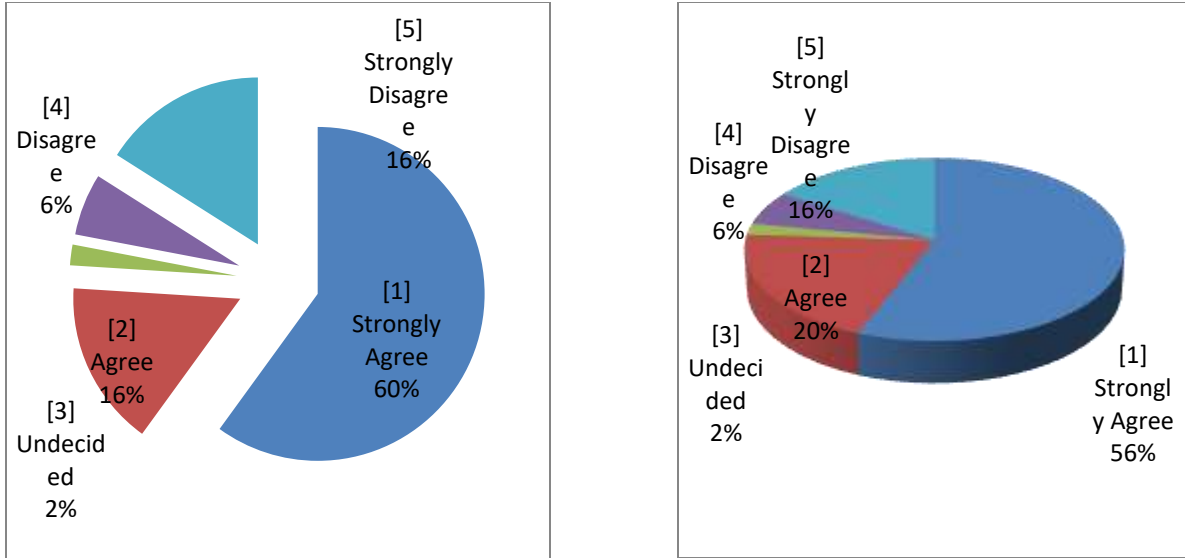
Figure 5 revealed the outcome to the statement, Church/Mosque counseling is affected by ASUU's strike action. Again, majority of the respondents (49%) strongly agreed to this statement while 35 percent agreed. This showed that a massive 84 percent of the respondents were in agreement to the statement. This implied that Church/Mosque counseling was affected by ASUU's strike. Thus, majority of the respondents opined that except for maintenance of friendship ASUU's strikes have negative impact on other religious activities. Interviewees also lent credence to the fact that religious activities in the community were at the lowest ebb during ASUU's strikes.

**Impact of ASUU's Strikes on Security in Anyigba Community**

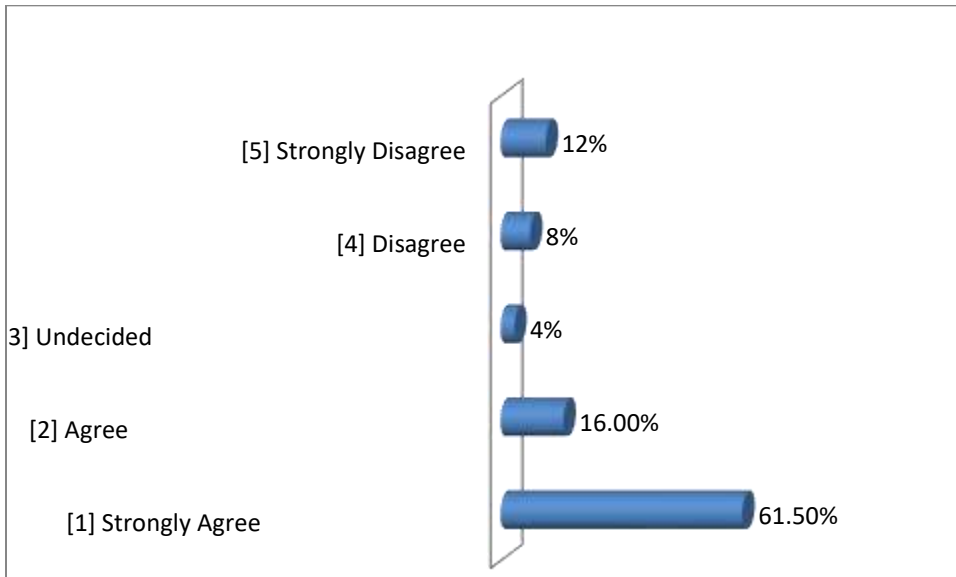
Figures 6-9 are results on the threat to security and peace by ASUU's strike action.



**Fig. 6:** Absence of students as vigilante members assists criminality



**Fig. 7:** Yahoo, yahoo increases during strike **Fig.8:** Increase in Unruly/destructive conduct



**Fig. 9:** Student restiveness and demonstrations during strikes promote hooliganisms

The focus of figure 6 is absence of students as vigilante members which aids criminality, while 61.5% of the respondents strongly agreed to this statement 28% also agreed. This shows that a whopping 89.5 percent of the respondents were in agreement to the statement. This implied that ASUU’s strike threatened security.

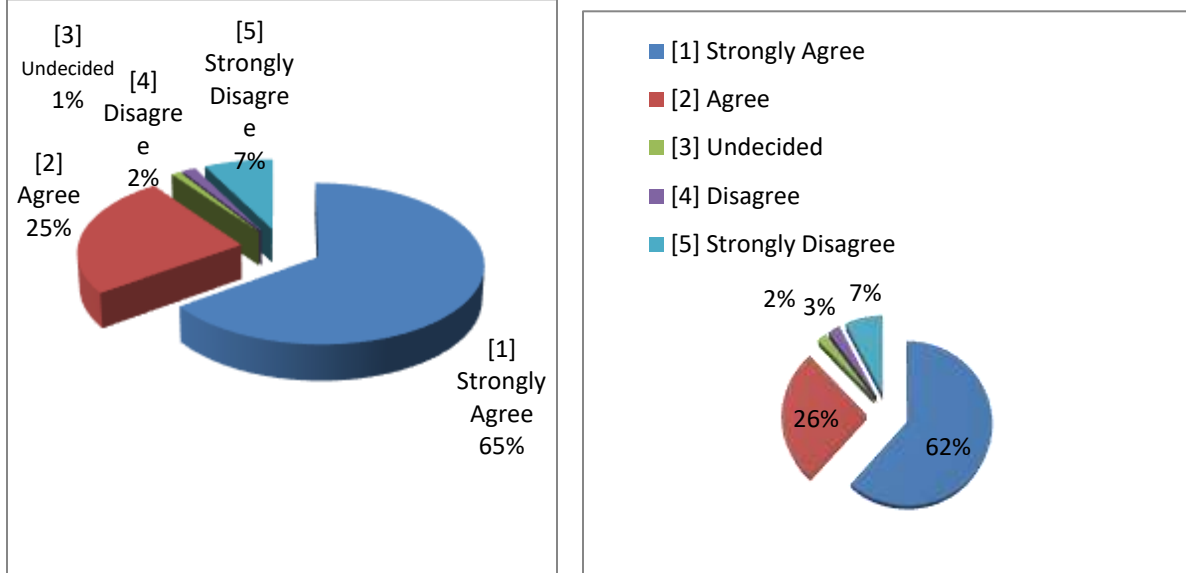
Figure 7 stated that Yahoo, yahoo membership increased during ASUU’s strike. Majority of the respondents (60%) strongly agreed to this statement in addition to 16 percent who also agreed. This showed that about 76 percent of the respondents are in agreement to the statement. This implied that Yahoo, yahoo membership increased during ASUU’s strike.

Figure 8 presented increase on the unruly and destructive conduct of undergraduates during ASUU’s strike. Majority of the respondents (56%) strongly agreed to this statement in addition to 20 percent who also agreed. This showed that about 76 percent of the respondents are in agreement to the statement. The interpretation was that unruly and destructive conduct of undergraduates increased during ASUU’s strike.

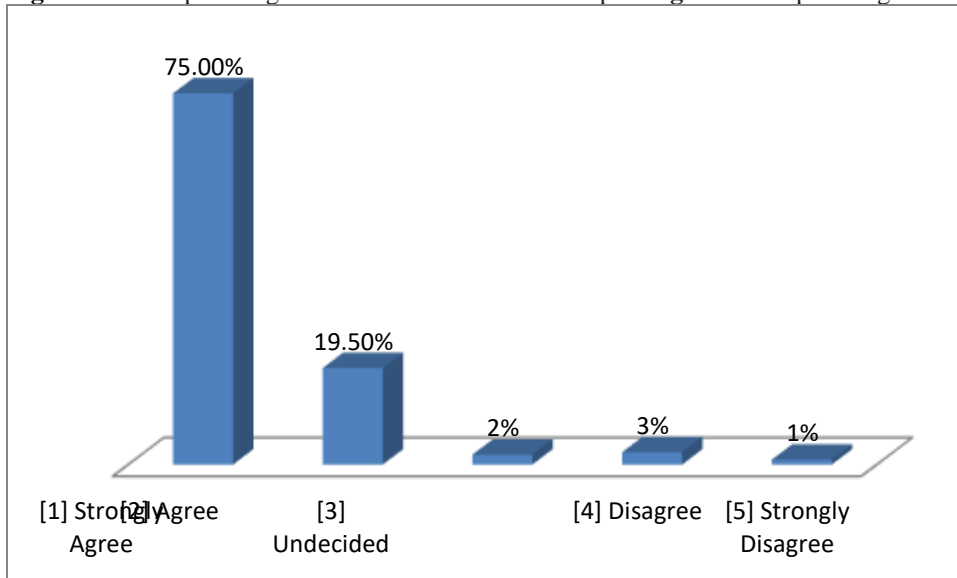
Figure 9 examined student restiveness and demonstrations in relation to hooliganisms due to ASUU’s strike. Majority of the respondents (61.5%) strongly agreed to this statement in addition to 16 percent who also agreed. This showed that about 77.5 percent of the respondents were in agreement to the statement. This implied that student restiveness and demonstrations promoted hooliganisms due to ASUU’s strike. The foregoing findings suggest that ASUU’S strikes has the capacity to disrupt peace and contribute to insecurity in the area of study. These findings tally with the findings of Kagbaranen (2012), Edinyang & Ubi (2013) and Ogbette et al. (2017) on negative impact of ASUU’s strikes.

**Impact of ASUU’s Strikes on Economic and Commercial Activities in Anyigba Community**

Figures 10-12 gave insight to responses to economic and business impact



**Fig. 10:** Low of patronage for business centers on campus **Fig. 11:** Low patronage for business.



**Fig. 12:** Rented accommodations and private hostels suffer economic loss

The focus of figure 10 is on campus business center operations suffering low of patronage due to ASUU’s strike actions. While 65 percent of the respondents strongly agreed to this statement 25 percent also agreed. This shows that a whopping 90 percent of the respondents are in agreement to the statement. The most noticeably awfully hit were food vendors whose clients were generally students. A young lady, who basically distinguished herself as

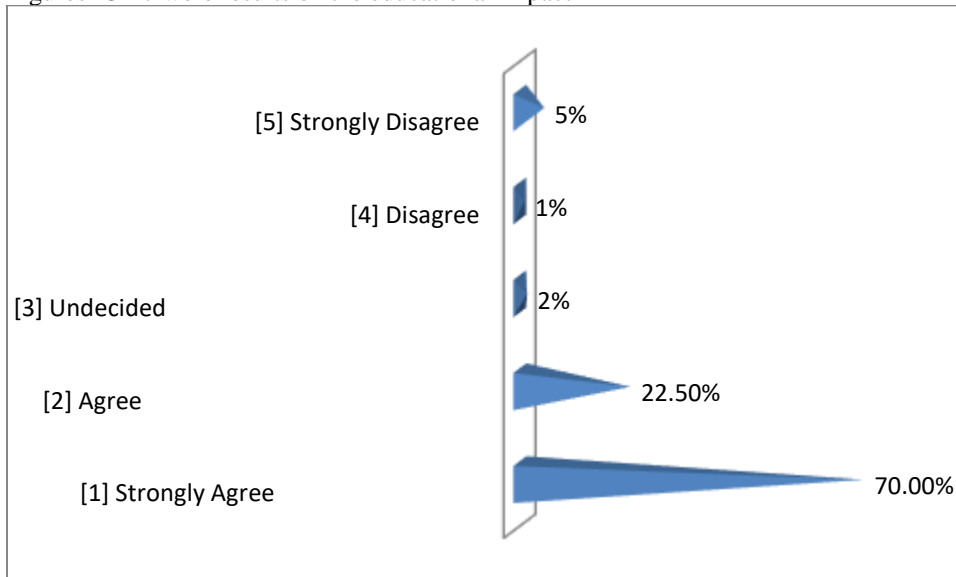
Madam Anyigba and runs a café inside the new site said before the strike, she made an average of N13,000 to N15,000 in a day her services in Anyigba adding that anytime there was strike she barely made up to N3,000 per day

Figure 11 stated that host communities' members businesses turnover reduced in during ASUU's strike due to low patronage. Majority of the respondents (61%) strongly agreed to this statement in addition to 26 percent who also agreed. This revealed that about 87 percent of the respondents are in agreement to the statement.

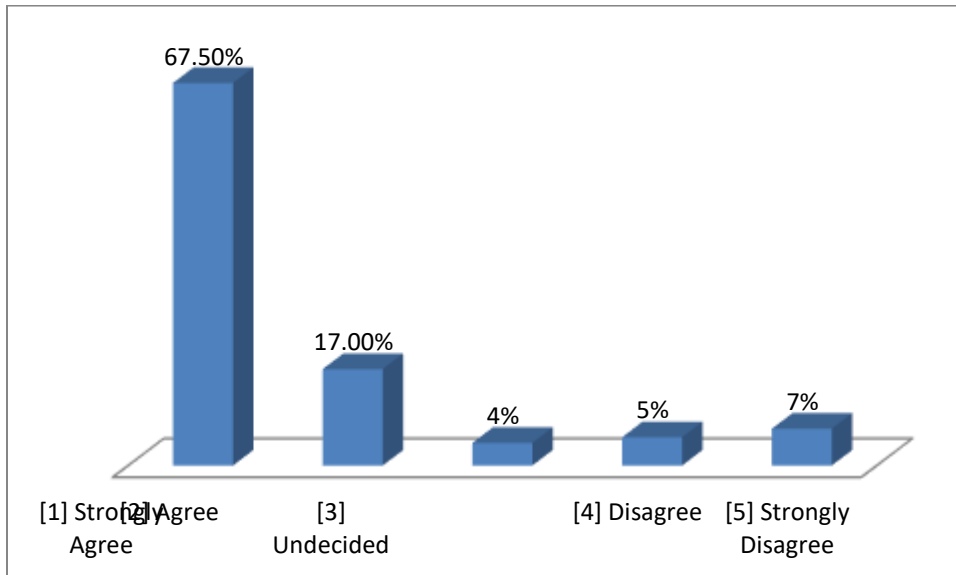
Figure 12 focused on rented accommodations and private hostels suffering economic loss due to ASUU's strike action. While 75 percent of the respondents strongly agreed to this statement 19.5 percent also agreed. This showed that a whopping 94.5 percent (majority) of the respondents were in agreement to the statement.

**Impact of ASUU's Strikes on Academic Activities in Anyigba Community**

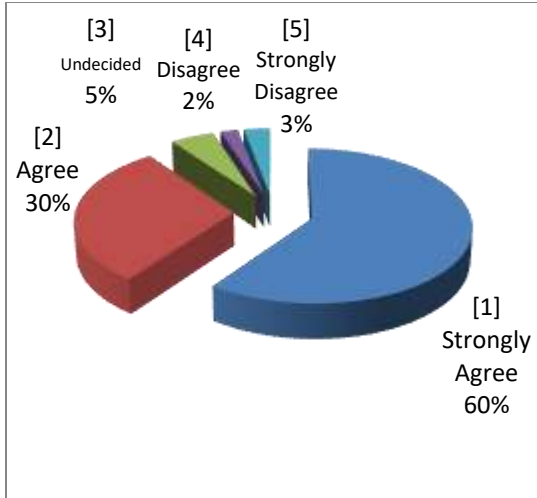
Figures 13-17 were results on the educational impact of the ASUU's strike action.



**Fig. 13:** Disruption of academic calendar and programme leads to production of half-baked graduates



**Fig. 14:** Erosion of the culture and tradition of the University system



**Fig. 15:** Strikes dampens morale of lecturers

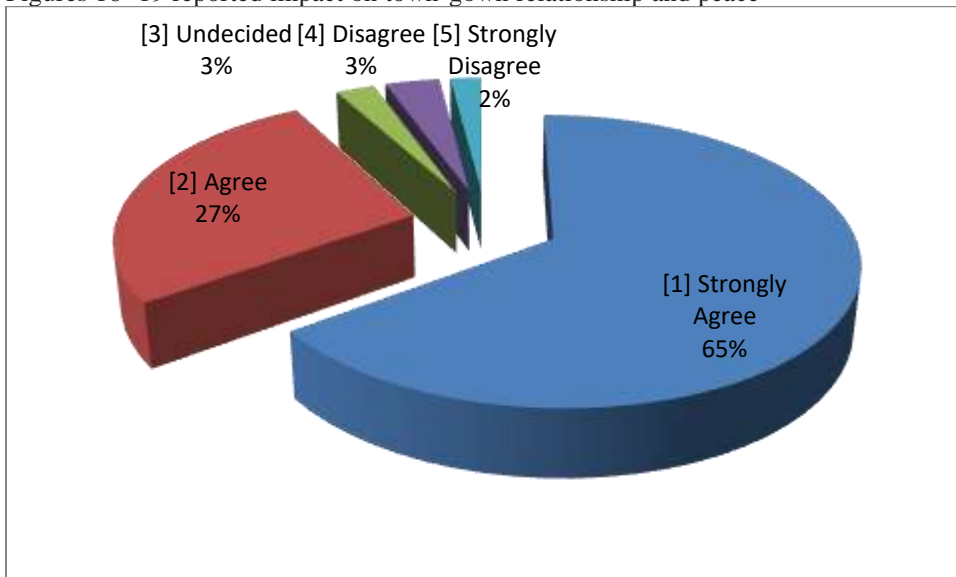
The focus of figure 13 was on the disruption of academic calendar and programme leading to production of half-baked graduates due to ASUU’s strike action. While 70 percent of the respondents strongly agreed to this statement 22.5 percent also agreed. This implied that ASUU’s strike resulted in disrupted academic calendar and programme and led to production of half-baked graduates.

Figure 14 stated that ASUU’s strike action resulted in erosion of the culture and tradition of the university system. Majority of the respondents (67.5%) strongly agreed to this statement in addition to 17 percent who also agreed. This shows that about 84.5 percent of the respondents are in agreement to the statement. This implied that ASUU’s strike action resulted in erosion of the culture and tradition of the university system.

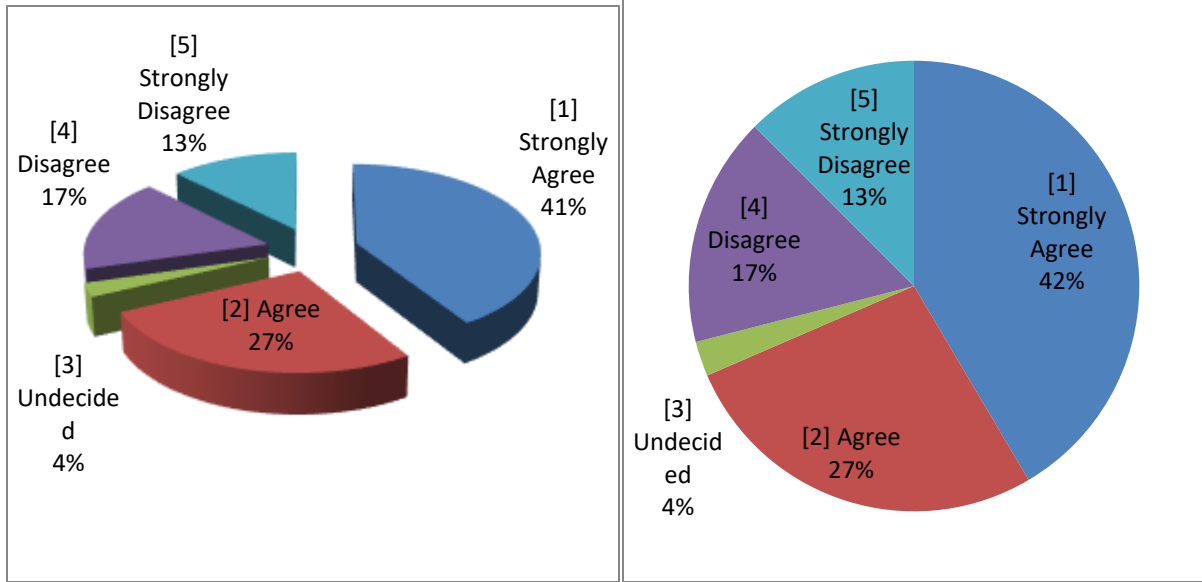
Figure 15 stated that ASUU’s strike action dampened morale of lecturers and other university workers and led to poor research activities and productivity. Majority of the respondents (60%) strongly agreed to this statement in addition to 30 percent who also agreed. This showed that about 90 percent of the respondents were in agreement to the statement.

**Impact of ASUU’s Strikes on Town and Gown Relationship and Peace in Anyigba Community**

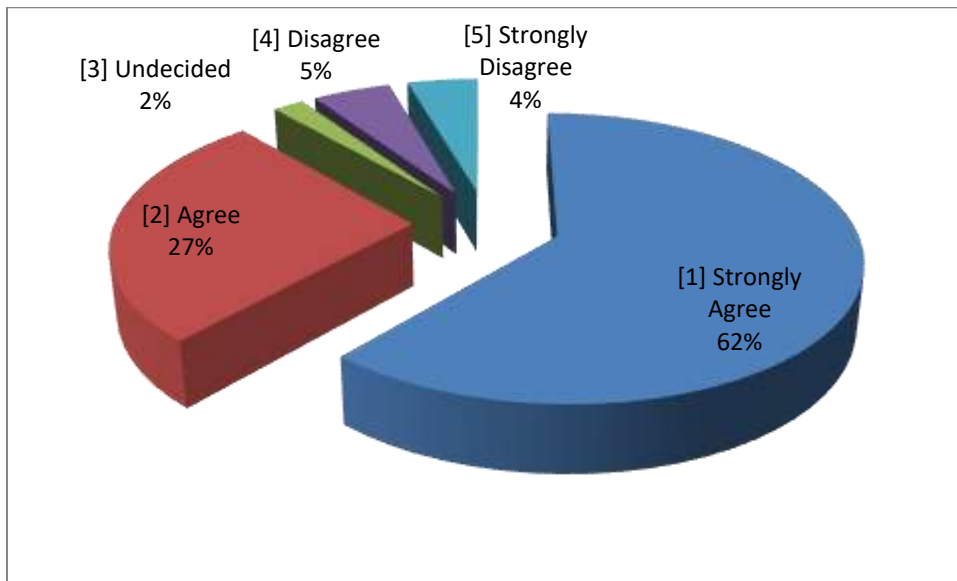
Figures 16- 19 reported impact on town-gown relationship and peace



**Fig. 16:** Town and gown relations disrupted



**Fig. 17:** Hatred for the university community **Fig. 18:** Depreciation in trust and interactions



**Figure 19:** Community exchange and development programmes slowed down

Figure 16 stated that ASUU’s disrupted town and gown relationship. Majority of the respondents (65%) strongly agreed to this statement in addition to 27 percent who also agreed. This showed that about 92 percent of the respondents were in agreement to the statement. This implied that ASUU’s strike affected town and gown relationship.

Figure 17 deals with feelings of community towards ASUU members. Out of the respondents 41% strongly agreed while 14% agreed that ASUU’s strikes led to hatred of members by the community. Some interviewees also felt that ASUU was inconsiderate of the economic situation of the state.

The focus of figure 18 was on the depreciation in trust and interactions between host communities and university community due to ASUU’s strike action. While 41 percent of the respondents strongly agreed to this statement 27 percent also agreed. This shows that about 68 percent of the respondents are in agreement to the statement. This implied that ASUU’s strike resulted in depreciation in trust and interactions between host communities and university communities.

The focus of figure 19 was on the community exchange and development programmes which slowed down due to ASUU’s strike action. While 61

percent of the respondents strongly agreed to this statement 27 percent also agreed. This showed that a whopping 88 percent of the respondents are in agreement to the statement. This implied that the community exchange and development programmes slowed down due to ASUU's strike action.

### 5. Conclusion and Policy Recommendations

This paper examined the socio-economic impact of Academic Staff Union of Universities (ASUU) industrial action on Anyigba as a university town. It finds that the most common reasons why ASUU members are on strike are government's failure to uphold its agreement, lack of adequate funding to infrastructure, and unpaid earned academic allowances. Findings also indicate that ASUU's strike affected collection of offerings, donations and gifts for the clergymen, as well as attendance of church/mosque programmes and services. However, the strike did not lead to loss of relationship and friendship but the training in moral and characters in addition to counseling were affected. The strike threatened security, increased Yahoo, yahoo membership, escalated unruly and destructive conduct of undergraduates. In addition, it finds that students' restiveness and demonstrations promote hooliganisms. On economic side, host communities' members businesses, rented accommodations and private hostels suffered economic loss.

Strike action affects socio-economic, political, religious and cultural aspects of communities because during the period individuals' activities in the area affected by strike suffer in different ways. Of course, there are social costs which make strikes disagreeable and unsatisfactory. Such costs of strike include hardship, scarcity and insecurity. In a nutshell all strikes have their emotional, economic and social expenses for society.

On academic activities, ASUU's strike resulted in disrupted academic calendar and programme and led to production of half-baked graduates. It also resulted in erosion of the culture and tradition of the university system. However, on poor university management or governance system as a consequence of ASUU's strike action it was dicey which does not allow us to make generalization and conclusion

It also affected town and gown relationship, resulting in hatred against the university community and depreciation in trust and interactions between host communities and university communities. Also,

ASUU's strike action slowed down the community exchange and development programmes.

Government should uphold its agreement with ASUU. Adequate funds should be allocated to infrastructure and payment of earned academic and other allowances.

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