CAUSES, EFFECTS AND MANAGEMENT OF ASUU STRIKES IN NIGERIA, 2003-2013

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Abstract

This work examines the causes, effects and management of Academic Staff Union of Universities strikes in Nigerian Universities which also serve as the objectives of this study. Data used was from secondary sources. The study emphasized that the industrial conflict between ASUU and the government can be understood as having the features of a class dispute and that it entails both economic and political factors. Besides domestic factors directly affect the disputes (e.g. low wages and conditions of service, poor and erratic funding, rising student population and weak institutional autonomy). From our result, this study revealed that external factors (particularly the effects of Nigeria’s macroeconomic policies) contributed to the intensity of the disputes. Consequently, the study concludes that the factors affecting the industrial disputes (strike) between the ASUU and the government have been largely propelled by historical, economic and political factors which have become institutionalized and embedded in the Nigerian polity so that the disputes will continue to be difficult to resolve. Finally, to resolve these issues between Federal Government and ASUU, this study recommends among others that; the Federal Government should create a strong forum where the active actors (Government, Management and ASUU) meet and deliberate on issues affecting them instead of expressing it through strike action. Furthermore, the Federal Government should provide a progressive increase of 26% or more in the Annual Budgetary Allocation to education.

Keywords: ASUU; Strikes; Management; Industrial Conflict.

Introduction

Since colonial period, Nigeria labour market has witnessed many industrial conflicts between the major actors: Management and the employees. In most cases, it is as a result of conflict of interests as regards wages and working conditions. Wogu in Doublegist, (2013) highlights major industrial disputes experienced in Nigeria starting from 1912. In 1929 an attempt to introduce direct taxation in Eastern Nigeria sparked off the historic Aba women’s Riot. In 1938 the agitation of rail workers for good working conditions gave rise to the industrial action of 1938. In 1941, the Civil Service Union in collaboration with the Nigerian Union of Railway Men began the agitation for a cost of living allowance which was then known as war bonus after the Second World War. Wogu (1969:44) further stresses that the general strike of 1945 was one of the most important events in the Nigerian labour history with the exception of Iva valley shooting incident of 1949, and the general strike of 1964. The immediate cause of the1945 strike was the unwillingness of the colonial regime to honor its pledges to workers. On June 21, 1947 there was a
brutal shooting by the police on the defenseless UAC (United African Company) employees in Burutu, which led them to strike in furtherance of a wage demand. Two years later, in November 18th, 1949 there was also brutal shooting of the striking coal miners at Iva Valley Coal Mine who were agitating for an improved working conditions and the inhuman treatment of the local miners by the colonial government. About 21 miners were killed and many of them injured. Wogu (1969) referred to the event as Enugu Blood Bath. Progressively, on December 14, 1950 the workers embarked on strike demanding for a cost of living allowance. Nine years later precisely on January, 1959 the Airways Workers Union organized a strike over a wage claim and improved conditions of employment. To beat the strike, the management promised to offer ten pounds to any worker who fails to join the strike.

In 1964, there was a general strike carried out by the United Labour Union over the non-implementation of the revised salary structure. Workers demonstrated their grievances in the streets of Lagos and some labour leaders were tortured in the process by the police. Also in 1976, the Murtala/Obasanjo regime banned Nigeria labour congress (NLC), and banned labour leaders that were perceived as being radical, that is, Wahab Goodluck, Imoudu etc from partaking in trade union activities. The regime also promulgated a decree name "disqualifications of certain persons Act" to back this Act up. Later the ban was lifted in 1978. General Babangida administration also banned NLC in 1988 and imposed an employer, Micheal Ogunkoya as sole administrator. General Abacha administration also banned Nigeria Union of Petroleum and Natural Gas Workers (NUPENG) and Petroleum and Natural Gas Senior Staff Association of Nigeria (PENGASSAN) and imposed sole administrators on them.

One thing that stands out is the fact that despite all these vicious attack on the trade union organizations, the unions always come out of it due to workers fight back. This confirms the fact that no power on earth can destroy the revolutionary will of the working class. We saw this in the 1981 general strike over the minimum wage and pension led by comrade Hassan Adebayo. Academic Staff Union of Universities (ASUU) was formed in 1978, a successor to the National Association of University Teachers formed in 1965 and covering academic staff in all of the Federal and State Universities in the country. The union was active in struggles against the military regime during the 1980s. In 1988 the union organized a National Strike to obtain fair wages and university autonomy. As a result, the ASUU was proscribed on 7 August 1988 and all its property seized. It was allowed to resume in 1990, but after another strike was again banned on 23 August 1992 (Nwala, 1994).

In 1994 and 1996 during the regime of late Sani Abacha, the Academic Staff Union of Universities (ASUU) carried out an industrial action throughout the federation which lasted for more than one year over good working conditions and dismissal of staff. Also in 1999, when Obasanjo came into power as a civilian president, ASUU went on a nation-wide strike which lasted for five months before it was called off. In 2001 also, ASUU went on strike which lasted for three months old. Also in 2002 ASUU also embarked on six months old strike action over the better working conditions (Doublegist, 2013).

Similarly, in 2009 the ASUU also embarked on six months old strike demanding for a revised salary structure and better working conditions. In 2010, the academic staff union of universities in the south east states of Nigeria embarked on five months strike over the non-implementation of the 2009 FG-ASUU agreement. On August, 2011, the Nigeria Labour Congress also embarked on nationwide warning strike over the non-implementation of the new national minimum wage by the federal government as promised by the President, Goodluck Jonathan during his campaign. On June, 2013, ASUU also embarked on national strike which lasted up to eight to nine months on the ground that the 2009 FG-ASUU agreement and revitalization of universities with 1.3 trillion naira over a period of six years has not being fulfilled as earlier promised. However, considering the past history of Nigerian industrial relations, one may conclude that industrial conflict is a dominant factor in the Nigerian Labour Relations (Doublegist, 2013).

Consequently, this research work probes into these principal questions:

1. What are the causes of ASUU strike in Nigerian Universities?
2. What are the effects of ASUU strike in Nigerian Universities?
3. What are the possible alternatives to the management of ASUU strikes in Nigerian Universities?

**Objectives of the Study**

This study will be guided by the following objectives:

1. To find out the cause of ASUU strike in Nigerian Universities 2003-2013.
2. To examine the effects of ASUU strike in Nigeria.
3. To explain how ASUU strike could better be managed.

The Causes of ASUU Strike

ASUU strikes in Nigerian universities have become so problematic that parents and students are divided in their opinion on who is responsible for these lingering crises. When some view government nonchalant attitude and lack of commitment to the welfare of the education sector as the cause, others blame ASUU on their radicalism, confrontational approach and insatiable demand. Apart from the sentiments being expressed by people, not so much effort in the form of research has been extended towards this industrial crisis. Otobo (1988:302) noted that despite their significance, strike in Nigeria has hardly received serious attention in industrial relation research.

However, in Nigeria, Professionals resorted to strike as a weapon in industrial relation in the seventies. The reason for this, according to Isamiah (1986), is that social scientists showed no interest in professional unionism because until very recently, trade unionism was regarded as a working class phenomenon and generally thought to be inconsistent with the ethics and status of professional employees. More so, most senior employees would prefer to call their organization associations rather than unions. Waterman (1976) notes at such association would prefer to operate as pressure group. Previous ASUU strikes before 2003 were caused according to National Association of Universities Teachers (NAUT) 1978 by: erosion of university autonomy and academic freedom, poor remunerative structure and conditions of service, under-funding of universities, poor physical conditions of work in the universities, the delay in the payment of the elongated salary structure. Since 2003-2013, the above reasons have almost remained central in ASUU demand and the cause of ASUU crises. The problem is: why has this demand remained consistent and unresolved over the years? Regarding the causes, Adavbiele (2015), x-ray the causes of strike actions as; unfair treatment to the employees/victimization, violation of legislation and poor application of the provision of collective bargaining.

Osabuohien and Ogurinola (n.d), observes that unions within the system have often based their demands on adequate funding of the system, university autonomy and academic freedom, as well as salary and conditions of service. It also notes that high handedness, arbitrariness and corruption, on the part of university administration, are some of the causes of agitation in the system.

Again, Prof. Biodun Ogunyemi, the president of ASUU, speaking on some of the agreement held with the government, noted that government had reneged on a 2013 agreement to revitalize universities with 1.3trillion over a period of six years. The first year, the government was to release N200billion, which it did, but it took a long time for us to access it. But since that release in 2013, no single has been released thereafter. For 2014, N220billion was not released. Again 2015 and 2016, nothing was released up to the third quarter of 2017. In all, we can estimate the outstanding amount to be about N825billion for revitalization of our universities and in the last two years, what has been allocated to education in the between six and seven percent. Even in countries where they had wars like Rwanda and Sudan, they are still allocating well above 20percent to education. Our citizens are rushing to Ghana, most universities there are public universities (Ameh Comrade Godwin, 2017)

In summary, the crux of the matter centres on ASUU trying to protect its interest, as well as upgrade Nigerian Universities in all ramifications for competitive advantage.

The effects of ASUU strike

According to Michael, 1986 in Doublegist, 2013), Strikes have four dimensions which include:

i. Frequency: the number of work stoppages in a given unit of analysis over specific period of time.
ii. Breadth: the number of workers who participate in work stoppages.
iii. Durations: the length of stoppage usually in main days of work lost.
iv. Impact: the number of working days lost through stoppages.

The effects of ASUU strikes can also be categorized into two fundamental parts- Positive effect and Negative effect. Under the positive effects it includes the following:

1. The funds released for infrastructure will be used to meet the immediate needs of our schools. Some universities will use the funds to construct more hostels; some Universities will use it to equip libraries, provide internet connectivity, build laboratories and furnish them, amongst others. These are projects that will aid learning and ultimately benefit students.
2. Those that will later join the academia and become professors will also benefit of retiring at 70 years.

3. Those that will join the academia in time to come stand a chance to enjoy the special allowances that the current struggle will benefit.

Under the Negative effects; disruptions in academic programs serve as non-motivational factor to the students. It is not surprising therefore that during strike actions, most students are seen involved in diverse activities such as sexual immorality, cyber scam, poolbetting, unnecessary gossips, watching of films and reading comic materials for entertainment purposes rather than reading their books. In the long run, they soon forgot about academics and are no longer prepared for class activities which negatively affect their learning capabilities.

Odubela (2012) concluded that an effective learning or an enhanced academic performance is achieved by successful covering of the course outline timely and before the examination. This is rarely achieved with strike action in place. Some lasted studies have been carried out on the effects of ASUU strikes in Nigeria. For instance, Ajayi (2013) examined Academic Staff Union of Universities (ASUU) strikes and academic performance of students in Ekiti State University (EKSU) Ado-Ekiti. The research employed multistage sampling technique to select the faculties and the departments from where six hundred and four (604) respondents were selected, questionnaires and interviews were employed to draw information from respondents. The findings showed that the incessant strikes action by ASUU in Nigeria have disrupted the academic calendar of Universities and this has affected students’ academic pursuit and performance, 71.2% of the respondents have experienced ASUU strikes and 51.6% admitted that ASUU strikes have had negative influence on their academics.

Another scholar, Albar (2016), examined that strikes in Nigerian universities influence the educational systems and students’ learning and information seeking behaviors. He went further to say that strikes have become synonymous with university education systems more than two decades ago, and as university staff cannot be stopped from exercising their civil rights to industrial action so too should university students’ rights to learning not be compromised. According to Adamu and Nwogo (2014), revealed that, ASUU strike has negative effect on the quality of university graduates that the country produces. In view of this, it was recommended among others that, government should develop actions that will help to check incessant industrial action in Nigerian educational sector.

From the above review therefore, the researchers are of the view that disruption in academic programme as caused by strike action breeds disappointment, frustration, emotional and psychological trauma, unpreparedness on the part of the students and lack of motivation, which sum up to non-conducive environment for effective learning in Nigerian Universities; a situation that dampens human development and also, affects the students Grade Point Average (Doublegist, 2013).

**Management of Strike**

According to stakeholders meeting held on September 12, 2013. The Academic Staff Union of Universities (ASUU) has been going on strike for a number of years over the same issue-government not honoring agreements reached with the union; yet, nothing seems to have changed. The respondents believe that as long as tuition in federal universities is free, the problem will continue. Former Vice-chancellor of Nnamdi Azikiwe University, Awka, Professor Boniface Egboka believes that tertiary education should not be free. "Tuition is free in federal universities in Nigeria and that is a problem because there is no free lunch in education," adding that "students are the future hope of their families and the nation, so they should be the centre of gravity of the university system and should not be made to suffer."

Mr. Ajibola Olatoye, a polymer engineer, educator and Managing Director of Ibadan-based August Moon plastics Ltd. said one of the reasons ASUU is on strike is because of the state of Nigeria's education sector. "Educational standard has fallen much more than when I was in the university and this is the reason why ASUU is asking for government's cooperation. I don't know what ASUU can do to improve education standard without the cooperation of government. In other countries, government funds education massively. I know this in Japan and this is why it is one of the most literate nations today and it can be seen in their products"(Ebele, 2013). Another speaker also said that, ASUU should meet government half-way. "The government might say 'ok, let's share the financial burden. Let the parents pay for accommodation and books and we will take up tuition. 'May be it is done that way, they will meet mid-way. This is better than students and lecturers staying at home and government being unable to meet their demands 100 per cent (Ebele, 2013). According to Dr. Omadeli Boyo, Medical Director, Pinecrest Specialist Hospitals, Lagos in Ebele, (2013) said the Federal Government and ASUU have a part to play. He outlined a multi-prolonged approach to the issue, viz:
The problem:

"ASUU is complaining that they are supposed to be paid allowances for marking, teaching and supervising more than acceptable number of courses and projects. They have been drawing government’s attention to outstanding allowances. I think that sometimes government signs agreements to get ASUU back to work; they are signed with the intention to break them as they are reached under duress.

Government’s part:

"Government has to learn to keep to bargains and meet up with their obligations; they should not wait to be reminded. ASUU has been drawing their attention to outstanding in terms of allowances. Again, instead of opening more universities, government should invest more in already existing universities and ensure they have enabling environment for academic pursuit. This includes ensuring that there are enough lectures for students. Government is just interested in admitting students into the university and not asking themselves how many students a lecturer should handle. They should invest more in polytechnics and other specialized institutions; many more students deserve to go to vocational training institutes so that less pressure is placed on the university system"

Checks and balances:

"The Federal Government must ensure that lecturers are appropriately monitored, ensure they get to work on time and have enough to do, not just saying they are overworked and they are not getting their allowances. There must be a system in place to assess what they are actually doing and then we will be to know what constitutes excess work. If we cannot define what they are paid to do, how do we define when they are overworked?

Taking a swipe at government, Boyo said, "price of oil is dropping and the agreement cannot be met, according to government. If the government says it is broke, people outside government cannot see signs of being broke because the convoys, jeeps etc are increasing every day, so people cannot come to terms with the fact that the government is broke. They believe there is money. During Obasanjo's military regime, government cut down on ostentatious lifestyle and if people see such a thing happening now, the way government is being pruned, they will understand."

Division of labour:

"We should revisit the issue of post-graduate universities; some universities should just face post-graduate studies and do more of research and training rather than lecturing undergraduates. In many modern universities, when students are very few in a department, you close down the department. When research and training are not going on in the university system, they close down any department that cannot attract funding for research to face mainly undergraduate studies. But what we have now is like they say water, water, everywhere but not a drop to drink. Now it is universities everywhere and no one is coming out with good degrees".

ASUU’s part:

"The lecturers should have a peer review mechanism in which the university system itself is able to assess lecturers and at the end of every semester, find out how many of these lecturers are really lecturing and what their workload is because some lecturers are overworked while some are just there doing nothing.

"Students complain that tutorials no longer hold. There used to be lectures and tutorials. You go for lectures and still have small group tutorials where graduate assistants and other lecturers go through the main lectures with you in different ways. In today's lecture halls, you have thousands of students gathered for one lecture and they hardly hear the lecturer. Universities should also ensure that something like sexual harassment is curbed maximally".

Instead of always going on strike; "ASUU should use internal mechanisms to ensure that government is reminded of these agreements and when the agreement is flouted, they should take pages in the newspapers and draw the attention of the media and the general public to how government is flouting the agreements. They could then appeal to the National Assembly’s Education committees, appeal to the president and after that, they could give an ultimatum and do warning strikes like two days without lectures. It could also include refusing to hold convocation.”

According to Uzuegbunam in Ebele (2013), strike is normal part of human existence. It is also a normal part of any healthy relationship; for when strike arise, parties are given opportunity to discover faults and shortcomings from the other and when strikes are resolved, it makes for a better working relationship between both parties. However, it is our opinion that there could be more workable means of resolving this disagreement between the government and the Association of Staff Union of Universities. Experts have continued to suggest that the best way to resolve
conflicts in employee-management relations is through collective bargaining and joint consultation between the management and representatives of labour. Strike action, as the last resort when negotiations fail simply derives from anger, resentment, rebellion, and if you like, selfishness. Though strike actions have always gotten the attention of government in the past and possibly made them rethink on their stand, yet considering the popular saying that "when two elephants fight, it is the grasses that suffer", trade unions and professional associations should rescind their constant decision to resort to strike action. For one, it makes them appear weak and vulnerable and leaves a trail of bad news behind. Collective bargaining presupposes that both parties in a conflict are seen as mature, responsible and selfless in trying to resolve any clashes of interest.

Everyone wants to be understood, nurtured and supported and this understanding, nurture and support can only come through adequate communication between the parties. Therefore, communication is central to the resolving of strikes. This can only be motivated through collective bargaining. Rather than the high-horse kind of negotiation between the Federal government and ASUU, both parties should begin to listen to each other than in dishing out their own points of view. Both should in the interest of the nation, the educational institution, the wasting Nigerian students and the image of the nation, begin to listen to themselves, look beyond themselves and find common grounds of agreement rather than insisting on each other's ways. This can only continue to elongate the matter and not lead us anywhere. One sure question for both the Federal government and ASUU is: how can we hope to compete in the global marketplace if Nigerian students cannot boast of consistent, quality education? The education of our youth should be a priority not an option; and strike action can never be the last resort when such priority is sought-after (Ebele, 2013).

Methodology

The research design used in this work was documentary. This design provides room for the examination of the historical antecedents and documents on ASUU strike. Secondary sources of data collection- Internet materials, Newspapers, Researched Publications, and Text books relevant to this study.

Concept of in Industrial Dispute

According to Chand (2016), in common parlance, dispute means difference or disagreement of strife over some issues between the parties. As regards industrial dispute, since its settlement proceeds as per the legal provisions contained in the ‘Industrial Disputes’ Act, 1947, hence it seems pertinent to study the concept of industrial disputes from a legalistic angle. According to Section 2 (k) of the Industrial Disputes Act, 1947 in Chand, 2016, the term ‘industrial dispute’ means “any dispute or difference between employers and employers or between employers and workmen, or between workmen and workmen, which is connected with the employment or non-employment or the terms of employment and conditions of employment of any person”.

The above definition is too broad and includes differences even between groups of workmen and employers engaged in an industry. However, in practice, industrial disputes mainly relate to the difference between the workmen and the employers. Dispute differs from discipline and grievance. While discipline and grievance focus on individuals, dispute focuses on collectivity of individuals. In other words, the test of industrial dispute is that the interest of all or majority of workmen is involved in it.

The Following Principles Judge The Nature of an Industrial Dispute:

1. The dispute must affect a large number of workmen who have a community of interest and the rights of these workmen must be affected as a class.

2. The dispute must be taken up either by the industry union or by a substantial number of workmen.

3. The grievance turns from individual complaint into a general complaint.

4. There must be some nexus between the union and the dispute.

5. According to Section 2A of the Industrial Disputes Act, 1947 in Chand, 2016, a workman has a right to raise an industrial dispute with regard to termination, discharge, dismissal, or retrenchment of his or her service, even though no other workman or any trade union of workman or any trade union of workmen raises it or is a party to the dispute.
**Form of Industrial Disputes:**

The industrial dispute can be manifested in the following form which is Strike.

**Strike:** Strike is the most important form of industrial disputes. A strike is a spontaneous and concerted withdrawal of labour from production (Chand, 2016). The Industrial Disputes Act, 1947 in Chand, 2016, defines strike as “suspension or cessation of work by a group of persons employed in any industry, acting in combination or a concerted refusal or a refusal under a common understanding of any number of persons who are or have been so employed to continue to work or accept employment”.

Strike, according to Chijioke (2013) “is an organized work stoppage by a body of workers to enforce compliance with demands made on an employer or a group of employers.”

Depending on the purpose, Mamoria et. al in Chand (2016) have classified strike into two types: primary strikes and secondary strikes.

(i) **Primary Strikes:**

These strikes are generally aimed against the employers with whom the dispute exists. They may include the form of a stay-away strike, stay-in, sit-down, pen-down or tools-down, go-slow and work-to-rule, token or protest strike, cat-call strike, picketing or boycott.

(ii) **Secondary Strikes:**

These strikes are also called the ‘sympathy strikes’. In this form of strike, the pressure is applied not against the employer with whom the workmen have a dispute, but against the third person who has good trade relations with the employer.

**Types of Industrial Disputes:**

The ILO in Chand, (2016) has classified the industrial disputes into two main types:

1. Interest Disputes
2. Grievance or Right Disputes.

1. **Interest Disputes:**

These disputes are also called ‘economic disputes’. Such types of disputes arise out of terms and conditions of employment either out of the claims made by the employees or offers given by the employers. Such demands or offers are generally made with a view to arrive at a collective agreement. Examples of interest disputes are lay-offs, claims for wages and bonus, job security, fringe benefits, etc.

2. **Grievance or Right Disputes:**

As the name itself suggests, grievance or right disputes arise out of application or interpretation of existing agreements or contracts between the employees and the management. They relate either to individual worker or a group of workers in the same group.

That’s way in some countries; such disputes are also called ‘individual disputes’. Payment of wages and other fringe benefits, working time, over-time, seniority, promotion, demotion, dismissal, discipline, transfer, etc. are the examples of grievance or right disputes.

If these grievances are not settled as per the procedure laid down for this purpose, these then result in embitterment of the working relationship and a climate for industrial strife and unrest. Such grievances are often settled through laid down standard procedures like the provisions of the collective agreement, employment contract, works rule or law, or customs/usage in this regard. Besides, labour courts, tribunals also adjudicate over grievance or interest disputes.

Generally, industrial disputes are considered as ‘dysfunctional’ and ‘unhealthy’. These are manifested in the forms of strikes and lock-outs, loss of production and property, sufferings to workers and consumers and so on. But, sometimes industrial disputes are beneficial as well.
It is the dispute mainly which opens up the minds of employers who then provide better working conditions and emoluments to the workers. At times, disputes bring out the causes to the knowledge of the public where their opinion helps resolve them (Chand, 2016).

**The Objectives of ASUU**

The objectives of ASUU are contained in the Rule '2' of the constitution of ASUU. Its principal objectives are as follows:

1. To organize all academic staff who are qualified for membership.
2. To regulate the relation between academic staff and employers and between members.
3. To establish and maintain a high standard of academic performance and professional practice.
4. To establish and maintain a just and proper conditions of service for its members.
5. To advance the education and training of its members.
6. To provide benefits and other assistance to its members.
7. To encourage the participation of its members in the affairs of the University system of a nation.
8. To protect and advance the socio-economic and cultural interests of the nation and
9. To pursue such other objectives that are lawful and are not in consisted with the spirit and practice of trade unionism (ASUU constitution, 1978 as amended in 1984).

A close look at the objectives of ASUU reveals that besides the professional goals of ASUU as a professional industrial union, there are some elements of economic and political goals. The economic goals emanates from the political consideration because those who control the political sphere also determined who get what, how, when and under what conditions. The political goals prepare the ground for the actualization of the economic goals because an ASUU friendly government will ensure that the economic need of the ASUU is taken care of. Similarly, closely linked to the political and economic is the ideological goal. However, ideological goals provide the spring board for both the political and economic goals. This is one of the reasons why ASUU has been clamoring for the democratization of political power in the country. It believes that its objectives tainted in a democratic political system. The proscription of ASUU during the military regimes of Babangida and Abacha adds credence to ASUU’s assumption (Nwala, 1994).

**Results**

At the National Executive Council (NEC) meeting of the Academic Staff Union of Universities (ASUU) held at the Olabisi Onabanjo University (OOU), Ago-Iwoye, between 29th and 30th June, 2013, a number of issues were raised on developments affecting the country’s education system and the Nigerian nation as a whole. These include the lingering crisis at the Rivers State University of Science and Technology (RSUST), the continued violation of the rights of the re-engaged 49 academics at the University of Ilorin, and the non-release of the White Paper on Special Visitation to the University of Abuja. Others include the parlous state of the economy, and Government’s disregard for its Agreements with our Union. (ASUU Speaks: Real Reasons Why We Went On Strike Posted: 04-Jul-2013). It was discovered that, there is no strong platform of collective bargaining and joint consultation between the parties. And as a result of that, there are bound to be disputes which are not good for the University system and this could be avoided through effective communication mechanism.

It was discovered that, there is poor system of funding to the Nigerian universities and this brings about increase in domestic factors i.e low wage, poor working conditions and so on. There must be a strong body of contended personnel who can work towards assessing and monitoring how Nigerian universities spend money given to them by the government.

It was discovered that, university lecturers were supposed to be paid allowances for marking, teaching and supervising more than acceptable number of courses and projects. According to Boyo in Ebele (2013), there must be a system in place to assess what they are actually doing and then we will be able to know what constitutes excess work. If we cannot define what they are paid to do, how do we define when they are overworked?
It was discovered that, the federal government doesn’t keep to bargains and meet up with their obligations. In this case, it is true, government seems to accept the conditions that the ASUU must have presented to them just to take them back to their work and when the time for implementation comes the government tends to have another point of view thereby leading to disagreement which could lead to strike action if not properly controlled on the meeting table.

It was discovered that, domestic factors directly affect the disputes (e.g. low wages and conditions of service, poor and erratic funding, rising student population and weak institutional autonomy) and external factors (particularly the effects of Nigeria’s Macroeconomic Policies) contributed to the intensity of the disputes. The two factors happened to be reoccurring primary reasons why ASUU go on strike and to reduce this from occurring strong approach should be taken. It was also discovered that high handedness, arbitrariness and corruption, on the part of university administration, are some of the causes of agitation in the system.

**Recommendations**

The federal and state government should work in partnership with the ASUU aggressively and assiduously at all levels in making sure that the lingering crises in universities, violation of the rights of the re-engaged 49 academics at the University of Ilorin, and the non-release of the White Paper on Special Visitation to the University of Abuja, the parlous state of the economy, and government’s disregard for its agreements with our union are put to stop. The federal government should also create a strong forum where the three actors (ASUU, government and management) interact in getting their problems solved instead of expressing it through strike action. The federal government should increase allocations given to Nigerian universities or to education sector by 26% or more.

Furthermore, the federal government should ensure that University lecturers are closely monitored, at least to ensure that they get to work on due time and perform their functions, to avoid saying they are overworked and not getting their allowances.

The federal government should always keep to their promises and bargains.

The federal government should work aggressively and assiduously towards ensuring that Domestic and External factors are taken care of.

It is therefore recommended that Nigerian universities need to be re-orientated in consonance with acceptable democratic and international standards at least to eliminate some of their internal challenges like corruption and so on. Appointment of people into governing councils must be based on merit and not on political or ethnic affiliation.

**Conclusion**

This study is an evaluation of ASUU strike in Nigerian universities. It focuses on the causes, effects and possible solutions to these strikes. Implementation of the reached agreement between ASUU and federal government in 2009 among other recommendations above will, indeed, go a long way in solving the persisting conflicts that often result in ASUU strikes in Nigeria.

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