

INDUSTRIAL ACTIONS IN UNIVERSITIES AND STUDENTS' ACADEMIC PERFORMANCE IN RIVERS STATE, NIGERIA

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Introduction

Before the early 1990s, most academic disruptions in Nigerian universities were caused by student agitations. This changed as the economic realities of the time made the staff unions become more radical in their demands for improved working conditions (Anikpo, 2011; Ajayi, 2013). There are four staff unions in Nigerian universities. They are: Academic Staff Union of Universities (ASUU), Non-Academic Staff Union of Allied and Education Institutions (NASU), Senior Staff Association of Nigerian Universities (SSANU) and National Association of Academic Technologists (NAAT) (Anikpo, 2011). Each of these unions has at one time or the other embarked on industrial action either as a *General strike*, *Sympathy strike* or other forms of work disruptions meant to draw the attention of the employer to the plight of the worker or physical condition of the work place.

The unions have maintained that their motivational factor to these industrial actions is not just to improve the emolument and other working conditions of their members but to address what they described as the “stinking rot” in the university system and “restore the lost glory” of Nigerian university education. This stinking rot is evident in the consistently poor rating of the Nigerian universities in the global arena. In the 2016/2017 global ranking of the top eight hundred universities in the world released in September, 2016 and published by the Times Higher Education, the only Nigerian university that made the list was the University of Ibadan at 601 positions (The Data Point, 2016). Last year (2018), the story is more abysmal. No Nigerian University entered the list of the first 800 again. Even the University of Ibadan has gone down to 1076th position (Webometrics, 2018).

Today, there is a mad rush for foreign education not minding where the vacancy is and the adverse effects on the dwindling foreign exchange reserve. According to Exam Ethics International, a non-governmental organization, in its 2012 report, Nigeria loses ₦1.5 trillion annually to foreign education, with ₦160 billion going to Ghana alone as tuition fees. Not less than seventy one thousand Nigerian students are studying in various universities in Ghana (Abayomi, 2012 Arenyeka, 2014). The quest for university education in Ghana, it has been observed, is not because the country has better facilities or personnel but due to instability in Nigerian Universities (Nwankwo, 2012).

Since 1997 students' enrolment figure has been on geometric increase without corresponding rise in the number of staff and infrastructural facilities (Oladapo, Adeosun and Oni, 2009). Classrooms are overcrowded; libraries and laboratories are poorly equipped. Power and water supply are erratic, while transport facilities are in disrepair (Isirimah, 2011). Some engineering workshops operate in "batchers", while most science laboratories lack reagents and tools to conduct real experiments (Aidelunuoghene, 2014). Many brains are drained resulting in short falls of competent academic staff. Those who were not fortunate enough to 'escape' abroad are treated with disdain as government pays lip service to education sector.

To compel the state to address this deplorable condition and save the Nigerian University education from total collapse, the unions resorted to industrial actions. Industrial actions in Nigerian Universities are very frequent and sometimes linger for a long period. For instance between 1992 and 2013 (21 years), ASUU alone embarked on twenty two industrial actions (Okpi, 2014). This implies that the union approximately marked each year with one industrial action. This has resulted in loss of academic time, delayed graduation of students, incomplete academic workload, discouragement and frustration of students and staff. In light of these daunting work disruptions, what is the state of students' academic performance? This is what this study investigated with special focus on two public universities in Rivers State, Nigeria – University of Port Harcourt and Rivers State University.

The aim of the study was to examine the effect of frequent industrial actions on the academic performance of students in the universities. The study is guided by the research question: "What is the impact of industrial actions on students' academic performance?" and an alternate hypothesis: "There is the significant relationship between industrial actions and students' academic performance?"

Literature Review

Conceptual Review

Two major concepts are examined in this section. They are *Industrial Action* and *Academic performance*

Industrial Action

Industrial action (as it is known in Europe, India, South Africa and Australia) is referred to as Job Action (in Canada and the United States). According to Murray (2015:23), industrial action "collectively refers to any measure taken by trade union or other organized labour meant to reduce productivity in work place". Ajayi (2013) sees industrial action as "Any action taken by workers to disrupt normal work process so as to protest (to the employer) over unfavourable working condition".

These definitions portray industrial action as a group action -an activity of organized workers, technically known as trade union. Trade Union itself is defined as "Any combination of workers or employers whether temporary or permanent, the purpose of which is to regulate the terms and conditions of the employment of workers" (1976 Trade Union Act, cited in Iyayi, 2010:4). Industrial action is a product of inherent opposing interests of employers and employees in work relations. It is an indication that cordial relationship between management and labour has broken down.

Academic Performance

Academic performance is the result of students' assessment in educational process which shows to what extent they have achieved academic goals as stated in the curriculum. This is greatly influenced by internal and external classroom factors (Aremu et al, 2015). These factors include class attendance, academic environment and students' psychological disposition. For Scott (2012), "Academic performance generally refers to how a student is accomplishing his or her tasks and studies". Scott's emphasis is on grades. Grades refer to students' "scores" for overall tenure; it is the average of class assignments, continuous assessments and end of the semester examination.

Grading system was first introduced in the United States of America in the Victorian era and was initially criticized as a result of high subjectivity. This, however, has drastically improved in modern time following the introduction of standardized test (Bell, 2007). Grading system vary. They range from common scales such as percentage (1-100), lettering (A-F), and grade point average (0-4.0 or above) (Scott, 2012).

People often understand academic performance to mean students' Grade Point Average (GPA). From this perspective, one who's GPA is high, like one who graduates with first class (distinction), is said to have high or good academic performance. When the reverse is the case, the student (with low GPA) is said to have poor or low academic performance. This criterion for measuring academic performance is adopted by schools in giving special awards such as to valedictorians. Scholarship awarding organizations also do the same as well as some employers of labour especially when recruiting fresh graduates. Technical professions such as law, medicine and finance also place high premium on GPA (Williams, 2016).

In education, success is measured by academic performance. The quality of a school system to a large extent is assessed by the academic performance of its students (Okenne, 2014). When a student consistently earns high marks (scores), he is said to be performing well, but measuring academic performance through scored marks is not the only criterion for determining academic performance. Students should also be successful in other indicators such as desire to do academic assignment, class attendance, reading culture etc (Ekenam, 2014). In fact, Okenne (2014), has argued that correct measurement of students' academic performance must not be narrowed only to cognitive domain but should include affective and psychomotor domains too.

The Challenges of Nigerian Universities that the Unions are Protesting Against.

That the Nigerian university system is bedeviled by pernicious challenges that have affected the effective operation of the system is an incontrovertible fact. This has precipitated anger, disagreement, and strife among the stakeholders and has many a time plunged the ivory tower into crippling crisis that ended in industrial action by the university staff, disruption of academic calendar and eventual temporary closure of the institutions. These disturbing challenges, inter alia include:

Inadequate Funding

One of the greatest challenges facing the Nigerian university education is inadequate funding (Oladipo et al, 2009; Aiyemove, Nwankwo and Amadi, 2012). This has continued to dominate discussions on the state of university education in Nigeria. Establishing and running a

university is capital intensive. There is need for significant investment in providing and maintaining a basic level of infrastructure, staff salaries and residential accommodation.

Not only that the amount of money budgeted for education at all levels of government is inadequate, it is also not predictable from year to year. One would have anticipated increase in annual budgetary provision to education considering the fast expansion of the system, but that has not been the case. While UNESCO recommends that 26% of the annual budget of developing countries should be allocated to education for expansion and consolidation, in Nigeria, the percentage allocated to education has been fluctuating between 5 and 8% in the past decade (Ojogwu, 2011). This fact is more disturbing when it is put in comparison with South Africa which allocates 25.8%, Ghana 31.0% and Kenya 23.0%.

Table 1: Budgetary Allocations of Some selected Countries

Country	Budgetary Allocation to Education	Position
Ghana	31.0	1 st
Cote d'ivoire	30.0	2 nd
Uganda	27.0	3 rd
Morocco	26.0	4 th
South Africa	25.8	5 th
Swaziland	24.6	6 th
Mexico	24.3	7 th
Kenya	23.0	8 th
United Arab		
Emirate	22.5	10 th
Botswana	19.0	11 th
Iran	17.7	12 th
USA	17.1	13 th
Lesotho	17.0	14 th
Burkina Faso	17.0	15 th
Norway	16.8	16 th
Colombia	15.6	17 th
Nicaragua	12.7	18 th
India	12.7	19 th
Nigeria	8.4	20 th

Source: World Bank, 2012, cited in Aidelunuoghene, 2014:11

In order to survive the financial quagmire they found themselves, the university authorities have adopted an array of cost-sharing measures. Multiple fees such as tuition and caution, sports, identity card, late registration, acceptance, screening, laboratory and library fees and development levy have been introduced. Some universities have gone as far as awarding honorary degrees to whoever could afford to pay, even to those with questionable character, just to make ends meet. These are a demonstration of Government inability to fund public education

Therefore, to reposition the nation's university system to meet global standard, there is need for a substantial input of funds into the sector.

Inadequate Infrastructure

Another lamentable challenge militating against the effectiveness of our universities is inadequate, poor or decaying infrastructural facilities. According to Aiyemove, et al (2012:28), from the University of Ibadan to the Ahmadu Bello University, Zaria, down to the University of Port Harcourt, infrastructural decay has become “a swan song”. Infrastructural facilities are the major tools for the pursuit of educational objectives. These include the physical structures (classrooms, hostels, laboratories etc.), furniture, equipment and machines; the esthetic environment and material resources which contribute directly or indirectly to teaching and learning process (Isirimah, 2011).

It is no more news that the infrastructural facilities in our educational system, including the Universities, are deplorable. Classrooms are inadequate and overcrowded, libraries and laboratories are poorly equipped, electricity and water supply are erratic, transport facilities are inadequate (Isirimah, 2011).

Unfortunately, instead of declaring a state of emergency on the country’s educational sector which deplorable state has a strong impact on present and future national development, Government resorted to lip service and politicization of the university education. Today, every Governor/President wants to have a University in his village. This is why even with Dr. Goodluck Jonathan Government’s inability to either honour the agreement Federal Government entered with ASUU in 2009 nor those of other unions, nor implement the Report of the *Needs Assessment Committee* (set up by the same Government) due to “lack of funds”, Government still went on to establish six new Universities in the last lapse of that regime perhaps to ensure that there is a University in the president’s village, Otueke.

Poor Remuneration

Though the Unions have consistently denied that their motivating factor for recurrent industrial actions is not mere money for their pockets, yet anytime they went into negotiation with Government the issue of salaries, allowances and conditions of service continued to feature prominently.

The truth is that “man does not live by bread alone”, does not mean that man does not need bread at all to live. To deny man bread completely is to subject him to starvation and eventual death. The struggle for bread therefore is the struggle for survival. When one’s bread is denied one, one can literally fight to acquire it. No wonder, a hungry man, it is said, is an angry man.

The Nigerian worker has been subjected to a situation where he is literally fighting to get what should ordinarily belong to him. This is why lamenting the sorry state of the University lecturer in Nigeria; Sekoni (2010:12) posits that, “no one wants to be a teacher in Nigeria”. To Ojogwu (2011), it is the poor salary paid to the teacher that makes the society not to accord him respect. The teacher is seen as one of the wretched of the earth.

This sorry state of the Nigerian teacher has not been so *ab initio*. At independence, the salary of the prime minister was only eight hundred pounds (£800) more than that of the principal of the University College, Ibadan. The Prime Minister’s emolument was put at £4,500 while that of the principal of the University College was £3,750. That of the Major General of the Nigerian army was £3,580. By 1966, the university professor in Nigeria was paid £3000. This was higher than the £2,700 paid to a Federal permanent secretary. A Federal cabinet minister

received between £2,700 and £3000, while a top Federal civil servant of the rank of permanent secretary received between £2,500 and £2,940. An assistant lecturer (often first class or second class upper graduate) was offered £950, while his counterparts who were in the civil service received £720 (Aidelunuoghene, 2014)).

Poor and Inadequate Quality Teaching Staff

Many Nigerian universities lack lecturers in the right quantity and proper quality. Instead of having not less than 80% of the academic staff with PhD as required, only 43% are PhD holders. The remaining 57% are not; instead of 75% of the academics to be between senior lecturers and professors, only about 44% are within that bracket. The remaining 56% are not (Aidelunuoghene, 2014). Seven universities -Imo State University, University of Calabar, Osun State University of Science and Technology (OSUST), University of Port Harcourt, University of Ilorin, University of Uyo and National Open University of Nigeria -have up to 60% teaching staff with PhD. Kano State University had only one professor and 25 lecturers with PhD. Kebbi State University had only 2 professors. 75% of the lecturers in Plateau State University are visiting (The Needs Assessment of Nigerian Universities committee Report, 2012, cited in The National Scholar, 2013, January edition).

Some of the people who are even teaching are not fit to be in the classroom. The global best practice is that the best in intellectual ability are appointed into academic staff cadre. These are mostly graduates of first class or second class upper division. In Nigeria, those who cannot be admitted into the graduate school without first undergoing a diploma programme have found their ways into the classroom as lecturers; even some third class graduates (some of who managed to make their grades through examination malpractices during their undergraduate days; and the physically challenged persons with impaired speech (like stammers) are also recruited (Ekwueme, 2013).

There is also the faulty recruitment practice which compounds the problem. This is a country where a man can get a job -even a lecturing job without any form of interview. Traditional rulers from host university communities or governor of the state can send a person to the vice chancellor for recruitment and their requests cannot be turned down. So, those who should have got the job (on merit) are brushed aside in order to satisfy the powers that be. Indeed, as Adujo (2012:65) has rightly observed, "The rank and file of ASUU has been infiltrated by quacks". This is causing serious damage to the system.

Eroded University Autonomy

The intrusion of the military dictatorship into the political land scape of the country deeply eroded the basic freedom in the society among which academic freedom and university autonomy were casualties. This came as a result of the over centralization of the system following the pattern of military administration. As a result of this, the National Universities Commission (NUC) was granted statutory status in 1975 following the enactment of NUC decree No. 1 of 1974 which was amended by decree No. 49 of 1988 (Awopetu 2000; Obaro, 2012).

The NUC, therefore, was originally established as a "buffer" or "honest broker" between the Federal Government and the universities while ensuring that public funds flowed into the universities without Government interfering in their internal affairs. As soon as the commission

was backed by a decree which gave it a statutory status, it was transformed into an all-powerful and control-oriented Government parastatal with very tremendous powers that were more consistent with the centralism and uniformity that characterize military culture as opposed to the autonomous mind-set of the academic culture (Aidelunuoghene, 2014).

As a result of this, the commission usurped the power of the university senate to determine, regulate and monitor programmes. It also took over the power of accreditation which was formerly bestowed on the professionals. This moved what was known as “uniform standard” to what is now called “minimum standard” (Aidelunuoghene, 2014:8). The commission also took over the external representation of the universities, seized their external accounts and foreign offices/houses purporting to manage them for the universities (Awopetu, 2000). The autonomy of the universities in Nigeria has become so much eroded that even the power of the senate to admit students has been removed from it and transferred to the Joint Admission and Matriculation Board (JAMB

More worrisome is the politicization of the position of the principal officers of the universities. This has become a thing for political patronage so that it is very difficult –if not impossible for a person who has no link with the powers that be to be appointed a Vice Chancellor. The Governors are very influential in the choice of who becomes a vice chancellor and invariably use such position for political settlement, preferring their loyalists not minding their ability to perform. The result is the installation of mediocrity and a moral dwarf as the administrative head of a university (Ekwueme, 2013). When a mediocre is appointed a Vice Chancellor, and he in turn appoints other mediocres as his subordinates the quality of performance will deteriorate and ultimately ruins the ivory tower.

Decrying such interference of Government in the university autonomy, the erstwhile national president of ASUU, Dr. Nasir Fegge observed that those who manipulate the process of the appointment of the principal officers of the university, in order to install their cronies, do so out of selfish reasons rather than for the goals for which the university is established (The National Scholar Editorial, 2013, January edition).

Theoretical Framework

In this study, the functionalist theory is adopted for theoretical analysis. This order theory enables us to explain the disorder in our university system that precipitates industrial actions with their attendant ugly consequences.

The functionalist theory, functionalist perspective, functionalist model or simply functionalism is a major sociological theory which originated in the 19th century from the works of a French sociologist, Emile Durkheim. Durkheim’s interest was specifically in social order or how society maintains relative stability (Haralambos and Holborn, 2008). Unlike the Marxist conflict theory which challenges the status quo, encourages social change (even when it means social revolution) and believes that the rich and powerful groups force social order on the poor and the weak, the functionalists defend the status quo, avoid social change and believe that social order is a product of people’s cooperation.

The functionalists view society as a system, composed of different parts which interact and exchange materials in order to maintain itself (Uzoegbu, cited in Iwariemie-Jaja, Ed, 2001). A system, according to Haralambos and Holborn (2008:8) is “an entity made up of interconnected and interrelated parts”. The different parts consist of institutions and in a society these institutions include the family, Church, school and hospital. Each of these institutions is organized to fulfill

different needs and each of these needs has particular consequences for the form and shape of society (Crossman, 2015).

The functionalist model sees the society from the perspective of a biologist. A biologist explains the functions of an organism (like human body) by examining the various parts such as the brain, lungs, kidney, skin etc. To explain how life (human life) is maintained, the biologist does not analyze each part of the human body in isolation from the other(s) but in relation to each other since all the parts work together to maintain the organism. As a result, the biologist would analyze the relationships between the heart, lungs, brain, etc. to understand how they operate and thus appreciate their functions. That is to say that any part of an organism must be seen in terms of the organism as a whole (Haralambos & Holborn 2008).

In the same vein, the functionalists see the society as an interrelated parts which are taken together to form a complete system. To understand any part of the society such as school, that part must be viewed in relation to society as a whole. In other words, where a biologist will examine a part of the body such as the brain in terms of its contribution to the sustenance of human organism, the functionalist will examine a part of the society like the school in terms of its contribution to the maintenance of the social system.

Applying this theory to the university, the ivory tower, as a system, is made up of different components. These include exams and records unit, works department, admission unit, library, academic faculties and departments. Other structures include religious organizations, social clubs and commercial outfits; trade unions such as ASUU, SSANU, NASU, and NAAT.

These units function in interconnectivity. What happens in one affects the other and ultimately the entire system. For instance, when staff unions go on strike, the faculties and departments are partially or totally closed to normal teaching and learning activities. Students are sometimes forced to vacate the campus. This affects the petty traders and other commercial services providers that depend on staff and students' patronage for a living. The activities of the admission unit and personnel department are affected as you cannot continue to admit students when there is no academic activity in progress nor employ more teaching staff when there are no students to teach.

Also, for effective teaching and learning there should be interaction and integration of the component parts. These parts, however, cannot interact and integrate properly if they lack functional prerequisites. Hence, when the faculties and departments lack teaching and research materials (functional prerequisites), they are incapacitated even when the offices are opened for academic activities. The end result of all these is disequilibrium or disorder of the university system. This is what the functionalist theory helps us to understand and explain. It is the theoretical foundation on which this study is anchored.

Empirical Review

Ajayi (2014) examined "ASUU Strikes and Academic Performance of Students in Ekiti state University, Ado-Ekiti". Using a multi-stage sampling technique like the present study to select the departments and faculties from where respondents were drawn and information obtained from them through questionnaire and oral interview, the study agreed that industrial conflicts disrupts academic calendar and this affects students' academic performance. It recommended that government should find lasting solution to perennial strikes by prompt and honest dialogue with the university teachers. This will ensure timely response to the latter's demands. Moreover, the striking workers should seek for other ways of industrial dispute resolution rather than resort to indefinite strike which has crippling effects on the system itself.

A Similar study is the work of Bossuo (2008), entitled, 'The Impact of Conflict on Academic Performance in Niger Delta University'. The aim of the study is to ascertain the extent disruption of academic activities by industrial disharmony will affect academic performance of students at Niger Delta University, Wilberforce Island, Bayelsa state. The study, like the present one, adopted descriptive Survey research design. Using stratified and purposive sampling techniques, a sample size of 200 was drawn from a population of 3000 respondents made up of academic and non-academic staff. Information from the respondents were obtained using questionnaire instrument. This was presented in tables and analyzed using non-parametric statistics. The finding shows that conflict has adverse effects on academic performance of students. Bossuo was looking at campus conflicts generally and not necessarily industrial action by workers as is the case in this study. Ajayi had agreed that frequent industrial actions have negative impact on students' academic performance while Bossuo added that any other form of conflict can produce similar effect.

Another work was carried out by Aremu, Salako, Adedina and Ayoletan (2009) using University of Lagos as their case study. The study was entitled, "Implication of Academic Staff Union of Universities' Strike Actions on Students' Academic Performance: Ex-Post-Facto Evidence from University of Lagos". The study investigated the effects of the perennial strike actions by ASUU on the academic performance of students in the University of Lagos. The objective of the study was to examine students' academic performance by G.P.A in pre-strike and post-strike. Ex-post-facto research design was used and the result shows that strike actions which disrupts academic calendar bestows on students "psyche cost," disheartenment and inability to speedily regenerate themselves towards academic work when school resumes. This results in poor academic performance in post-strike semester. This argument agrees with the position of Dr. Sola Aletan, a psychologist and lecturer at the University of Lagos (cited in Okpi, 2011), that abrupt breaks in academic session have psychological cost on the students. He compared the psychological effects of abrupt disruption of academic calendar on a student with an athlete in a 400 meter race who is stopped abruptly when he is about half-way in the race. It will take him time to regain his speed when he resumes.

Ikeh (2008), in a periodized study (2000 – 2007), shifted his gaze away from academic performance to the effects of strikes on campus-based enterprises, with institutions in Rivers State as case study. She adopted cross-sectional survey of the quasi-experimental research design in her investigation. Questionnaire and oral interview were used in gathering primary data, the research hypotheses were tested with z-test. The result shows that consistent industrial actions by university workers have adverse effects on the operation of these enterprises. The above studies have shown that industrial action is an evil wind that does no one any good. When it blows both academic and non-academic sectors on campus are affected.

Other studies in foreign lands give credence to the above assertion: Wills (2015) in his study on "The Effects of Teacher strike Activity in Student Learning in South-African Primary Schools", investigates the effects of strikes on students' performance in primary schools in the Republic of South Africa. Using a 'cross-subject analysis with student fixed effects to eliminate bias of endogeneity at student and school level'. The study observed that strike actions have adverse effects on students' learning. Though Wills' study was conducted with primary school pupils and outside the shores of Nigeria (unlike the present work) yet, it shows that strike anytime, anywhere has the tendency to produce similar effects. Even if it is embarked upon by

teachers of kindergarten school, it can still produce similar result. This is why Dylan (2012), reporting the study carried out by Michele Belot and Dinand Wedbink of the Universities of Edinburgh and Rotterdam respectively, concluded that “work stoppages hurt student achievement, increased the number of students repeating grades and reduced higher education attainment in Belgium”. Moreover, studies dealing with teachers’ absences for reason apart from strikes support these findings. Dylan (2012) also reported that similar studies by Charles Clolfelder, Helen Ladd and Jacob Vigdor of Columbia University observed significant fall in students’ academic performance due to teachers’ absences in North Carolina and New York schools respectively, with the latter showing that long absences had same effects as replacing an average teacher with one that is below average.

Research Methods

Design of the Study

The study adopted descriptive survey. Here data were obtained from a large sample size of students and staff from two universities used as case study and these were used to describe how industrial actions affects students’ academic performance in these universities. No independent variable was manipulated as is the case with experimental design.

Population of the Study

The entire students and staff (academic and non-academic) of University of Port Harcourt and Rivers state University formed the population of the study. These give a total figure of 59,039 (Source: Office of the PRO, Uniport and Orientation program booklet, 2016/2017 academic year, RSU). The junior non-academic staff (drivers, cleaners, gardeners, etc) was not included.

Sample size and sampling Technique

Out of a population figure of 59,039, a sample size of 810 was chosen using Taro Yamen technique.

Instrument for Data Collection

Questionnaire, oral interview and participant observation were used in gathering primary data. These were complemented with students’ examination results from three departments in three different faculties of the two universities selected through purposive sampling. Students’ GPA in examinations taken in academic session that had no disruption by strike was compared with the one that had.

Administration of the Instrument

Four research assistants were trained to help in the administration of the instruments. The administered instruments were retrieved after 72 hours.

Methods of Data Analysis

The data analysis of the study was based on the responses obtained through the research instruments. These were tabulated and computed using mean(x) percentage (%) chi-square (χ^2) and T-test statistics. Chi-square was chosen to test the hypotheses of the study and analysed with stratified package for the social sciences (SPSS) version 21 while T-test was used to compute significant difference in students’ results taken in academic session that was disrupted by strike and the one that was not in selected departments in Uniport and RSU.

Validity and Reliability of the Instrument

The research instruments were submitted to two research experts in Uniport who ascertained their content validity. For reliability, the questionnaire instrument was subjected to “test-retest” using Pearson Product-Moment Correlation technique. The result was a reliability index of 0.855.

Result and Analysis of Result

Result shows that frequent disruptions of academic calendar, by industrial actions, have negative impact on students’ academic performance. Applying statistical analysis on the relationship between industrial actions and academic performance of students showed that the impact was significant at 0.05 level of probability. A T-test analysis of the difference between students’ examination scores in academic session that suffered strike action and the one that did not supported this view.

This means that students’ academic performance is endangered by industrial actions. Students are not likely to do well in the face of frequent industrial actions. If that is the case, those pointing accusing fingers at frequent University staff industrial actions as responsible for falling standard of education in the country are not far from the truth.

Reporting the study by Charles Golfelder, Helen Ladd and Jacob Vigdor of Columbia university, Dylan (2012) observed a significant fall in students’ academic performance due to teachers’ absences in North Carolina and New York schools respectively, with the latter showing that long absences had same effects as replacing an average teacher with one that is below average. This is in tandem with Aremu (2018) which revealed that disruptions of academic calendar by industrial actions bestowed on students psyche cost and disheartenment which makes them unable to regenerate themselves towards academic exercises on resumption. The result is poor academic performance in post-strike semester.

The study implies that University staff is likely to take a second look at the strike approach to agitation knowing full well that disruption of academic programmes have negative implications for the quality of their products for whose interest they are at logger-heads with their employers. Industrial actions which put the fate of the students, who are the reason d’etre for the employment of their teachers, in the balance leave much to be desired. There is need, therefore, to have an alternative method of resolving disputes with the employers without resorting to academic disruption. Such non-strike approach should include dialogue and media campaign. Indefinite strikes by University staff are almost unheard of in modern Universities, where the mode of agitation is predominately intellectual and moral (Adesulu 2013).

A joint consultation committee should be set up and meet on periodic intervals to discuss impending matters that could generate dispute. Moreover, the universities should look for other ways of generating funds rather than depending solely on Government financial allocations and school fees from students. Today, Uniport is manufacturing and marketing packaged water and is embarking on expansive shopping malls. It can do more. Nothing stops it from establishing private nursery, primary and secondary schools and using its post graduate students, graduate assistants and students on teaching practice –even corps members to run them.

Faculty of Agriculture can embark on commercial farming –poultry, fishery, processing of agricultural products, etc, while Marketable research findings should be encouraged. The funds generated can go into infrastructural development which is a major cause this constant campus rumpus.

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