

TRADE UNION HALLUCINATION, PERISCOPING ASUU AND EDUCATIONAL DEVELOPMENT OF PUBLIC UNIVERSITIES IN NIGERIA: A RETHINK.

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ABSTRACT:

This paper examined trade union hallucination, periscoping ASUU and educational development of public Universities in Nigeria: A Rethink. The study was informed due to the persistent ASUU strikes in Nigeria which has been disrupting school academic calendar, leaving academic activities of universities disjointed, and distracting the normal learning process. The worst is that even with all these activities, the Universities still lack behind in terms of infrastructures and facilities meant to ease learning and teachings in these institutions. The research has two hypotheses. The study was anchored on the Conflict Management Theory Propounded by Mary Parker Follett (1868-1933) as cited in Ngu, (1994). The research design adopted in this paper was documentary. From the study, the researcher made the following findings; the activities of ASUU have not significantly led to the implementation of Curricula in the public Universities in Nigeria. Secondly, the activities of ASUU have not positively affected infrastructural facilities in the public Universities in Nigeria. Based on the findings, the researcher recommended that: in order to ensure the implementation of Curricula in the public Universities in Nigeria, the Government, University Managements should ensure that each discipline or department stick to what the University Commission stipulated for each course. Finally, infrastructural facilities in the public Universities in Nigeria, should be monitored so as to ascertain the level of implementation of educational projects, the government should also increase their budgets for Universities to include infrastructures.

KEYWORDS: Academic Staff Union, Universities, Development, Public, Implementation, Strikes.

INTRODUCTION

Nigerian workers like their counterparts in other developing countries have witnessed fundamental changes in their condition over time. To a large extent, trade unions have played significant role in this transformation. In most developing countries, government is the largest employer of labour with private individuals employing a minimal proportion of the working class, (Fajana, 2000).

In Nigeria, trade unions have become important agent of socio-economic transformation and class struggle (Aremu, 1996; Akinyanju, 1997). Eminent roles of trade unionism came to the fore in the period of the colonial struggle and continued till post independence era. In the latter period, trade unions play an important role in the struggle against dictatorial military rule and the restoration of civil rule in the country. More importantly, during the civilian era, trade unions were in the forefront in the struggle against unpopular government policies such as deregulation of the oil sector, retrenchment of workers and refusal to honour agreement on workers' wages.

Academic Staff Union of Universities (ASUU) as a trade union according to Eze (2000) argued that it was formed in 1978. It is an offspring of Nigerian Association of University Teachers formed in 1965. The union aims at assisting the stake holders in achieving its high profile in education and in development and promoting sustainable management of education by providing high quality services in Education. In addition the union also supports the struggle for the improvement of the social, economic professional situation of the members, safeguard their interests and work for their success. In Nigeria as in other countries, trade unions do use various strategies to achieve their goals. Tahir (2014), reported that, trade union such as ASUU, usually embark on various actions over agitations for improvement of their welfare, teaching and research facilities and university autonomy. Since the formation of the Academic Staff Union of Universities (ASUU) in 1978, the union is generally considered

strike as the last option to influence government decision. The action involves one of the followings: - (i) suspension of work; (ii) refusal to work; (iii) continue to work under certain conditions; or (iv) slow down of work (Adimike, 1995).

Unfortunately, failure of the Federal Government to implement the 2009 agreement led to another strike action which disrupted the activities of universities for another six months. The persistent strikes have definitely affected the stability of university calendar in Nigeria. Suleiman (2013), reported in his research that the perennial disputes between ASUU and the government over the last fourteen years had made universities to lose three years of academic study.

Moreover, University worldwide is regarded as the citadel of Knowledge; the fountain of intellectualism; the most appropriate ground for the intellectual incubation of leaders of tomorrow. According to Ike (1999), a university fulfills, one major function: it is a knowledge and value provider. It stands or fails in its ability or inability to deliver on this criterion. According to Magna Charta Universitatum (1990), "the university is an autonomous institution at the heart of societies differently organized because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and is an enterprise that serves multi disciplinary purposes. This, according to Nwankwo (2000) explains why merit has been, the watchword in the university system where a student must first be certified worthy in character and learning before being admitted into the Honours Degree Flail. Universities are key actors in national development, more so in Africa than in other regions. Their roles in research and information transfer are critical to economic development and social progress. This explains why the federal government of Nigeria in acknowledging the university as the fulcrum for national development, set up a commission headed by Chief Gray Longe in 1992 to review Higher education in Nigeria with particular reference to Universities in Nigeria. The commission was given terms of reference amongst which were;

- i. To re-examine the developmental roles of universities in developing countries such as Nigeria.
- ii. Determine the middle and higher level manpower supply and demand of the country, and advice in the area of under/ over production and under/over utilization of the same.
- iii. Examine the availability and adequacy of academic staff in universities.
- iv. Investigate the nature, sources and criteria of funding in higher educational institutions (especially Universities) with a view to improving the situation and guaranteeing steady source of funds for optimal functioning of these institutions.
- v. Review the general conditions of staff in higher educational institutions such as salaries, pensions and retirement benefits, housing loans etc, especially in relation to other arms of the public service and private sector and particularly to stemming the brain drain phenomenon.
- vi. Review the criteria for appointment of administrators, including the Vice- Chancellors, provosts, Rectors, Registrars and other Principal officers, their terms of their appointment.

Despite the importance of stability on school calendar on education, the incessant ASUU strikes action in the country has become worrisome and destabilized the programme of educational sector. It is on record that, from 1988 to 2013, the national body of the union had embarked on 16 strike actions. Abdulsalam (2013) reported that ASUU organised strike in 1988, 1992, 1994 and 1996 and beyond. Beside these, local chapters also do organise their branch strike actions from time to time.

Moreover, the persistent ASUU strikes in Nigeria have been disrupting school academic, left academic activities of universities disjointed, and distract the normal learning process. According to Kazeem and Ige (2010), disruption in academic program resulting from strike led to closure of universities for a period of time thereby affecting the academic activity of universities. Edinyang & Ubi (2013), and Olusegun (2014), maintained that instability in school calendar through strike elongate study period and hamper their academic activities.

The worst of it that even with all these activities, the Universities still lack behind in terms of infrastructures and facilities meant to ease learning and teaching in these institutions.

Hypotheses

The following hypotheses were raised for the purpose of the paper:

- i. The activities of ASUU have not significantly led to the implementation of Curricula in the public Universities in Nigeria.
- ii. The activities of ASUU have not positively affected infrastructural facilities in the public Universities in Nigeria.

CONCEPTUAL DISCOURSE

Trade Union

Different definitions have been given for labour union by authors. Tokubvo (1985) in Collins (2013) posited that a labour union is an association of workers, which consist of representatives that mediate between the workers and their employer in order to avoid any unfair treatment that could be meted on them by the employers and to conversely ensure commitment to work by its members in a way that, it will result in high level of productivity and organization efficiency in general. It also refers to organized

groupings of workers that relate with employers on various issues related to the condition of employment of their member (Adefolaju, 2013). To Hyman (2001), it is the continuous association of wage earners for the purpose of sustaining and enhancement of their workplace conditions.

The Nigerian Trade Union Act of (1973) defines it as;

“Any combination of workers or employee whether temporary or permanent, the purpose of which is to regulate the terms and conditions of employment of workers whether the combination by any reason of its purposes being in restraint of trade and whether its purpose do or do not include the provision of benefits to members”.

Uvieghara (2001) observed that the two significant criteria of this definition for determining whether an association is a trade union are: the combination must be of workers or employers and, that it must have the proper purpose, which is that of regulating the terms and conditions of employment of workers. Labour union is also seen as organization whose membership consists of wage earners and union leaders, who are united to promote and pursue their common interest and welfare, and regulate terms and conditions of their employment through collective bargaining and consultations with employers.

Academic Staff Union of Universities (ASUU)

Academic Staff Union of Universities (ASUU): The Academic Staff Union of Universities (ASUU) is a Nigerian union of University academic staff with a history of militant action. ASUU is a trade union whose objectives include regulation of relations between academic staff and employers; encouragement of the participation of its members in the affairs of the university system and of the nation, protection and advancement of the socio-economic and cultural interest of the nation; establishment and maintenance of a high standard of academic performance and professional practice; establishment and maintenance of just and proper conditions of service for its members (Pemedé, 2007).

The Academic Staff Union of Universities (ASUU) was formed in 1978. Its predecessor, the Nigerian Association of University Teachers was formed in 1965. ASUU covers all 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 (Wikipedia, 2016). In 1988 the union organized a national strike to obtain fair wages and University autonomy. As a result, ASUU was proscribed on 7th August, 1988 and all its property seized. It was allowed to resume activities in 1990, but after another strike was again banned on 23rd August, 1992. However, an agreement was reached on 3rd September, 1992 that met several of the union's demands including the right of workers to collective bargaining. ASUU organized further strikes in 1994 and 1996, protesting against the dismissal of University academic staff by the Sani Abacha military regime (Wikipedia, 2016).

After the return of democracy in 1999 with the Nigerian Fourth Republic, the union continued to be militant in demanding the rights of University workers against opposition by the government of President Olusegun Obasanjo. In July 2002 Dr Oladipo Fashina, the then national president of the union, petitioned Justice Mustapha Akanbi of the Independent Corrupt Practices Commission (ICPC) to investigate the authorities of University of Ilorin for financial mismanagement and corruption (Wikipedia, 2016). In 2007, ASUU went on strike for three months. In May 2008, it held two one-week warning strikes to press a range of demands, including an improved salary scheme and reinstatement of 49 lecturers who were dismissed many years earlier. In June 2009, ASUU ordered its members in federal and state Universities nationwide to proceed on an indefinite strike over disagreements with the Federal Government on an agreement it reached with the union about two and half years earlier. After three months strike in October 2009, the union and other staff unions signed a memorandum of understanding with the government and called off the industrial action (Wikipedia, 2016).

ASUU embarked on another strike which lasted for five months and fifteen days was called off on 16th December, 2013. Claims made by ASUU with regards to the strike are centered largely on funding and revitalization of Nigerian public universities as well as a certain earned allowance which it claims to be in arrears of 92 billion naira at that time. Presently the figure is far higher than that as a result of accumulated arrears up to 2016. Another round of disagreement is brewing between the Federal Government and ASUU with respect to the non-implementation of the 2009 FGN/ASUU agreement and a number of other issues bordering on funding, welfare of staff, and smooth running of public Universities in Nigeria. ASUU has already gone on one week warning strike between 16th and 22nd November, 2016 to force the Government back to the negotiating table. Negotiations have however commenced between the two parties but no one knows what the outcome would be.

Since the 1980s, ASUU has been engaging the federal and state governments on the need to reposition the Nigerian university system to effectively deliver on its mandate. This became imperative in the face of massive exodus of seasoned academics particularly to European and American universities; the deplorable state of facilities for research, teaching and learning; gross underfunding; and steady erosion of university autonomy and academic freedom by successive governments in Nigeria (Uzoh and Anigbogu, 2013). ASUU has always insisted that the virtual complete domination of Nigeria's economy and politics by the Bretton Woods Institutions (IMF and World), and the inevitable erosion of our national pride since 1960, are direct consequences of the mismanagement of national resources, leading essentially, to the virtual destruction of the economy and the educational system (ASUU, 2013).

The Tertiary Education Trust Fund (TETFUND) formerly Education Trust Fund (ETF) is a product of a challenge posed to ASUU by Government in the early 1990s. Government then challenged ASUU to propose ‘other’ viable sources of generating funds that could be used to save tertiary education in Nigeria through interventions and extra budgetary supports. ASUU worked out detailed policy formulation and managerial structure of ETF now (TETFUND) which formed part of FGN/ASUU Agreement of 1992 (ASUU, 2013). Although at its initial conception, the ETF intervention was intended to be a special intervention in Tertiary Education only, the Military government enlarged its scope to cover all levels of Education- Primary, Secondary and Higher Education. The intervention of the ETF did not make the intended significant changes in the educational system at any level (ASUU, 2013). In 2011, the ETF law was repealed and the Tertiary Education Trust Fund Act was enacted as a transformative intervention agency for rehabilitation, restoration, and consolidation of the tertiary education in Nigeria. TETFUND had been making visible impact in supporting tertiary education in terms of sponsoring academic staff in Nigerian universities for higher degrees, and sponsoring conferences, workshops and valuable research endeavours (ASUU, 2013).

The Federal Government in considering the call by the Academic Staff Union of Universities (ASUU) in the FGN/ASUU Agreement of 2009 to revitalize the public universities to meet national and international standards constituted the Committee on Needs Assessment of Nigerian Public Universities (CNANU) in 2012 (Implementation Monitoring Committee (IMC), 2014). The committee was saddled with the task of determining the actual status of Nigerian Public Universities in terms of infrastructural facilities, services and resources, staffing and enrollment, environment and utilities as well as quality of delivery of teaching and learning; to determine the gap between existing status, skills, abilities and capacities of the universities and those that are needed for the universities to function at optimal level; and to make the right prioritization and therefore optimize resource allocation which could lead to proper deployment of resources to get value for money, save cost while making maximum impact, as well as improve efficiency and institutional effectiveness (IMC, 2014). The impact of the Needs Assessment Intervention Fund for Nigerian Public Universities is being felt in various ways including providing learning facilities and conducive learning environment for students as well as staff training and development.

Development of University Education in Nigeria

The history of university education in Nigeria started with the establishment of University College Ibadan (UCI) in 1948. UCI was an affiliate of the University of London (Ike, 1976). According to Ibukun (1997), the UCI was saddled with a number of problems at inception ranging from rigid constitutional provisions, poor staffing and low enrolment to high dropout rate. In April 1959, the Federal Government set up the Ashby Commission to advise it on the higher education needs of the country for its first-two decades. Before the submission of the report, the Eastern region government established its own university at Nsukka (University of Nigeria, Nsukka in 1960). The implementation of the Ashby Report led to the establishment of University of Ife (now Obafemi Awolowo University) in 1962 by the Western region, Ahmadu Bello University, Zaria in 1962 by the Northern region and University of Lagos (1962) by the Federal Government. Babalola et al. (2007) posited that the University College Ibadan became a full-fledged university in 1962. This made UCI Ibadan and University of Lagos became the first two federal universities in Nigeria while the other three universities were regional. In 1970, the newly created Mid-Western region opted for a university known as University of Benin. The 6 universities established during this period 1960-1970 are still referred to as first-generation universities.

Babalola (2007), again remarked that during this period, universities in Nigeria were closely under the surveillance of the government. Appointments of lay members of council and that of the Vice-Chancellor were political. In the third national development plan (1975 - 1980), the government established 7 universities in 1975. They were Universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Bayero University Kano. These universities are referred to as second generation universities. The third generation universities were established between 1980s and early 1990s. They are Federal Universities of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. Other state universities were established in Imo, Ondo, Lagos, Akwa Ibom, Oyo and Cross River states (Anyamele, 2004).

The fourth generation universities are those ones established between 1991 to date. They include more state universities, Nigerian open universities and private universities. To Okojie (2007), there are 26 federal, 30 state and 24 private universities. Management of university education can be looked at from two dimensions; the external and the internal levels. At the external level, this is the control by the federal government through the National Universities Commission (NUC), a body charged with the coordination of university management in the country. Ibukun (1997), argued that the main objectives of the NUC are to ensure the orderly development of university education in Nigeria, to maintain its high standard and to ensure its adequate funding. Okojie (2007) posited that the NUC activities in improving quality of university education in the country include:

- i. Accreditation of courses.
- ii. Approval of courses and programmes.
- iii. Maintenance of minimum academic standards.
- iv. Monitoring of universities.
- v. Giving guidelines for setting up of universities.
- vi. Monitoring of private universities.

- vi. Prevention of the establishment of illegal campus.
- vii. Implementing appropriate sanctions.

Academic Staff Union of Universities and Implementation of Curricula

In a knowledge driven society like ours education is gaining unparallel grounds, as indispensable tool for national development (Awang 2004; Agba et al 2009). For education to serve as instrument par excellence for sustainable development, its content must be fully implemented. Unfortunately, the goals of education are continually been impeded by factors that also posed as challenge to curriculum implement in Nigeria.

According to Balogun (1995) factors that limit effective curriculum implementation in Nigeria include inadequate planning, syllabus overloading or unrealistic goals, insufficient teachers and lack of adequate resources. Others are lack of in-service training, are lack of commitment from both government and teachers, and lack of adequate monitoring and evaluation in the education system.

Similarly, Jega (2002), Awah and Agba (2007) posit that incessant industrial crisis and lack of school physical facilities impedes the potency of education as instrument of sustainable development in Nigeria. Marinho (2009:1) observed that “Based on inarticulate policies, inadequate resource and poor planning, curriculum implementation has become ineffective and lacks any useful feedback mechanism anchored in review, analysis and design processes.” Declined budgetary allocation to education from 1994 to 2009 obstructed the effective implementation of school curriculum at all levels of education. It was evidence that between 1994 and 2009 yearly budgeting allocation to education at national level declined from 7.83 percent in 1994 to 1.6% in 2009.

Gulloma (2009) and Agba et al (2009) observed that public expenditure on education in Nigeria is within the region of 5 percent of the Gross Domestic Product (GDP) which is far below the average of most countries. Consequently aggregate per capita expenditure on students continues to dwindle since 1994. Education is a continuous process by which an individual acquires basic skills that enable him to function effectively as member of society. While national development is the progressive unfolding of the potentials of society (Orobosa, 2010). It entails establishing “a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; a land, full of bright opportunities for all citizens” (FGN, 2004:6; Eme & Agba, 2010).

Despite government intention to use education as vital instrument for national transformation, there remain systemic short comings that bedevil the realization of development plan of Nigeria (Agba, 2007, Marinho, 2010). Consequently, the country is still trapped in the vicious cycle of underdevelopment. Social mayhem such as poverty, food insecurity, health crisis, dead infrastructure, high crime rate and poor sanitation characterized the Nigerian federation (Agba, et al, 2009). Others are unemployment (Alanana, 2003, Akintoye, 2008), ethno-religious crisis, political thuggery (Agba, Coker & Agba 2010). These social upheaval threatened national unity and could extinct the Nigerian federation even at 50 years of nationhood. Although the causes of these social mayhem are multidimensional, effective and functional education could serve as remedy (Emeh & Agba 2010); since such education stimulates other sectors of society (Ojogho & Ogunu, 2003, Jaja, 2007) and trained social thinkers who would proffer solution to societal problems (Emeh, 2010). Effective design and implementation of curriculum is therefore vital for functional education and nation building (Marinho 2009). Nwilo and Badejo (2002) posit that when curriculum is inadequate to propel the wheels of effective education it should be modernized or reviewed to meet the demands and dynamics of society.

Academic Staff Union of Universities and Infrastructural Facilities in Universities

There was a time Nigerian Universities were referred to as the Ivory towers. The reason for this is not far from the fact that Nigeria Universities were having the best architecture master pieces. These were hostels with all facilitate that constitute a standard living accommodation, lecture theatres, classrooms, libraries and other facilities were adequate and available for studies. Students were very focused in their academic pursuit because university environments were conducive and created sense of importance and responsibility in the mind of both the students and lecturers,

Okeke (2012), pointed out that the universities now are no longer regarded as ivory towers both in the standard of available facilities and more importantly the quality of students produced as well. While universities around the world are at the center of innovations, Nigerian universities are yet to realize how important their role is in driving innovation in Nigeria. Innovation around the world are been driven by the intellectual prowess of the academics and the academia while Nigeria universities have been reduced to a derelict and a contraption for just issuing certificates and grooming half baked graduates who are considered misfit by most organizations when it comes to employment and creating value in the society. Poor funding of the universities in Nigeria, infrastructural deficiency for teaching and learning among others are some of the reasons Nigerian Universities cannot drive innovation in Nigeria.

Physical facilities for teaching and learning in the universities include: Faculty/ departmental buildings/complexes (lecture rooms, lecture theatres, auditoria, staff offices, seminar/conference/boardrooms, laboratories, workshops, studios, moot courts, farms, gymnasiums etc); Libraries (central libraries, specialized/professional libraries, faculty libraries, departmental libraries etc); Institute/centers(specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities etc).Boards (interactive, magnetic, screen and chalk) ICT (computer laboratories and services, network connectivity, multi-media system, public address system, slide and video projectors) and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts and studios etc.

Students' accommodation/hostels; municipal/physical infrastructure (power supply, water supply, good road networks, sports, health and sanitation, staff schools, campus markets, security facilities etc.) Likoko, Mutsotso and Nasongo (2013) have that lack of adequate physical facilities for teaching and learning have negative effect on the quality of graduates produced. They are of the opinions that these facilities are educational inputs that have strong relationship with high academic performance of students. University education comprises of two components: inputs and outputs. Inputs constitute of physical and human resources and outputs consist of the aim or goal and the outcome or result of the education. These physical resources are known as physical infrastructure which refers to basic facilities and equipment needed for the functioning of university. The facilities include lecture theatres, auditoria, class rooms, libraries studios, laboratories, administrative blocks, workshops, sport centers, clinics, hostels, staff quarters, toilets, cafeteria, shops etc.

Adedipe (2007) noted that inadequacy of physical resources translate to poor results or poor products. Obasi (2005) observed that in the seventies (i.e. in 1970s) high quality of education was obtainable in Nigerian universities. It was such a quality that could be comparable to high quality of education offered by top world universities. Student then occupied comfortable room with area capacity of 12.969m² with all the facilities that constitute a standard living accommodation. The libraries were well stocked with all sorts of books for any field of study.

Theoretical Explanations

The study was anchored on the Conflict Management Theory Propounded by Mary Parker Follett (1868-1933) as cited in Ngu, (1994). She holds the view that conflict is inevitable in all organizations or societies where two or more people are brought together to achieve a pre-determined end. She explains that conflict is simply an exhibition of differences in ideas or opinions on given situations. Conflict could also be a display of different methodology of interpreting phenomena. Conflict to her arises as a result of different approaches to issues or different approaches to existing conflict resolutions. She opined that conflict could be good or bad or neither good or nor bad depending on the situation. Conflict also provides good or bad results or outcome depending on the manners it is interpreted, understand and resolved by the affected parties. In an article entitled "Constructive Conflict" she noted that three different ways or methods of conflict resolution; domination, compromise, and integration.

Domination: According to her, resolving conflict through domination is not the best option for any organization; because this would entail victory of one over the other .It would require the use of offeree and suppression of the weaker party by the strong. Using this approach in conflict resolution does not mean victory has gone to the right party or that has marked the end of the conflict. As far as Mary Parker Follett is concerned, this method of conflict resolution is like sweeping the dust under the carpet, which is a common feature of political, economic and sub-systems in Africa states and other developing nations.

Compromise: The second major method of conflict resolution as identified by Mary Parker Follett is compromise. Under this method, each party in the conflict situation surrenders certain values in order to allow peace to reign, she warns however, that a conflict resolved through this method is not the best, because it may simply suspend yet a greater magnitude of the problem which is likely to resurface in either the same form or in an entirely different manner.

Integration: This is the third method of conflict resolution in organization as recommended by Mary Parker Follett. She approved integration as the best method for conflict resolution in organizations. To resolve a conflict through integration requires each party to recognize the importance of ex-raying all the various aspects of the conflict to be put forward for discussion, usually in a roundtable conference which is in line with the principle of collective bargaining.

Theoretical Application

The relevance of this theory (conflict management) is the fact that our Universities consists of people who come together with the aim of achieving a given objective, as such conflict is inevitable in such a situation. As suggested by Mary Parker Follett, conflict can be resolved through any of the following methods namely domination, compromise and integration. Furthermore, our Universities are made up of actors (lecturers and management) which must interact together for the purpose of achieving the

organizational goals and objectives. In the course of interaction, differences in ideas or opinion on given situation may arise which if not properly handled might result to industrial conflict.

Methodology

The research design adopted in this work was documentary. This design provides opportunity for the assessment of the historical antecedents and documents on ASUU strike and its activities. Secondary sources of data collection- Internet materials, Newspapers, Researched Publications, and Text books relevant to this study were made handy.

Data Presentation and Results

Table-1. Phases of ASUU strike in Nigeria from the inception of the union in 1978.

Years	Duration
1988/89/90	2 months
1992	3 months
1993	4 months
1996	6 months
1999	4 months strike
2001	3 months strike
2002	2 weeks strike
2003/2004	6 months strike
2005	3 days strike
2006	3 days strike
2007	3 months strike
2008	1 week strike
2009	4 months strike
2010	5 months 14 days
2011/2012	3 months
2013	5 months 9 days
2017	3 weeks
2018/19	Two months 3days
2020	Till date

SOURCE: Extracted from Akah (2018), NUC statistic (2014) and authors compilation.

The above mentioned are the rippled effect experienced as a result of incessant ASUU strike in Nigeria. The Nigerian university educational system has undergone a series of industrial action championed by ASUU. Above listed are the phases of ASUU strike witnessed in Nigeria from the inception of the union in 1978 till date.

Discussion on Findings

The findings of the research are discussed in the section in the order of demographic information. They are based on the results of the tested hypotheses.

1. The activities of ASUU have not significantly led to the implementation of Curricula in the public Universities in Nigeria. Supporting this, According to Balogun (1995) factors that limit effective curriculum implementation in Nigeria include inadequate planning, syllabus overloading or unrealistic goals, insufficient teachers and lack of adequate resources. Others are lack of in-service training, lack of commitment from both government and teachers, and lack of adequate monitoring and evaluation in the education system. Similarly, Jega (2002) Awah and Agba (2007) posit that incessant industrial crisis and lack of school physical facilities impedes the potency of education as instrument of sustainable development in Nigeria.
2. The activities of ASUU have not positively affected infrastructural facilities in the public Universities in Nigeria. According to Okeke (2012), the universities now are no longer regarded as ivory towers both in the standard of available facilities and more importantly the quality of students produced as well. While universities around the world are at the center of innovations, Nigerian universities are yet to realize how important their role is in driving innovation in Nigeria. Innovation around the world are been driven by the intellectual prowess of the academics and the academia while Nigeria universities have been reduced to a derelict and a contraption for just issuing certificates and grooming half baked graduates who are considered misfit by most organizations when it comes to employment and creating value in the society.

Conclusion

tower of knowledge have very salient roles to play in the national development as well as manpower development. There expected roles in the development of the nation have often been forestalled due to federal and state governments intervention or encroachment in university autonomy. The frequency of industrial crisis/disputes was discovered to be high in the Nigerian university system.

Moreover, it was discovered that the activities of ASUU have not significantly led to the implementation of Curricula in the public Universities in Nigeria and that the activities of ASUU have not positively affected infrastructural facilities in the public Universities in Nigeria.

Recommendations

The following recommendations were stipulated based on the findings to guide the study.

2. In order to ensure the implementation of Curricula in the public Universities in Nigeria, the Government, and University Managements should ensure that each discipline or departments stick to what the University Commission stipulated for each course.
3. Infrastructural facilities in the public Universities in Nigeria should be monitored so as to ascertain the level implementation of educational projects. The government should also increase their budgets for Universities to include infrastructures.

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