Academic Staff Union of Universities Federal Government Industrial Disputes and Creation of TETfund: An Assessment

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Abstract

The Nigerian educational system has witnessed an unusual high number of industrial disagreements between Academic Staff Union (ASUU) and governments. This has impacted on the university system. The main objective of this study is to investigate the positive effect of TETFUND on UNIPORT and NDU The paper derives it data from primary and secondary sources. The secondary sources are textbooks, journal articles, newspapers, through a systematic qualitative analysis, while the primary data was derived from questionnaires, using a theoretical framework of Craig's model of industrial relation as a tool for analysis. The analysis here employs simple frequency distribution using SPSS. One major finding is that, ASUU-government dispute, and the outcome of TETFUND as a funding agency has positively impacted on the teaching, learning and research of universities in Nigeria, particularly Niger Delta University and University of Port Harcourt. We therefore recommend among others that there should be hitch free collective negotiations between ASUU – Federal government. We further urge ASUU to continue their agitation to avoid destroying the already ailing public universities.

Keywords: ASUU, Federal Government, Industrial, Disputes, TETFUND.

Introduction

It was during colonial rule railway lines were built connecting Port Harcourt (PH) with Jos Kaduna and Kano, employing significant numbers of locals from those locations. Because of this, a railway workers union known as the Nigerian railway native staff union (NRNSU) was formed in 1919, followed by the Nigerian Union of Teacher (NCSU in 1931). Their main goal was to improve the working conditions of their members through contract negotiations with the company they worked for throughout the years 1919 through 1931, there was a steady stream of labour unrest, between unions representing Nigeria Civil Servants and railroad workers (Anyin & Soetan, 2018; Ada gbabiri & Okolo, 2019). The trade union ordinance, which granted union's legal protection in operation, was passed into legislation in Nigeria in 1938, and trade unionism in the country took off.

The academic staff union of universities is a successor of the Nigerian Association of Universities Teachers (NAUT). The NAUT was formed in 1965, when there were five universities in Nigeria, viz: University of Nigeria, established 1960, University of Ibadan, founded 1962, having it parenthood in the university college, Ibadan, founded in 1948, as a college of the university of London; Ahmadu Bello University, Zaria, University of Ife and University of Lagos, founded in 1962 (ASUU, 2017). The NAUT was not a radical organisation, it saw itself as a vehicle for protecting and advancing the welfare of its members with no specific trade union methods withdrawal of services, work-to-rule; No political orientation, no position, and no participation in political struggle in the country (ASUU, 2017). NAUT made no demand on funding, natural development or injustice to workers and students or on the task before the people of Nigeria. However, this orientation became inadequate for meeting the needs of academic workers. Their material conditions were becoming increasingly unsatisfactory to them, with the consequence that academic staff (workers) began to develop an awareness of wider issues. It was in 1978, NAUT was transformed into ASUU, the object of ASUU was not merely to pursue just and proper conditions of services. The new objective of the union was the protection and advancement of the socio-economic and cultural interest of the Nation and the Encouragement of the participation of its members in the affairs of the University System and the country. This appears to mark an important pound in the development of ASUU (ASUU, 2017). Due to the soured nature of relationship that has existed between the Federal Government of Nigeria and the Academic Staff Union of Universities, there has always been the persistence of conflict (Industrial disagreement) between the government and the Union over issues on welfare, educational development, and other important matter. A major point to note is that, much of the prolong conflict that has characterized university education in the country steins from ASUU agitation over the failure of the Federal Government of Nigeria (FGN) lukewarm attitude towards its responsibility in providing the required Funds for the overhauling and in revitalizing the collapsing, comatose states and public education in most tertiary education in the country. More so there has also been quarrel of ASUU with the government in addressing other work related conditions such as, the remuneration structure of ASUU, particularly in relations to poor payment packages (Salaries) that this lecturers received in relations to the African bench march of Universities across the continent, poor and unfriendly service condition, the lackadaisical attitude towards universities operating an autonomous system as seen elsewhere, the lack of academic independence, etc. the unions through ASUU in responding to the continuous failure of the FGN in meeting and resolving these deplorable conditions that academic staff are forced to

work under, highlights nothing but the lukewarm and insensitive attitude of government towards the prioritization of public schools in the country, both at the primary to tertiary and has constituted a major problem (Edlyne, 2014, Uzoh, 2017). Since 1990 to date, the Nigerian educational system has witnessed an unusually high number of labour/industrial disagreement than any other sector in the country. This has adversely impacted not only themselves by way of career stagnation, but also their product (the students) because no new idea or knowledge seemed impacted. In addition, collapsed facilities were monumental; teachers and lecturers' moral were at its lowest level because of several factors including owing of salaries and earned allowances (Edet, Onabe & Udida, 2017) as well as absence of enabling environment for conductive teaching, learning and research which is the hallmarks of an ideal university education.

Therefore, in pursuance of university and all tertiary education revivification, the federal government in December, 1990 constituted the commission on the Review of Higher Education in Nigeria. Among the recommendations of the longe commission, was that funding of higher education should be through earmarked tax to be, borne by companies operating in Nigeria. Having accepted the proposal, an implementation committee was constituted, and an agreement was struck between the Federal Government and the Academic staff union of Universities (ASUU) on 3rd September, 1992 concerning the Funding of Universities (Ajigo, and David, 2018. P. 41).

Tertiary Education Trust Fund (TETFUND) was originally established as Education Trust Fund (ETF) by the then President Ibrahim Babangida's administration in 1993 through act No.7 and amended by Act No.40. of 1998 now repealed and replaced with Tertiary Education Trust Fund Act 2011. It is an intervention agency set up to provide supplementary support to all levels of public tertiary institutions with the main objective of using funding alongside project management for the rehabilitation, restoration and consolidation of tertiary education in Nigeria.

Statement of the Problem

Funding is very critical to the universities in Nigeria to provide libraries, infrastructures development and training of academic staff, among others. but Tedfund has been challenged severally with insufficient fund, unfavourably government policy, delay in conducting audit, lack of supervision, absence of project defense, uncooperative attitude by registered companies, leakages of money accruable to the fund due to under assessment and award of contract to incompetent contractors.

On the issue of Insufficient Fund, the 2% education tax imposed on the assessable profit of companies operation in Nigeria which is the main source of funding TETFund proves inadequate to satisfy the growing needs of public tertiary institution in Nigeria. Unarguably, the incessant industrial action by the Academic staff union of Universities (ASUU), the Academic staff union of Polytechnic (ASUP), and other affiliate unions in the tertiary institutions including the colleges of educations tells articulately that insufficient funding is a key issue of TETFund.
Furthermore, being a government agency, TETFund is answerable to the government and is under obligation to comply with the decisions and policies of government. To this and the fund is demanded to concentrate its intervention activities on the public universities only at the exclusion of private institutions whose efforts of assistance by the fund could enhance the status of tertiary education in the country.

Also, it is within the discretion of the government to influence what percentage of funding or project goes to which institution, state or geopolitical zone. This clearly is an acute challenge to the agency. There is also the problem of delay in conducting audit. In Nigeria, it has been seen as a norm that audit of financial records, site and operational activities especially in the public services sectors are never conducted in a timely manner as such, it is difficult to identify areas where problems are imminent. This has made way for avoidable losses to be suffered by the Fund which could have relied, bring about the renaissance of quality education. There should exist regular monitoring and evaluation of projects and programmes sponsored by the fund, but cases are abound were institutions gets funds for special projects, but many years after, such is not executed. And for some executed, sub-standard materials are utilized, yet, these culprits go scot-free, in some other instance, recipients receive grants to pursue further studies but never embark on such and nobody questions. Some secure the grants to pursue a particular program in a designated country and/or institution, but divert to another to the renaissance of quality university education by TETFund. There are also issues of absence of project defense, allocation of intervention grants to institutions by the funds lacks defense by the benefiting institution to justify the need for such expenditure to be incurred. This has often time led to spending on projects that lacked direct impact on the felt-needs of institutions and students in university education. Coupled with the uncooperative attitude by registered companies, observation and reports has revealed that most registered companies carrying out businesses in Nigeria have constantly defaulted in the deduction and remittance of the statutory 2 percent education tax to the relevant tax authority. This deliberate attitude of tax evasion is counterproductive and inhibits the successful operation of the fund. Leakages of money accruable to the fund due to under assessment, under collection and outright pilferage by the collecting agency and some of their insincere staff (Uzonwanne in Adavbiele, 2016), as well as award of contracts to incompetent contractors, thus littering institutions with abandoned projects, are major issues and problems of this study.

Objective of the Study

The study is designed to investigate the extent to which TETFund as an intervention agency has imparted on quality of teaching and learning in Universities in Niger Delta University and University of Port Harcourt, using the option of grant-in-aids and donation/gift to support the Funding of Infrastructures, Libraries, Scholarships, Project maintenance, Journal publication, Conference attendance, Manuscript development, etc.

Research Questions

1) To what extent has Federal-ASUU dispute and formation of TETFund imparted on quality teaching and learning of NDU and UNIPORT?
2) How regular are the support inform of infrastructure, libraries, scholarship, journal publication, conferences and manuscript development?
3) What is the extent to which academic libraries, infrastructures, conferences, manuscript development are satisfied with these alternative sources at funding?
4) To what extent can libraries, infrastructures, conferences, manuscript development rely on these options as sources of funding?

Methodology

The study employed the descriptive method. Data was collected from primary and secondary sources .textbooks, journal articles, newspapers, etc and questionnaire was administered to academics, administrator and students of the universities under examination, using an analytic descriptive survey method. Population of the study was derived from academic staff; university management of University of Port Harcourt and Niger Delta University students comprises the study population. It is anticipated that the research will include 45,420 people from the two universities and this information is included in this table below.

Table 1: Population Breakdown

S/N	Categories	UNIPORT	NDU	Total
1.	Academic/Admin Staff	1,525	812	2,337
2.	Students	35,923	7,160	43,083
	Total	37,448	7,892	45,420

Source: Fieldwork, 2022

A sample of 398 respondents was selected from the target population of the study. The sample size of 398 was determined by applying Taro Yamene sample size determination formula.

The purposive sampling was used to choose the sample, which included academic, administrative staff, and students of each of these groups. The purposive sampling was implemented to make it easier to identify study participants who would be able to contribute useful information.

The method of data collection was through structured questionnaire. The items was arranged on a scale of strongly agree to strongly disagree using a 5 point likert scale.

Table 2: Gender distribution of Respondent Surveyed

	Frequency	Percent	Valid percent	Cumulative
Valid female	206	51.8	51.8	51.8
Male	192	48.2	48.2	100.0
female	398	100.0	100.0	

Source: Survey Data, 2022

There were 51.8 percent female and 48.2 percent males among those who answered the survey questions, as shown in table 9 above. The gender breakdown shows that women dominated the University of Port-Harcourt (UNIPORT) and Niger Delta University (NDU) workforce and the student body (NDU).

Table 3: Category of the Respondents Surveyed

	Frequency	Percent	Valid percent	Cumulative
Valid Staff	249	62.6	62.6	62.6
Students	149	37.4	37.4	100.0
Total	398	100.0	100.0	

Source: Survey Data, 2022

The Table 3 above shows the breakdown of survey participants into faculty and students. The findings 62.6% of the participant were employees, while 37.4% were students. The staff-to-student ratio reveals that the University of Port Harcourt (UNIPORT) and Niger Delta University (NDU) personnel were disproportionally caught (NDU).

Table 4: Gender distribution of Respondent Surveyed

	Frequency	Percent	Valid percent	Cumulative
Valid NDU	199	50.0	50.0	50.0
UNIPORT	199	50.0	50.0	100.0
TOTAL	398	100.0		

Source: Survey Data, 2022

The table 4 reveals that 50% of the responses were from NDU, while 50% were from UNIPORT, with the distribution of research subjects. Purposive sampling was used in the study and the distribution of research subject shows that students and faculties at UNIPORT and NDU were on equal footing. What are the Influence of ASUU- Federal Government disputes on Infrastructural development of NDU and UNIPORT?

Table 5: Negotiation between ASUU- FGN Contributes to Infrastructural development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	211	53.0	53.0	53.0
Agree	99	24.9	24.9	77.9
Undecided	26	6.9	6.5	84.9
Disagree	37	9.3	9.3	93.7
Strongly disagree	25	6.3	6.6	100.0
Total	398	100.0	100.0	

Source: Survey Data, 2022.

Table 5 illustrates the descriptive outcome of the assertion that negotiations between ASUU- FGN helped in infrastructural development. 211 (50.0 percent) of respondent strongly agree, 99(24.9 percent) of them agree that negotiation between the ASUU as a trade Union and the Federal Government have contributed to Infrastructural development, while 37 (9.3 percent) of respondents disagree and 25 (6.3 percent) strongly disagree that negotiations between ASUU, as a trade union and Federal Government have not contributed to Infrastructural development. Another 26.5% of those that polled said they had not yet made up their minds. ASUU- FGN disputes have helped to infrastructure development. Accordingly 77.9% of respondents, while just 15.6% of respondents say they have not. This means that many Nigerians believe that ASUU- Federal Government dispute contributed to the improvement of educational industry infrastructure.

Table 6: On ASUU- FGN activities on the sustenance of quality of academic programmes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	127	31.9	31.9	31.9
Agree	150	37.7	37.7	69.6
Undecided	25	6.3	6.3	75.9
Disagree	57	14.3	14.3	90.2
Strongly disagree	39	9.8	9.8	100.0
Total	398	100.0	100.0	

Source: Survey Data, 2021.

The above table 6 shows that ASUU- FGN disagreements and as a result of it brought about ETF and now TETFUND have enhance the quality of academic programmes at Nigeria's public universities. Accordingly table 13 descriptive data of those who responded, 127(31.9 percent) strongly agree, 150(37.3 percent) agree, and 39(9.8 percent) disagree. However, 6.3% of those surveyed (or a quarter) said they have no opinion at all. According to the study 69.6 percent of Nigerian universities students believe that ASUU's Labour action have improved academic programmes, while just 24.1% disagree. ASUU's struggle and evolution of TETfund according to respondents, have kept Nigerian public universities programmes at a high standard.

Table 7: What is the relationship between ASUU- Federal Government dispute and funding of universities has ASUU struggle and Activities Aided funding of universities, through TETfund

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	241	60.6	60.6	60.6
Agree	104	26.1	26.1	86.7
Undecided	18	4.5	4.5	91.2
Disagree	17	4.3	4.3	95.5
Strongly disagree	18	4.5	4.5	100.0
Total	398	100.0	100.0	

Source: Survey Data, 2021.

The table 7: The descriptive results of the frequency counts and percentage distribution shows that 24 (60.6%) of the respondents strongly agree, 104(26.1%) of them agree that ASUU activities facilitated the fund of public universities, through TETfund, while only 17(4.3%) of the respondents disagree and 18(4.5%) of them strongly disagree with the prior statement. However, 17(4.3%) of the respondents never expressed opinion. By evaluation of the cumulative percentage distribution, 86.7% of the respondents in the affirmative that ASUU activities facilitated the funding of universities in Nigeria, while only 8.8% of the respondents indicated otherwise. Accordingly, most of the respondents from the institution studied indicated an ASUU activity facilitates the funding of universities in Nigeria.

Table 8: On whether ASUU activities and TETfund has enhance staff development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	190	47.7	47.7	47.7
Agree	127	31.9	31.9	79.6
Undecided	25	6.3	6.3	85.9
Disagree	32	8.0	8.0	94.0
Strongly disagree	24	6.0	6.0	100.0
Total	398	100.0	100.0	

Source: Survey Data, 2021.

The Table 8 above shows descriptive results of the frequency counts and percentage distribution that 190(47.7%) of the respondents strongly agree, 127(31.9%) of them agree that ASUU activities compelled the formation of TETfund by the Federal Government to enhance staff development in public universities in Nigeria, while only 32(8%) of the respondents disagree and 24(6.0%) of them strongly disagree with the prior statement. However, 25(6.3%) of the respondents never express the opinion. By evaluation of the cumulative percentage distribution, 79.6% of them responded in the affirmations that ASUU activities compelled Federal Government to create TETfund to enhance staff development in Nigeria public universities, while only 14.0% of the respondents indicated otherwise. Accordingly, most of the respondents from the institution studied trade union such as ASUU influenced Federal and State Government through TETfund to enhance staff development in Nigeria universities.

Interventions by Tertiary Education Trust Fund (TETfund): An excerpt

There are some arguments and contentions on the mind-weakening revelations of the state of universities in the country, which states that, the interventions offered by the tertiary education Trust Fund (TETFund) proves to be insufficient to sustain the Nigerian universities, tertiary institutions and in particular to the Nigerian university education. However, the amount expended by TETFund on her six minded areas and other related area in the universities, polytechnics and colleges of education are chronicled below:

Table 9: Annual Direct disbursement by Tetfund to each Category of Tertiary Institution

	2011	**2012**	**2013**	**2015**	**2016**	**2017**
Universities	₦395.00m	₦598.00m	₦646.00m	₦337.00m	₦1,009.413m	₦650.15m
Polytechnics	₦244.90m	₦399.50m	₦443.00m	₦250.00m	₦691.032m	₦450.80m
Colleges of Education	₦190.00m	₦321.00m	₦390.70m	₦227.00m	₦679.067m	₦440.70m

Source: Umeayo, 2018; Ajijo & David, 2018

Table 10: 2009 - 2013 Sectorial Intervention Allocation to Universities by TETFund

S/N	Number of benefiting Institutions Sectors	2009 57 Amount	2010 56 Amount	2011 58 Amount	2012 63 Amount	2013 70 Amount
1.	Projects	₦57.00m	₦193.14m	₦175.00m	₦347.00m	₦350.00m
2.	Research	₦7.00m	₦10.00m	₦10.00m	₦10.00m	₦20.00m
3.	Library Development	₦10.00m	₦20.00m	₦25.00m	₦53.00m	₦60.00m
4.	Staff Training	₦50.00m	₦60.00m	₦80.00m	₦130.00m	₦140.00m
5.	Development	₦3.00m	₦5.00m	₦10.00m	₦10.00m	₦10.00m
6.	Publications of journals	-	-	₦5.00m	₦5.00m	₦5.00m
7.	Manuscript Developments	-	₦15.00m	₦20.00m	₦40.00m	₦40.00m
8.	Conferences attendance	-	-	₦75.00m	-	₦20.00m
	Entrepreneurship	127.00	₦303.14m	₦400.00m	595.00	645.00

SOURCE: Ajujo & David, 2018

Table 11: Below is the Report of Academic Staff Training & Development (AS & D) as at March. 2019

S/N	Types of Institution	Foreign Ph.D.	Foreign Masters	Foreign Bench word	Local Ph.D	Local Masters	Total
1.	Universities	2,642	1,162	491	2,777	1,242	8,254
2.	Polytechnics	728	1,150	57	1,992	3,062	6,989
3.	Colleges of Education	531	688	47	3,678	4,198	9,142
		3,902	2,940	595	8,447	8,501	24,385

Source: Bogoro, 2019: Tedfund Report

Table 11 shows a summary report of Academic Staff Training & Development (AST & D) as at March, 2019.

Conference Attendance

TETFund through the conferences attending (A) intervention programmes began since 2010, and it grants academic, as Non-Academic staff of Nigerian Public Tertiary institutions to have first-hand interventional and local experiences, and expose them to various areas of disciplines and interrelates with their fellow academics in the world.

Here is the summary report of conferences attended (CA) as at march, 2019.

Table 12 Conference Attendance

S/N	Institution	Foreign	Local	Total
1.	Universities	9,959	12,415	22,374
2.	Polytechnic	4,282	9,964	14,246
3.	Colleges of Education	4,480	16,464	20,944
	Total	**18,721**	**38,843**	**57,564**

Source: Borogo, Tedfund Report, March, 2019.

Library development intervention: Tetfund library development intervention is intended to ensure availability of books, periodicals, equipment and other reading resources in the libraries of public tertiary educational institutions with emphasis being places on e-resource in line. Tertiary educational institutions, with emphasis being place on e-resources in line with global trends for which substantial money are made available for that interest.

Table 13. The summary of disbursement for library as follow:

S/N	Institution	Disbursement as at January, 2019 ₦
1.	Universities	16, 101, 705, 355. 31
2.	Polytechnic	10, 783, 805.00.00
3.	Colleges of Education	10, 268, 585.100.00

Source: Borogo, 2019: Tetfund report.

Table 13. Institutional Based Research (IBR) Intervention.

S/N	Institution	Disbursement as at January, 2019
1.	Universities	4, 634, 654, 957. 50
2.	Polytechnic	2, 426, 446, 788, 94
3.	Colleges of Education	2, 202, 307, 811. 83

Source: Borogo, 2019: Tetfund report.

TETFund IBR intervention is aimed, at supporting and enhancing basic academic research activities in our public tertiary educational institutions which had been abandoned due to lack of Funds. The intervention has returned back life to the culture of research and development as core methods of the institutions. Under this intervention, TETFund report shows funds to institutions annually, for funding basic research by lectures. The details as seen above before the IBR was introduces by the fund, academic staff of Nigeria's tertiary institutions could hardly undertake any research for lack of funding reduces by the intervention.

Table 14 Academic Manuscript Development (AMB) Intervention.

S/N	**Institution**	**Disbursement as at January, 2019**
1.	Universities	423, 029, 252. 65
2.	Polytechnic	505, 501, 591. 15
3.	Colleges of Education	372, 961, 184. 59

Source: Borogo, 2019: Tetfund report.

This intervention enables lectures to develop and produce their academic manuscript into textbooks through funds provides to the Institution on an annual basis to provide academic textbooks for easy teaching and learning in the universities. The above table shows positive impact of ASUU- Federal Government Trade Disputes. But there are arguments by scholars and researchers that trade disputes in higher institutions is a rather than a blessing. Igwe and Nnabou (2009) disagree. A wealth of experience demonstrates the positive impact of unions and the tool of strikes for educational transformation in Nigerian Tertiary Institutions. To them, Unionization has negative impact on technical education programmes in Nigeria because the educational sector has been hit hardest of all (Olakunle, 2011), and because there have been numerous sector, particularly in the tertiary institutions and because these incessant strike actions and trade disputes have occurred, the educational business in Nigeria is harmed. Adavbiele argued that the protracted disputes and the long duration of the strike have resulted in catastrophic injuries and even death for several union officials. These changes and activities have had a significant detrimental influence on Nigerian's technical education and other programmes that, disruption of the academic calendar is common during unions of trade disputes and strikes (Kazeem & Igle, 2010). Edinyand and Ubi (2014) contents that, trade disputes and strike action, without doubt, affect the regular educational process of acquiring technical and other abilities.

Ojeifo (2014) argues that ASUU- Federal Government Conflict and strikes have a lowering effect on the quality of Nigerian University graduates since student now have less time to graduate. Because time is a finite resource that can never be replaced, it is a valuable asset to manage effectively. There's a chance that some final year students who should have graduated won't be available. When medical students and law students who are supposed to attend housemanship or law school cannot get together, the result is a "standstill" for the children of this nation, and the frequent dislocation and disability of our universities gives a very poor public image to the public universities and often cause loss of revenue as students no longer pay their fees and other charges during this period and many universities are affected.

However, inspite of the negative impart, Igwe and Nnabue (2009) contends that the dispute between federal and ASUU has brought about the introduction of the Education Tax Fund has had benefit because of certain key successes of labour unions notably ASUU's fight and achievement (ETF). This was put into action by Decree 7 No. 7 of 1993, which made it a rule that 2 percent of net earnings from every Nigerian registered firm be set aside and utilized to develop educational facilities in the country on 50:40 ration; 10 tertiary, primary and secondary levels. This is the focus of this research, and there is evidence of prudent application to develop campus infrastructure such as classroom, lecture theatres, labs and libraries.

According to Adavbiele (2016), ETF has a significance impact on scholarships, grants, supports for the development of libraries enhancement of reaching culture and improvement of teacher education programme facilities in all tertiary institutions in areas of acquisition and distribution of teaching learning materials and classroom, lecture hall, and hostel renovation. When education trust fund first appeared, higher education was an unsightly place because of the severe lack of financing, all tertiary educational institutions especially Nigerian universities, seen their learning infrastructure crumble. The Tertiary Education Trust Fund (TETFUNDS) was created in

2011 as a result of the necessity to broaden the scope of the original ETF.

Since 2009, ASUU persuaded Nigeria Federal Government (FGN) to revive the country's public institution. In 2012, the Nigerian Public University Needs Assessment Committee was formed as a result of this. ASUU's main role has been to persuade the government to give adequate funding and facilities. Although the university community has benefited, there has been tension between ASUU and the government as a result of the shift.

Conclusion

As seen in this study, ASUU- Federal Government disputes have resulted in immediate consequences to students, lecturers and the entire Nigeria state. It has a long time benefit on infrastructural development, quality of teaching and learning and toward the general advancement of university education in Nigeria public institutions. On the whole, as a result of derived data's empirically, ASUU struggle, disagreement with Federal Government have positively affected students learning, conditions of Hostels, Laboratories, research funding, property maintenance, scholarship, conferences attendances of academic staff, institutional based research and formal publication, etc.

Recommendations

1. To ensure peaceful and conducive learning, we suggest strong trade unionism in the universities and all tertiary institutions to protect wages and working conditions of staff.
2. There should be hitch free collective bargaining process between Federal, states Government and ASUU.
3. There is need and possibility for repeated strikes, trade disputes and disagreement in universities. Since Nigeria Government do not understand any other language, until we get to the UNESCO 26% bench mark on the improvement of funding of Education in Nigeria.

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