

**ASSESSMENT OF THE IMPACT OF ACADEMIC STAFF UNION
OF UNIVERSITIES' (ASUU) INDUSTRIAL STRIKES ON THE
STATE OF LEARNING FACILITIES IN BENUE STATE
UNIVERSITY**

(1999-2015)

BY

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P13SSSG8004

DEPARTMENT OF SOCIOLOGY

AHMADU BELLO UNIVERSITY

ZARIA, NIGERIA

JUNE, 2018

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ZARIA NIGERIA

JUNE, 2018

DECLARATION

I declare that this dissertation titled “Assessment of the Impact of Academic Staff Union of Universities’ (ASUU) Industrial Strikes on the State of Learning Facilities in Benue State University (1999-2015)” was written by me in the Department of Sociology, Faculty of Social Sciences, School of Post Graduate Studies, Ahmadu Bello University Zaria. It is the record of my own research and has not been presented before in any previous application for Degree or Diploma at this or any other institution. Also, all work cited were properly acknowledged.

Samuel AKOGWU
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Date

CERTIFICATION

This dissertation titled **ASSESSMENT OF THE IMPACT OF ACADEMIC STAFF UNION OF UNIVERSITIES' (ASUU) INDUSTRIAL STRIKES ON THE STATE OF LEARNING FACILITIES IN BENUE STATE UNIVERSITY (1999-2015)** written by Samuel AKOGWU meets the regulations governing the award of MSc Sociology of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this dissertation to Almighty God for being there for me and the love he has shown me and to my family members, particularly my dear parents, Mr and Mrs Isaac Akogwu

ABSTRACT

This study assess the Impact of ASUU Strikes on the State of Learning Facilities in Benue State University from 1999-2015 with the objective of determining how the strikes has impacted on Laboratory facilities; student hostel; library facilities; classroom facilities; staff accommodation and how the strike can be used to improve learning facilities in the study area. The study employed the theory of class struggles and Lenin's Contributions on Strikes as the theoretical framework. The study respondents consist of all the University stakeholders who include the University management staff, academic and non-academic staff, ASUU officials and students. Both quantitative and qualitative methods of data collection were employed in the study. Questionnaire was administered on Respondents as instrument for collecting quantitative data, while in-depth interview guide, observation guide and photographic still images were used in generating qualitative data. The study selected 395 respondents and 15 key informants through multi-stage and purposive sampling making a total of 410 respondents because only the beneficiary of ASUU strikes intervention can validly respond to questions that can assess the impact of the strikes. The quantitative data collected were analysed using SPSS version 20.0 and the results were presented in frequencies and percentage table, while the qualitative data were analysed thematically using content analysis in line with the study objectives. Findings revealed that ASUU strikes have contributed to provision of learning facilities in the study area. But, despite this intervention, the laboratory facility provided lack adequate capacity and furniture to cater for the students that use the facilities and there is inadequate supply of chemicals and reagents for student's use in the laboratory, while most of the equipment provided in the laboratory no longer function. The hostel is also found to be inadequate for students hence, about 7-9 persons occupy a room and there are no adequate toilets and bathroom, while the level of sanitation is poor resulting in the facility not being conducive for learning as indicated by 64.6% of the respondents. The study further revealed that 58% of respondents are dissatisfied with the library books and journal because they are outdated. However, 97.1% of the respondents described the classroom facility provided as conducive because its capacity and facilities provided are adequate. The study further revealed that ASUU strikes can be used to pressure government for adequate funding of Universities in order to improve learning facilities because finance is the bedrock of every organization including the University. The study recommends that learning facilities should be provided by government adequately in relation to the number of students that will make use of such facilities and current literature should be provided in the library to facilitate quality of learning.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABU:	-	-Ahmadu Bello University
ANOVA:-	-	-Analysis of Variance
ASUU:-	-	-Academic Staff Union of Universities
BSU:	-	-Benue State University
BUK:	-	-Bayero University Kano
FGN:	-	-Federal Government of Nigeria
IAASQ:-	-	-Impact Assessment of ASUU Strikes Questionnaire
IDI:-	-	-In-depth Interview
IAP:	-	-Industrial Arbitration Panel
LDF:-	-	-The Library Development Fund
NAAT:-	-	-National Association of Academic Technologists
NASU:-	-	-Non-Academic Staff Union of Universities
NAUT:-	-	-Nigerian Association of University Teachers
NCSU:-	-	-Nigerian Civil Service Union
NUC:	-	-National Universities Commission
NUT:-	-	-Nigerian Union of Teachers
NGO's:-	-	-Non-governmental organizations
PTF:-	-	-Petroleum (special) trust fund
PRO:-	-	-Public Relation Officer
UI:-	-	-University of Ibadan
Uniport:-	-	-University of Port Harcourt
RWU:-	-	-Railway Workers Union
SAP:-	-	-Structural Adjustment Programme
SPSS:-	-	-Statistical Package for Social Science
SSANU:-	-	-Senior Staff Association of Nigerian Universities
SSCE:-	-	-Senior Secondary Certificate Examination
TETFUND:-	-	-Tertiary Education Trust Fund
UNESCO:-	-	-United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Learning facilities are necessary prerequisite for the provision of standard education. They are material resources that enhance teaching and learning thereby making the process of acquiring education meaningful and purposeful. To harness and utilize these facilities for effective teaching and learning in Nigerian Universities often require drawing the attention of the Nigerian government to this necessity through negotiations and strike actions by organized union.

Industrial strike refers to a deliberate temporary stoppage of work by workers or the collective bargaining process fails to achieve the desired goal and the labour union is not satisfied with the employer or management offer to correct the situation. Strike, according to Franzosi, (1995) is worker's strategic reactions to the actions of other social actors, it is use to effect a change in the structure of bargaining and to win substantive demand by workers. This is because labour union is an organized group of wage and salary earners with the purpose of improving their working conditions. Burns, (2011) maintained that, the decisive weapon which the labour union utilize to give meaning to collective bargaining is strikes.

In the Nigerian University system, labour union became vibrant and active in the 1970s due to the massive expansion of educational institutions during the period and the need for the staffs to effectively run their increased academic and administrative responsibilities (Jega, 1996). These staffs needed secured tenure, improved conditions of service and protection against employer's arbitrariness and over zealousness. Thus,

the Academic Staff Union of Universities (ASUU) emerged in 1978 and succeeded the Nigerian Association of University Teachers (NAUT) which was earlier formed in 1965, to provide the platform for an effective articulation of grievances, the protection and defense of basic rights as well as the promotion of common objectives, needs and aspiration of its members.

Recounting the history of ASUU, Aidelunuoghene, (2014) observes that ASUU was formed at the beginning of the decline in oil boom, when the country faced the consequences of failure of its rulers to use the oil wealth to generate production and a welfare system, so Universities grew poorer and as a result, ASUU's orientation became radical and more concerned with broad national issues and ASUU stood firmly against the oppressive and undemocratic policies of the government of the country.

Meanwhile, ASUU like any other labour union are not part of management or counterpart funder of University education in Nigeria. It evolved to provide a platform for the challenge of management prerogative on matters that affect their members working lives for the overall success of the institution which is crucially important for the attainment of the goals of union and their members on one hand and management on the other. Fashoyin, (1996) emphases that, ASUU as stakeholders in University education are interested in improving working conditions of their members and in regulating a wide range of other issues that directly or indirectly affect their members' jobs and working lives by ensuring that certain standards and rules are set with respect to their internal structure and their external relationships with employers and government through collective bargaining which involves joint meetings and deliberations by both the union and the employer.

Odiagbe, (2012) maintained that, the past three decades in the history of Nigerian University system have been crisis-ridden with persistent industrial strikes between ASUU and the Federal Government of Nigeria (FGN) arising from underfunding of the system, poor wages and conditions of service of academic staffs as well as lack of University autonomy and academic freedom among others. But in recent years, with the strikes reaching a level of saturation, the focus has shifted to the development of learning facilities in the Universities. That is, those equipment and resources that facilitate teaching and learning.

In a University system, learning facilities include but not limited to lecture room/theaters, equipped and functional laboratories, libraries, workshop and studios, recreational facilities, student hostel, furnished staff offices and residential accommodation, information communication technology and other related services. Other facilities include regular power and water supply, good road network and drainage, health facilities as well as consumables (Ahmed, 2012).

For teaching and learning to be effectively carried out in a University, there must be adequate learning facilities. These help to facilitate teaching and learning but, these facilities in Nigerian Universities are stale, broken, outdated and dilapidated such that they cannot meet up with the standard of quality educational system and result in low performance of staff and students academically (Emeji, 2006). Most of the learning facilities which are supposed to promote and enhance teaching and learning in University education are obsolete in form thereby creating serious challenges to the contemporary educational needs of the learners, while others are dilapidated and not-suitable to motivate students to learn.

In order to overcome this challenges faced by the Universities, ASUU entered a comprehensive agreement with the FGN in 1992 and another in 2009 which included; the provision of standard educational facilities in the Universities, fulfilling 26% budgetary allocation to education as prescribed by United Nations Educational, Scientific and Cultural Organization (UNESCO) so that Nigeria education system will be able to turn out graduates that are capable of taking up the task of national development and be globally competitive, improve academic staff conditions of service, salaries and allowances, financial assistance to State Universities to improve their facilities because they help in providing manpower for national development, guaranteed University autonomy and academic freedom among others (FGN/ASUU Agreement 2009)

This was aimed at stimulating conducive atmosphere for students to accomplish their prerequisite curriculum objectives as this would reduce to the barest minimum the half-baked graduates that Nigeria Universities are turning out. However, the non-implementation of this pact over the years has resulted in the employment of strikes as the last resort by ASUU when bargaining and consultation failed to yield desired result.

The right to strike in Nigeria stems from the immunities granted to workers and labour unions against civil and criminal liabilities for engaging in industrial action. Section 23 and 43 of the Trade Union Act (chapter 437 laws of the Federation of Nigeria 1990) gave legal immunity to workers both in their personal capacities and as labour unions for act done in contemplation or furtherance of a labour dispute (Okene, 2012).

There is an increasing belief in the efficacy of education as a powerful instrument of development, especially among developing nations such as Nigeria. Consequently, the nation's University system is witnessing a historical expansion in school enrolment and

school programmes. This would expectedly necessitate a great demand for more facilities to take care of the school population (Abdulkareem, 2003), but, in spite the importance of these facilities in achieving educational goals, adequate attention has not been paid to their provision and management in Nigerian Universities.

Following the establishment of Benue State University (BSU) in 1992 and the commencement of academic activities thereof, there was a lot of expectation from the State Government, the University authorities, staff and students as well as the larger Benue society (Edoh, Sambe and Adejo, 2002). Towards this end, the pioneer staff and students had to endure poor infrastructural facilities, believing that it is only a matter of time for things to get better in the University.

According to Adejo (2012), after two to three years of the University's existence, no fundamental structural changes were in sight, the initial expectations of staff and students metamorphosed into disillusionment. This was because, most of the pioneer staffs were on secondment from Federal Universities that have better teaching and research environment. The staffs were particularly amazed at the administration's growing intolerance and lack of understanding of the deplorable state of affairs in the University.

It was against this backdrop that the idea of establishing ASUU in BSU Makurdi began to gain currency among the academic staffs. For this segment of the Benue State University Community, the time has come for lecturers in the University to own a union that would not only defend their welfare, but indeed advise the University administration on the best way to tackle the litany of problem confronting the young University before the University, like other establishments in the State, succumbs to the persistent pressure of poor funding (Ajene and Eriba, 2012). Consequently, in 1994

BSU-ASUU was fully recognized and since then, BSU-ASUU has embarked on about thirteen local and national strikes action between 1994 when it was formed to 2015 to intensify its struggles and demands for improved conditions of services, provision of facilities and other necessary requirements worthy of a University system, yet, student enrolment has outstripped the available learning facilities and made it difficult for the institution to meet minimum standards to achieve set goals and produce output that will satisfy the expectation of the society. ASUU struggles become necessary because the better the school, the better it can meet the set goals of equipping the students with desirable skills, knowledge and attitudes that will enable them to become self-confident and self-reliant and contribute meaningfully to the socio-economic development of the society.

It is obvious that current events cast doubt on the quality sustainability of Nigerian University system despite ASUU struggles to revise the trend. The bad reputation the current state of learning facilities conferred on the Nigerian Universities and the fact that out of all the related existing studies (Esumeh 2013, Okuwa and Campbell 2011, Okwara 2010), no one has focused on the impact of ASUU strikes on learning facilities, justified the effort committed on this study by the researcher to assess the impact of ASUU strikes on learning facilities in BSU resulting from ASUU's struggles from 1999 to 2015 in which ASUU-BSU became stronger, more cohesive and highly mobilized to prosecute ASUU struggles both at the local and national levels.

1.2 Statement of the Research Problem

Educational system in Nigeria in the past decades has contributed greatly to support the nation's economy through the provision of qualitative manpower and acquisition of knowledge, skills and values. But achieving this goal in the present day has become a

nightmare because the learning facilities in the Universities are poorly managed, out of use, dilapidated and not conducive for teaching and learning process. The lack of provision of these facilities over the years, according to Mac-Barango and Kakulu, (2014) has been a problem to the system especially from the mid-1970s till date.

Aidelunoghene, (2014) assert that, the standard of education in Nigeria in the last three decades is not only retrogressive but is decaying very fast. He stressed further that an average public University in Nigeria lacks basic facilities like, regular electricity and water supply, standard student hostel and lecture room/theater. Staff offices are not available and where available are in need of refurbishment, libraries are poorly equipped and are short of modern books and equipment, laboratory equipment are obsolete and inputs for teaching and learning are in short supply, roads and buildings on many campuses are in a state of disrepair. Poor and dilapidated facilities are therefore the major factor that have led to the despicable state of Nigerian Universities and a disconnect between the public University system and economic development in Nigeria, thereby making the education system to gradually lose its global competitiveness.

The establishment of Benue State University (BSU) was aimed at accommodating the increasing number of qualified Benue indigenes who were not able to find admission slot in the existing Federal and State Universities in Nigeria at that time. The few Federal Universities that have Benue State as their catchment areas could hardly absorb five percent of qualified candidates from the state. This situation raised a lot of apprehension among the academically inclined people of the state as a result BSU was established in 1992. Although, the University has witnessed a steady increase in students' enrolment and graduation over the years, less than 40 percent of the Benue

indigenes who applied and are qualified for University admission have been given such placements.

This situation can be attributed to several reasons. First, the University which started with structures of two colleges has inadequate learning facilities to accommodate its increasing qualified applicants and the learning facilities development efforts of the University have not kept pace with the increasing demand for admission to the University. For example, the lecture hall that was used in 1992 for 40 secondary school students was being used for over 200 students over the years without any meaningful form of increase in capacity.

Secondly, the institution was established at a time when Benue State had comparatively low allocations from Federations account and therefore could not attract much funds from State government, which itself depends almost entirely on the Federation account for the execution of its budgets. Accommodation of students, for example present an arduous task due to funding problem. Consequently, accommodation is available to only about five percent of the students.

Thirdly, a look at the University shows that currently, many of the academic departments are short of staff, a fact that have been repeatedly attested to by the accreditation reports from the Nigerian Universities Commission(NUC). Consequently, the NUC has placed commensurate limit on admission to the University on account of infrastructural and manpower inadequacies. Some facilities which are supposed to aid academic programmes are no longer effective. Instances include the University library which is stocked with virtually outdated books and journals while supportive facilities like photocopiers and computers are inadequate to cater for the large number of students, only a very few students can have direct access to the computer provided by

the University while the internet services provided by the University is limited by the bandwidth.

Following these highlighted problems in the University since its inception, some academic programmes have had to be cancelled or abandoned due to facilities and funding incapacitations. For instance, the department of Marketing, and the department of Banking and Finance in the Faculty of Management Sciences were abandoned, and enrolled students were forced to graduate in allied programmes due to learning facilities and manpower constraints. Also, students that were admitted in 2008/2009 academic session in the School of Health Sciences BSU could not start their clinical studies until 2014/2015 when their mates elsewhere were almost graduating as medical doctors due to inadequate learning facilities and other related problem. In the same vain, the Faculty of Law was denied accreditation by NUC in 2012, consequently, the College of Health Science and Faculty of Law have to suspend further admission for a while to put the necessary things in place before it commenced admission.

It is noteworthy that, the State government is making frantic efforts to address these problems and ASUU-BSU is not relenting in pressurizing the government to fully discharge its responsibilities, ASUU struggles for increased funding of the University has attracted other stakeholders to intervene to reduce the financial burden on government alone. For instance, the former State governor Mr. Gabriel Suswam personally constructed and donated one female hostel block to the University, while the local government areas of the state intervene in building a lecture hall called ALGON building. Also, ASUU-BSU agitations has forced the University to embark on income generating activities as a way of overcoming the imminent financial strangulation of the system and has increased the University's access to funds for expansion and provision of more facilities from Tertiary Education Trust Fund (TETFUND).

It is on the basis of this, that the researcher sought to assess the learning facilities derived by BSU resulting from ASUU's industrial strikes from 1999 to 2015 in which ASUU-BSU became a potent force to be reckoned with in ASUU local and national struggles.

1.3 Research questions

The study posed the following research questions:

1. What is the impact of ASUU strikes on laboratory facilities in BSU?
2. How has ASUU strikes impacted on student's hostel facilities in the University?
3. What has ASUU strikes impacted on library facilities in BSU?
4. How has ASUU strikes impacted on student's classroom facility in the University?
5. What has ASUU strikes contributed to staff accommodation in BSU?
6. How can ASUU strikes be use to improve the availability of learning facilities in the University?

1.4 Aim and objectives of the Study

The aim of the study is to assess the impact of ASUU strikes on the state of learning facilities in BSU. However, the specific objectives are to:

1. Determine the impact of ASUU strikes on laboratory facilities in Benue State University.
2. Examine the impact of ASUU strikes on student's hostel facilities in BSU.
3. Investigate the impact of ASUU strikes on library facilities in BSU.
4. Find out the impact of ASUU strikes on student's classroom facilities in BSU.
5. Identify the impact of ASUU strikes on staff accommodation in BSU.

6. Suggest possible ways of using ASUU strikes to improve the availability of learning facilities in the University.

1.5 Significance of the study

The persistent ASUU strikes over the years which paralyses academic activities when embarked upon have been worrisome and many studies have revealed the negative impacts of the strikes to students' academic performance but very few studies have concentrated on the benefits of ASUU strikes to public Universities in Nigeria while no known study have investigated the impact of the strikes on the state of learning facilities the institutions.

Therefore, this study provided an insight into the existing state of facilities in BSU and enlighten the public on the various ways ASUU's agitation, demand and industrial action is assisting in revitalizing the University system in Nigeria for effective and efficient service delivering. Thus stimulating more public support for ASUU, thereby putting more pressure on government to show commitment towards implementing the joint decisions reached with the union.

The study also bring into focus the extent to which adequate provision and maintenance of teaching and learning facilities contributes to the achievement of educational goals thereby presenting ASUU in good light to policy makers and University stakeholders as having good intention of moving the University forward thereby reducing the antagonistic tension during ASUU's demand and agitations and creating a harmonious working relationship among them.

Furthermore, within the academic parlance, scholars and students who may want to undertake a comparative studies or further studies on the state of learning facilities will

find this study relevant in laying the foundation of their own research, thus it adds to the frontier of knowledge while, the data generated from the study serves as a source of information and hence become useful to other researchers, government, non-governmental organization and civil society groups.

1.6 Scope of the study

This study was limited to Benue State University (BSU) Makurdi and focused primarily on the impact that has been made from ASUU industrial strikes on learning facilities in the institution from 1999 when the institution received its first intervention fund from Tertiary Education Trust Fund (TETFUND) as a result of ASUU struggles to 2015 in which the institution's union (BSU-ASUU) became a potent force to be reckoned with in the pursuit of ASUU struggles.

The variable of interest includes laboratory facilities; student hostel facilities; library facilities; student classroom; staff accommodation and how ASUU strikes can be used to improve the availability of learning facilities in the University. The scarcity of time, finance and other resources at the researcher's disposal makes it impossible to embark on a study beyond this scope hence, necessitating the choice of BSU.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviewed existing literature in line with the objective of the study. Thus, the review covers the following: conceptualization of Industrial strikes, concept of ASUU strikes, concept of learning facilities, Various BSU-ASUU strikes and its leadership achievements 1994-2016, ASUU's Intervention in Laboratory Facilities Development in Nigeria Universities, contribution of ASUU to the development of students hostel facilities in University, the role of ASUU strikes in enhancing University library facilities, impact of ASUU strikes on students class room facilities, influence of ASUU strikes on staff accommodation, relationship between ASUU strikes and learning facilities, TETFUND Intervention in BSU 1999-2015 and theoretical framework of the study employed.

2.2 Conceptualization of Industrial Strikes

Rennie, (2009) maintained that in every organization where employees and employers of different background and interest in a collective effort towards achieving a set goal, conflict is bound to occur. Ahmed, (2014) opined that workers throughout the world are alike in the sense that they desire recognition; satisfaction; fair wages and salaries; job security; redress of wrongs and good working conditions, but often time, the employer and the union representing workers find themselves in sharp disagreement. Such frictions or disagreement give rise to trade disputes and strikes.

Adesina (2003) and Dauda (2007) states that strike connote a temporary stoppage of work resulting from the pursuance of grievances by a given group of workers. Ivancevich, (2007) defined strike as an effort by employee to withhold work so that the employer will make greater concessions at the bargaining table. Shokan,(1997) cited in Yusufu,Salako, Adedina and Ayelotan, (2015) sees strike as a temporary stoppage of work aimed at forcing the employers to accept employees demand. According to Hornby, (2001) strike is a period of time when an organized group of employees stop working because of a disagreement over pay or conditions of work while, Lenin sees strike as a form of protest to force the recalcitrant employers to respect the value of labour and accord employees their rightful place.

In this study, strike is defined as an action, conducts or attitude exhibited by a group of people to express their level of disagreement with a view to attracting favourable responses from those concerned. It is opined that strike is the major bargaining weapon used by labour union. The legality of the strike action, according to Business dictionary, (2015) requires approval by the majority of employees by ballot, independent verification to ascertain that majority support the vote, the notice of impending strike must be given to an employer in advance, the employer must be provided with the result of the ballot and final notice to embark on the strike must be issued to the employer.

In Nigeria, the presence of a generic definition of strike, according to Okene, (2012) makes for certainty as to what type of conduct or action can constitute a strike. The trade disputes act 1990 stipulates that:

Strike means the cassation of work by a body of persons employed acting in combination or a concerted refusal or a refusal under a common understanding of any number of persons employed to continue to work for an employer in consequence of a dispute, done as a means of compelling their employer or any persons or body of persons employed, or to aid other workers in compelling

their employer or any person, or body of persons employed, to accept or not to accept terms of employment and physical conditions of work(Okene, 2012:244).

The act further stressed that “cassation to work” include deliberately working at less than usual speed or with less than usual efficiency and “refusal to continue to work” include a refusal to work at usual speed or with usual efficiency. Four elements clearly bring out the meaning and essence of a strike in the foregoing definition. The first element informs us that there must be a cassation of work, the second element makes it clear that the cassation of work must be as a result of a concerted effort brought about by a combination of persons, while the third is that strike must be against an employer and the final element emphasis that the goal for which the tool of strike is employed must be in connection with a dispute involving the terms of employment and physical conditions of work (Okene, 2012).

In a social system where a large number of people do not work for themselves, but work for employers for wages, the wages the workers receive is determine by agreement between the workers and employer. For this agreement to be effective and binding on both parties overtime, require constant bargain between the workers and employer over wages and conditions of services. Usually, the employer will always want to pay less, the lesser the employer pay the workers, the greater his profit while, the workers will always seek for higher wages and better conditions of services in order to improve their standard of living.

Individually, the workers become powerless to bargain with the employer, they realize they can only offer resistance to the employer jointly by striking or threatening to strike. It became obvious that workers must revolt jointly for their demand, they are compelled to organize strikes either to prevent the employer from reducing wages or to

obtain higher wages. Lenin (1970) emphasizes that strikes always instill fear in the employers, it undermines their supremacy, even the government realizes that strikes open the eyes of the workers and for that reason, it has such fear of strikes and does everything to stop it as quickly as possible. Every strike therefore, strengthens and develops in the workers the understanding that the government is their enemy because during strikes, workers realized that laws are made in the interest of the rich alone and that government officials protect those interests, while the working class are gagged and not allowed to make their needs known hence, the workers must prepare themselves to struggle against the government for the people's right.

Strikes, according to Lenin, teach the workers to unite because they can struggle against the employer/capitalist only when they are united and think of the struggle of the whole working class against the whole class of employers and against the arbitrary police and government. However, strikes can only be successful where workers are sufficiently class-conscious, where they are able to select an opportune moment for striking and know how to put forward their demands and create sufficient awareness and have funds to maintain workers during strikes to avoid infiltrating them.

Strike is generally the last resort to solving a problem and occurs when the collective bargaining process fails to achieve the desired goal and the union is not satisfied with the employer or management offer to correct the situation. Industrial sociologists have clearly stated that conflict in itself is not a bad thing, where it is dangerous is where conflict becomes destructive but it is possible to use conflict in such a way that from it, constructive solutions can be forthcoming, hence, strike is assumed to be a method by which employees could express discontentment with their working conditions and achieve a desired outcome.

2.3 Concept of ASUU strikes

ASUU is a union of Nigerian Universities' academic staffs. Its objectives as a union include regulation of relations between academic staffs and employers, encouragement of participation of its members in the affairs of the University system and 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 (Pemedede, 2007). They can only do this when the organisation in which their members are employed prosper. They therefore have interest in the success of these organisations and essentially contribute to them by cooperating in measures to promote increased productivity and efficiency.

Garvey and Ringim (2016:1) identified the roles of labour union, ASUU inclusive as:

First, is to improve the bargaining strength of the workers vis a vis the employer. This is achievable through regular consultation with the employer and management on issues relating to the terms of employment and general working condition of the workers. Secondly, is to protect workers from humiliating jobs especially with regards to the treatment of workers by the management. Labour unions achieve this goal through rising to the defense of the workers whenever management policy tends to degrade their condition. Thirdly, the union provides collective identity to workers while at the same time representing a forum of collective bargaining for workers. Fourthly, labour union act to influence government on programmes concerning workers. As workers representatives, labour union becomes a virile pressure group in advancing the interests of members both within the workplace and in the larger society. Lastly, labour union perform social objective in cooperating with other elements of the society in promoting social and economic development and advancement of the community.

ASUU has taken up the duty of intellectuals, to promote the development of education in Nigeria. This duty requires the creation of first-class higher educational institution, especially Universities, a well-funded system with advanced and adequate teaching and

research facilities, and internationally competitive remuneration to keep Nigerian academics in their country and attract other academics from all over the world (ASUU, 2013). This became imperative in the face of massive exodus of seasoned academics particularly to European and American Universities and other private 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 these are direct consequences of the mismanagement of national resources, leading essentially, to the virtual destruction of the economy and the educational system (ASUU, 2013). So, 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. An agreement was reached with government on 3rd September, 1992 that met several of the union's demands on how to transform the University system for better service delivery.

The main contention between ASUU and FGN is simply, the Federal Government signed an Agreement with ASUU in 1992 and 2009 on revitalizing the Universities and reneges on the implementation of that Agreement by seemingly disowning the agreement, not mindful of the principle of continuity in governance and this had led to frequent industrial strikes between ASUU and FGN. Strikes have continued to persist in the Nigerian public University system primarily because the government lacks the sincerity and commitment towards honouring agreements it willfully enter into with ASUU. Therefore, the authoritarian response of the Nigerian government to the strikes has been responsible for the perennial nature of ASUU strikes transforming them into a vicious cycle of crises. More often than not, ASUU strikes do not yield much positive results and this often leads to further strike actions.

It is a global practice in collective bargaining that strike is a tool for resolving industrial disputes as well as enforcing compliance to agreement entered into between labour unions and their management/employer. This global practice is usually not adhered to by the Nigerian government, as it often put up fierce resistance to the agitations of striking union, which makes most ASUU strikes to continue unabated, but the realization by the government that strikes have profound negative impact on academic activities in the public University system in Nigeria, ultimately makes the government to concede to some of the demands of the unions.

Generally, ASUU uses strike as a means to force the government to respect the demand of the union because it is clear, according to Adedipe, (2014) that, with Nigeria's resource endowment, far more than ASUU demands can be accommodated, if the Government gets its priorities right and given the findings of the Government's Needs Assessment Exercise by a Panel consisting of relevant stakeholders. ASUU can therefore be seen as a trade union whose activities being lawful and not inconsistent with the spirit and practice of labour unionism are covered by the laws of the land but its radical approach and militant stance more often than not, brings them into conflict with the government.

A careful review of ASUU-BSU involvement in ASUU national struggles shows modest achievements recorded over the years. Although, it is difficult to neatly link each of ASUU's achievement to a particular strikes action because the contending issues are all tied to the 1992 and 2009 agreement the union signed with FGN and the fact that several strikes usually occur before some of the demands of ASUU were met or an intervention received. Notwithstanding, ASUU strikes in BSU has attracted an increased funding and special allocation to the institution from the State government for the execution of developmental projects.

In the area of laboratory facility, BSU benefited from TETFUND in the construction of Physics and Biology laboratory as well as the supply and installation of laboratory equipment and furniture in 2009 and 2010 and in 2013, it further benefited in the construction of Physics and Chemistry laboratory as part of the special presidential intervention phase 1. In the area of student hostel, TETFUND intervened in the renovation of the existing hostel in 1999 and in 2013 BSU awarded the contract for the construction of two hostel block (one for male and one for female) from a high impact intervention fund of 3.2 Billion naira it assessed from TETFUND in July 2012 (ASUU-BSU 2012). Also, this fund was used for the construction of the University's library which has about 3000 sitting capacity and an e-library section that has about 300 sitting capacity the same year.

Again, as part of effort to end the 2012 strikes, the FGN set up the Need Assessment committee, which visited BSU and recommended the construction of two lecture theatre in the University. These theatres were constructed one in each of the campuses with about 1000 sitting capacity. The strikes has also attracted the joint involvement of all the Benue State local government areas in the construction of Students classroom called ALGON building in the University in order to create conducive learning environment. The union has also constantly pressure the University authority to regularly rehabilitate the staff houses that are dilapidated and further pursue for an increase in housing allowance and payment of its arrears.

Undoubtedly, this intervention will go a long way in the overall transformation of BSU while improving its capacity to positively and appropriately respond to the challenges associated with the production of quality manpower in the knowledge-driven world of 21st century. From the foregoing, it becomes clear that ASUU strike has impacted greatly on BSU. Although, the modus operandi of the union may not be very pleasing

to the State government and University management as a result of which the union is always viewed with suspicion and most often resisted.

2.4 Concept of Learning Facilities

Learning facilities are material resources that enhance teaching and learning thereby making the process of acquiring education meaningful and purposeful. Asiyai, (2012) defined learning facilities as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of the educational institution with the main objective of bringing about effective and purposeful teaching and learning experience. According to Adebeyeje (2000), learning facilities are the physical and spatial enablers of teaching and learning which will increase the production of results in education.

Learning facilities serve as pillars of support for effective teaching and learning. It includes all the structures, equipment, installations and material resources that are used to support the delivery of quality education such as text books, library, laboratory equipment, computer machines, furniture, supply of water and electricity, students hostel, staff accommodation, health facilities, visual and audio-visual aids and consumables among others and good quality standard of teaching and learning depend largely on the provision, adequacy, utilization and management of these facilities. Akinsolu, (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed learning facilities.

In Nigeria public Universities, student enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning as a result of underfunding of education. Such situation hinders effective teaching and learning, making the process rigorous and uninteresting to students and

teachers. Owuamanam (2005) observed that the inadequacy of learning facilities and lack of maintenance of available ones were the major problem facing Nigerian University system. Ikoya and Onoyase, (2008) revealed that, a significant relationship exist between school environment and students attitude to schooling. Chan, (1979) in Asiyai, (2012) found that students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Adeboyeje, (2000) discovered that schools with well-coordinated facility planning and maintenance practices recorded better student performance. Conducive school physical environment and provision of adequate learning facilities therefore, enhance students school attendance, involvement in academic activities and academic performance positively. Owoeye, (2000) identified the importance of school facilities in teaching and learning, while the inadequacy, deterioration and lack of maintenance of these facilities will spell doom for the teachers and students in the teaching and learning process. Therefore, learning facilities are the corner stones of educational system, they are essential ingredients in an effort to realize effective teaching and learning outcome. Hinum, (1999) asserts that the quality of facilities has impact not only on educational outcomes but on the well-being of students and teachers. Ayodele, (2004) pointed out that, the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational goals and objectives. He revealed that effective management of learning facilities brings about development of educational programmes and facilitates educational process.

The quality of learning facility plays a vital role in students' academic achievement. Lewis, (2000) identified the independent effects of learning facility quality in a study of text scores and found out that good facilities had a major impact on learning. Belanger, (1996) cited in Eze, (2010) writing on the importance of learning environment stated that people's educational life histories are influenced not only by provision of

learning opportunities, but also by the quality of the environment where they live or learn. He added that learning is more than provision of education and that the community in which learners live have a profound impact on their aspiration to learn, their curiosity and their desire to develop their own competency. Therefore, for individuals to be self-motivating and self-imitating, the environment or the setting must be amenable and responsive to human interaction. If the settings do not allow for permeability and malleability, then individual initiative in the learning process is stifled.

From the analysis thus far, it can be said that the quality of a University's curriculum can be measured, in part, by the availability and supply of learning facilities. If adequate and suitable learning facilities are deployed in an academic environment, it can exert a positive influence on students' personal, intellectual, educational and career ambitions and opportunities. But where these are lacking or poorly maintained the effectiveness of teaching, learning and career progression of students is obviously damaged. Therefore it becomes imperative for both federal and state government to immediately address the issue of learning facilities in Universities in order to achieve meaningful academic transformation.

2.5 Past BSU-ASUU strikes, its leadership and achievements 1994-2016

Underpinning all ASUU struggles is its principled resolve to defend the education sector at all levels in Nigeria. The contending issues in ASUU National struggles throughout its over four decades of existence revolve around the question of improved funding to the education sector, University autonomy and academic freedom and comparatively better conditions of service for University academics in order to reposition Nigerian Universities for global competitiveness and the onerous task of

Nation building. It is this patriotic duty which the union and its members hold dearly that has pitched it against the postcolonial Nigerian state and its ruling elites (Okpeh, 2016).

Collective bargaining and joint consultation have been the popular strategy for resolving this conflict between the FGN and ASUU. But it does appear that the only thing which makes government listen to ASUU's demand most of the times is a strike action and the Union has always cashed on this to achieve its aims. The union attributed the perennial strike action embarked upon as the consequence of government failure to respond to and respect existing agreements it already signed with the union as Oghenekaro, (2013) noted that government's penchant for reneging on agreement already reached is the reason for the frequent downing of tools by ASUU. ASUU alleges that the demands of its members are genuine and made in good faith and in the interest of the educational system hence, the government should reorder its priorities and honour the agreement it has reached with the union on revitalizing and repositioning the education system in Nigeria.

Jude, Gambo and Abiodun, (2014) states that on the whole, ASUU national has embarked on several nationwide strike actions, mostly to agitate for improved condition of service for its members as well as better funding for the revitalization of public Universities in Nigeria. On its part also, BSU-ASUU, aside the national strikes has embarked on some local strikes to resolve internal disputes and to domesticate achievements at the national level because as a state University, the branch is always subjected to two struggles, one at the national level to win the package and another at the local level to compel the state government to implement the package won.

Below is the chronicle of ASUU strikes that have taken place in the public University system in Nigeria within the period under review which BSU-ASUU has participated.

Table 2.1: Major ASUU strikes embarked by BSU 1999-2015.

S/no	Year	Reason for strike	Period of strike
1	1999	Refusal of government to implement the October 26, 1999 signed Agreement	5 Months
2	2001	Strike over stalemate in the negotiation. Agreement signed on June 30, 2001	3 Months
3	2002/2003	Refusal of government to implement the 2001 Agreements	6 Months
4	2005	Refusal of government to implement the 2001 Agreements	3 Days
5	2006	Refusal of government to implement the 2001 Agreements	2 Months
6	2007	Refusal of government to implement the 2001 Agreements	3 Months
7	2008	Improved salary scheme and re-instatement of 49 sacked lecturers in University of Ilorin	2 Weeks
8	2009	Refusal of government to endorse 2006 agreement	4 Months
9	2010	Refusal of Federal Government to implement 2009 agreement	5 Months
10	2011-2012	Refusal of Federal Government to implement 2009 agreement reached with ASUU.	2 Months
11	2012	Refusal of Federal Government to implement 2009 agreement reached with ASUU.	2 weeks
12	2013	Refusal of Federal Government to implement 2009 agreement reached with ASUU.	5 Months

Source: European academic research Journal 2014.

The above table shows the various nationwide ASUU's strikes embarked upon by BSU, the reason for the strikes and its duration. According to BSU-ASUU (2012), on February 3rd 1993, in lecture room 5, some 55 academic staffs converged to kick-start the process of establishing ASUU-BSU with a steering committee of five members headed by Dr Armstrong MatiuAdejo, set up to see to the implementation of the decision. Consequently, on September 9th 1994, all the necessary items required by ASUU national secretariat (the law establishing BSU, records of branch election at

which exco's were elected and the attendance register) to enable ASUU-BSU to be officially affiliated to the national body were sent and thereafter, at the next national delegate conference (NDC) BSU-ASUU was fully recognized.

In the following months after its official affiliation, BSU-ASUU intensified its demands for improved conditions of service and other necessary requirements worthy of a University system. Some of the issues pursued and won at the close of the 1994 strikes include the provision of ceiling fans in staff offices, payment of hospitality allowance, setting up of local monitoring committee for the implementation of ASUU-FGN agreement of 1992, payment of 50% housing allowance and examination officers allowance (ASUU-BSU 2012).

In 1995, BSU-ASUU went on strike following the arbitrary handling of its student's demonstration of Thursday July 18, 1995 who had marched to Government house demanding the payment of their bursary allowances. That march was interpreted otherwise by the military regime under group captain Joshua Obademi. This ASUU-BSU felt was unwarranted and believed that the closure of BSU by the visitor through a police officer was the most unconventional approach, at its congress of July 20, 1995, the union denounce the mode of the closure of the University, as a result of the saga, the government sack seven of ASUU-BSU committed members, in protest BSU-ASUU went on strike demanding that their members be reinstated. Although this was not achieved, the strike created common understanding and cohesion among members.

The strength of the union was put to test when in 1996 ASUU National executive committee ordered a strike action in defense of the University system and other matters relating to funding. BSU-ASUU was one of the few Universities that carried out this struggle to its logical conclusion.

Again, in 1998, ASUU at the national level mobilized its branches to defend its agreement with the FGN concerning conditions of service, funding of Universities, University autonomy and other related matters. BSU-ASUU actively involved in this struggle and achieved its outstanding local matters concerning the implementation of economic (commercial) rates on the University quarters for academic staff and the creation of an enabling working environment for both staff and students of BSU.

After the 1999 national ASUU declaration of an indefinite strike action which was successfully prosecuted by ASUU-BSU, the union was able to secure a commitment from the state government that led to the implementation of a new minimum wage in BSU and succeeded in getting the arrears of this minimum wage and further impressed on the University authority to commence the payment of 70% housing allowance at a time when only few Universities (both state and federal) were implementing this (Okpeh 2016).

In 2001, BSU further answered the clarion call by ASUU national to defend the University system, after the protracted strike, ASUU-FGN agreement was eventually signed and the national strike was suspended, Benue state government immediately provided money which saw to the implementation of the monetary aspect of the agreement. Towards this end, seed money was provided for the commencement of car refurbishment loan scheme in the University, staff housing loan scheme and research grant. Money was also provided for the procurement of research and teaching equipment as well as for the development of the library.

The 2002/2003 protracted ASUU strike action which lasted for six months in defense of the 2001 ASUU-FGN agreement was suspended on 18, June 2003 in deference to the industrial arbitration panel (IAP) order, this strike led to the conversion of salaries of

academic staff in BSU from HATISS to the UASS as stipulated in the ASUU/FGN agreement and got the payment of 30% housing arrears (ASUU-BSU, 2012).

The union involvement in ASUU national struggle of March 2007 following the collapse of the renegotiation of the 2001 ASUU/FGN agreement, as a condition for resuming work after the strike was suspended by ASUU NEC in July 2007, ASUU-BSU requested for a visitation panel to be set up to investigate the affairs of the University. The panel headed by professor James O I Ayatse was inaugurated in August 2007 and much of what was submitted to the panel by ASUU-BSU was upheld by the panel's final report to government and government's white paper on the report. As a result, the BSU council was dissolved and a new one constituted with very clear mandate and guide line with regards to what was expected of it as the highest policy-making body in the University (Okpeh, 2016).

The University administration was also restructured with the establishment of the office of deputy vice-chancellor administration and deputy vice chancellor academic, a new registrar and Bursar were appointed, deans and directors whose tenure of office had elapsed were replaced with new ones and the seven lecturers sacked in 1995 were reinstated.

The 20th May 2010 indefinite strike action embarked by the union endeared it leadership of the branch to its members by its commitment and dedication to resolving its outstanding local issues in the branch. The union engaged the University administration on virtually all issues affecting research, teaching and learning as well as members' welfare.

Furthermore, the 2012 clarion call answered by BSU-ASUU led to an increase in staff salaries and infrastructure as recommended by the NEED Assessment committee

that visited the University while the 2013 strike brought about an increased funding for infrastructural development in the institution. Again on 9th March 2015, dissatisfied with the issue of non-payment of salaries and allowance, the union in BSU embarked on another indefinite strikes action to force the new government led by governor Samuel Ortom to see to their plight and the government after much pressure grant the request in phases.

Table 2.2: showing ASUU-BSU leadership orientation and achievement 1994-2016

Tenure	Head of leadership	Ideological Orientation	Achievements
First tenure 1994-1998	Dr Armstrong M. Adejo	Extreme Radicalism	<ol style="list-style-type: none"> 1. Laid the foundation for the emergence of a virile ASUU-BSU. 2. Evolved the culture of collective resistance in the branch. 3. Built a robust synergy between ASUU-BSU and ASUU National
Second tenure 1998-2000	DrIgbana W. Ijir	Moderate Radicalism	<ol style="list-style-type: none"> 1. Strengthened the capacity of the branch to agitate for the welfare rights of members. 2. Deepened the cohesion of the branch. 3. Initiated the BSU senior club.
Third tenure 2000-2002	MrTernguIyorkyaa	Liberal Conservatism	<ol style="list-style-type: none"> 1. Consistently pressured BSU authorities to resolved ASUU-BSU local issues. 2. Initiated ASU-BSU thrift and credit society to address welfare-related issues of members. 3. Deepened the branch solidarity.
Fourth tenure 2002-2003	Prof Okpeh O. Okpeh Jr.	Extreme Radicalism	<ol style="list-style-type: none"> 1. Consolidated on the robust synergy between ASUU-BSU and ASUU National. 2. Promoted internal education of branch members on ASUU principles. 3. Consolidated on ASUU-BSU rising profile at NEC 4. Built on the principles of solidarity and collective resistance on the basis of which the branch survived the 2002 national struggle.
Fifth tenure 2003-2005	Prof Joseph Kerker	Extreme Radicalism	<ol style="list-style-type: none"> 1. Ensured the partial implementation of the 2002 ASUU/FGN agreement. 2. Pursued the payment of 30% housing arrears initiated by its predecessor. 3. Procure a vehicle for the branch. 4. Completed the roof work of the ASUU-BSU Secretariat.
Sixth tenure 2005-2007	Prof Mrs Regina O. Ode	Extreme Radicalism	<ol style="list-style-type: none"> 1. Deepened internal democracy in the branch. 2. Promoted the integrity and accountability of the branch's leadership. 3. Saw to the resolution of all outstanding contentions local issues.
Seventh tenure 2010-2012	Mr Raphael A. Amokaha	Moderate Radicalism	<ol style="list-style-type: none"> 1. Established ASUU standing committee at the branch. 2. Successfully hosted the 16th ASUU NDC 3. Purchased the branch's second vehicle.
Eighth tenure 2012-2013	Mr Raphael A. Amokaha	Moderate Liberalism	<ol style="list-style-type: none"> 1. Maintained the focus of ASUU-BSU on all local issues. 2. Deepened the relationship between the NLC in Benue state and ASUU-BSU. 3. Resuscitated and empowered the ASUU-BSU welfare committee.
Ninth tenure 2014-2016	Prof Ukooh David Ikoni	Extreme Radicalism	<ol style="list-style-type: none"> 1. Focused on and intensified the internal education of ASUU-BSU members on the union's principles and operations. 2. Promoted spirit de corps in ASUU-BSU. 3. Intensified the agitations for the full implementation of the 2009 ASUU/FGN agreement. 4. Constructively engaged the BSU authorities on all issues affecting research, teaching and learning. 5. Halted further accumulation of EEA by ensuring the fussion of EEA in to the monthly salary of members. 6. Called for and got a visitation panel to BSU with far-reaching implications.

Source: Adapted from ASUU-BSU lecture series number 1, 2016 (comrade Okpeh, O. Okpeh)

Table 2: capture at a glance, the history of ASUU-BSU in ASUU national struggles from the standpoint of the branch's leadership, their ideological orientations and the modest achievements they recorded during their tenure in office.

Since it came in to existence formally, ASUU-BSU has tried to survive against all odds, according to Okpeh (2016), it is to the singular credit of the leadership of the union and the tenacity, loyalty and perseverance of its members that it has survive so far. As a committed branch of ASUU National, the branch has so far given a good account of itself in defending the Nigerian University system. Members of ASUU-BSU have sacrificed so much in ensuring the continued existence of the University, their commitment elevated the status of the University to a credible Centre of research and learning.

It is important to categorically state here that, whilst disputes may arise between the employer and the employee, this must be settled in the interest of both parties. For settlement of disputes to be successful in any human relationship, there must be good faith, trust, confidence and mutual understanding among the parties to the dispute. These are ingredients which sustain all negotiations and dialogues in situation of dispute. A partnership that works is that whose terms of association are faithfully observed and this can only be achieved by maintaining some measures of integrity. Thus, at any level of relationship integrity is the key to maintaining harmony and stability by both parties. In other words, failure on either side to retain mutual confidence goes to the very root to undermine the purpose of the relationship.

This study therefore suggests that the processes of dialogue and negotiation which results in agreements and exchange of commitments between FGN and ASUU be maintained and both parties especially the FGN should perform its own side of the bargain in order to regain ASUU's support and commitment and to restore industrial

harmony because until integrity is embraced as a cardinal element of all negotiations between ASUU and the FGN, the crisis in the Nigerian University education system may persist.

2.6 ASUU's Intervention in Laboratory Facilities Development in Nigeria Universities

Laboratory refers to a room or building equipped and set apart for practical or experimental studies to take place. Ufondu, (2009) observed that the laboratory is an indispensable organ of the school if effective teaching and learning of science subject is to be achieved because whatever is done in the science laboratory is to obtain or acquire skills that would help to advance scientific knowledge which subsequently would lead to the development of the human society.

Dynan and Kempa,(1977) cited in Iroha, (2004:1) explained that:

The aim of laboratory teaching is to facilitates students' acquisition of manipulative skills (ability to set up, manipulate and efficiently use standard laboratory equipment) observation skills (ability to observe accurately, read instruments correctly and record the observations accurately) experimental and interpretive skills (ability to carry out investigations, present and interpret observations and experimental data, evaluate the reliability and accuracy of experimental procedure) planning skills (ability to plan experimental procedures using standard laboratory techniques and to modify established techniques to suit novel experimental situations) as well as the development of such attitudinal characteristics as cooperation, persistence and resourcefulness in dealing with practical tasks and enthusiasm for science.

The above quotation implies that science teaching and learning cannot be completely done where there is no equipped laboratory. The realization of this fact motivated ASUU to pursue laboratory development in Universities because academic achievement of students in science subjects and research generally had witnessed a deplorable trend in the past decades due to dearth of science facilities in the laboratories

and this contribute to students' poor academic performance in science (Ihuarlam, 2008).

There is no iota of doubt that the conduct of research is one of the core functions of Universities and research in Nigeria has not yet attained the desired height that would enable it supply the needed current for development to take place. Ujo (2000) maintained that in sharp contrast to what obtains in the developed nations, research in the developing nations is yet to attain an impressive status. He attributed this to shortage of funds, obsolete research equipment, and lack of research grants. Emunemu, (2009) added that, the quality of research being carried out by Nigerian academics and students has been adjudged to be of low standard, when compared to their counterparts in other parts of the world.

These made ASUU to demand for setting up of Research Development Council and provision of Research Equipment to Laboratories and classrooms in the Universities especially in the 2013 strikes. ASUU in her wisdom knows the benefits that would accrue from research activities hence, it has continuously embark on strikes so as to draw the attention of government on the need to fund University education in such a way that research would be carried out conveniently.

ASUU has emphases through its strikes over the years that due to the declining quality of University research infrastructure, that is the absence of modern scientific laboratories where cutting edge research can be conducted, declining quality of the academia, lack of incentive for publications, and dearth of funding, research activities have been at a very low level. Therefore, the expectation on the institution to produce well trained personnel that will drive innovation for economic growth is at stake. However, for the institutions to be able to play these roles, they need to possess good laboratories, libraries, and other facilities.

The realization of this fact led TETFUND to introduce the National Research Fund of 3 Billion Naira as a complement to address the paucity of funds to conduct tertiary education research activities aside the fund intervention in the construction of laboratory and supply of its equipment to Universities. The fund according to Bogoro, (2015) is expected to facilitate research at cutting-edge level on activities that will impact positively on the competitiveness of the country on the global scientific milieu, and build up the research capacity of Nigerian researchers to contribute to the national development efforts as well as tackle global challenges. Okebukola, (2002) lamented that it is unfortunate that in many public tertiary institutions in Nigeria, equipment in laboratories are inadequate for students while most of those available are obsolete and non-functional as a result, many students do graduate without adequate exposure to the laboratory activities.

Studies (Iroha 2004, Akinbobola 2015 and Ige 2014) have shown that science laboratories in Nigerian schools are poorly or inadequately equipped necessitating ASUU to take up the challenge. For instance, Babatope (2010) investigated the problem of learning facilities in southwest Nigerian Universities and the way forward. The study population consisted of all academic staff in 10 public Universities in South West Nigeria, the sample was made up of 500 academic staff randomly selected from the 10 Universities in the area. A self-designed Questionnaire was used to collect relevant data for the study. The data collected were analyzed using frequency counts and percentage scores. The study revealed that Universities faced problem of facilities such as shortage of instructional materials for teaching and learning, inadequate classrooms for lectures, inadequate laboratories to carryout experiments and lack of matching facilities with student enrolment leading to over-stretching of the available facilities.

Similarly, Dike and Salisu, (2015) studied inadequate laboratory facilities and utilization. The study utilized descriptive survey design and randomly selected five senior secondary schools and draw up eighty students from each school and sixteen science teachers making a total population of four hundred and sixteen. Questionnaire was used for data collection and the research questions were answered by statistical mean while chi square and its cross tabulation statistics were used for the hypotheses. The study revealed that, there are inadequate and in some cases unavailable laboratory facilities in senior secondary schools in Zaria metropolis and that there is a significant relationship between available laboratory facilities and performance of students in SSCE examination.

In a similar study Sa'ad, (2014) conducted a survey that covers all boarding secondary schools within Yola metropolis. The population of the study was made up of all principals, teachers, non-teaching staff and officials of ministry of Education out of which 320 respondents and 10 boarding schools were randomly selected and questionnaire was used to collect relevant data. To give the general description of the data, frequency tables and simple percentages were used. Six (6) hypotheses were formulated and the testing was done by using analysis of Variance (ANOVA). The results showed that there was no adequate provision and maintenance of laboratory equipment and workshop facilities for practical work in the schools. The study concluded that in order to enhance higher productivity in schools, good and adequate instructional aids, science laboratories, and workshop equipment should be provided to schools.

In another related study Neji, (2014) undertook a study on the adequacy of laboratory facilities. 350 senior secondary school chemistry students (SSS 3) were sampled using multiple sampling procedure involving the use of stratified random sampling,

questionnaire were used to collect data and analysed using the analysis variance (ANOVA) which try to compared the mean of two variable, furthermore, the Pearson product moment correlation was also used to test the relationship that exist between adequacy of laboratory facilities on students' academic performance in chemistry. The findings showed that laboratory facilities were adequately less than expectation. It therefore recommended that government should adequately equipped chemistry laboratories while chemistry teachers should be resourceful in providing alternative materials for chemistry teaching and learning.

On the importance of laboratory facilities, Adeyemo (2012) studied the relationship existing between the supply of physics teachers and the provision of laboratory facilities on student's academic achievement. A simple survey design was adopted for the study, the population of the study consists of all senior secondary school physics student (SSS2) in Lagos state, using a simple random sampling technique, a total of 270 students were selected from six secondary schools and data were collected using questionnaire. The analysis of the data was presented in frequency and percentages while the hypotheses were tested using simple regression analysis. The study revealed that availability of laboratories and laboratory facilities contribute to students good academic achievement and that, the success of students in physics depends on proper interaction between the teacher, the student and the laboratory facilities provided.

2.7 Contribution of ASUU to the development of Students hostel Facilities in the University

A student hostel is a school building that houses students under the leadership of a hostel administrator. It is also a place where students live and is usually situated within the institution. The hostel or hall of residence, apart from protecting students from sun,

rain, heat and cold, represent a learning environment which has tremendous impact on comfort, safety and performance of students. The intent of building hostels in the Universities, according to Yusuff, (2011) is to develop an environment which will enhance and extend learning experiences of students beyond the classroom. As a result, the first generation tertiary institutions built hostels befitting the image of students.

The student hostel today has become a major area of concern with increasing student population as a result of increasing interest in the higher institution of learning over the years. The rise in population has led to various problematic conditions of student hostel which range from inadequate facilities to overcrowding, this phenomenon has made student hostels lose its original purpose of providing conducive academic atmosphere, good for learning and social integration. It is obvious that many Universities are no longer able to maintain the existing hostel facilities to cater for their current students, not to mention the possibility of funding new hostel initiatives to accommodate more students given the huge increase in student intake, even where accommodation hostel existed, these accommodation is simply not fit for habitation. Today, the student hostel accommodation not only appears to be inadequate but some of the existing ones are dilapidated and constitute danger to the health of the students and the entire institution's community.

According to Agbola, Olatubara and Alabi, (2001), the main cause of this perennial problem is the increased number of students being admitted, without a commensurate increase in the number of hostel facilities and aggravated by the scarcity of affordable and safe alternative housing in the neighbourhoods surrounding the institution. The problems arising from the above situation meant that a room which is structurally designed for two persons now accommodates up to six students. The implication is that other household facilities like water supply, electricity and toilets are over used because

they are now serving more people than it was originally meant. In addition, there are frequent cases of frustration; friction; conflict; antagonisms and open confrontation among roommates in overcrowded student hostels; over usage of wardrobes; corner or spaces and other facilities in the room.

According to Mbotto, (2000) today cracked, decaying walls, sagging roofs, blown-off roofs, and bushy surroundings are common phenomenon in schools. Unfortunately, the institutions have over the years not been able to keep the hostels even in minimum residential conditions because of paucity of funds. Thus, the need for an effective and conducive student hostel facility in Benue State University cannot be overemphasized due to the fact that students are expected to be in a sound state of mind to excel in their academic endeavour which can be achieved with a good student hostel system. Since student hostel provide not only physical protection for student, but a healthy social and behavioural stability, their productivity will largely depend on conditions of the hostel. Also, staying in the hostels is important because it encourage academic studies since students can easily consult themselves in case of doubt, remember a topic well through mutual discussions and even non studious students could be induced to read when they see that others are reading.

Akpan, (2000) lamented that the student population is rapidly increasing while the infrastructural facilities are in deplorable state and are over utilised. Ubong, (2007) went further to assert that the number of students in the hostels vis-à-vis the designed capacity has implied considerable stress on the facilities including bedspace and toilets. Okoh (2001) noted that lack of adequate hostel accommodation in the tertiary institutions have resulted into resale of bed space by students to their frustrated peers thereby exploiting them unnecessarily.

This inadequate hostel accommodation in the Universities has necessitated ASUU to impress on government to address the situation, but instead of providing enough grants to the Universities for rehabilitation to make the hostel a conducive place for learning, the government wants to completely privatize the Universities hostel but ASUU termed this as devastating and suicidal to the Universities, rather it stressed the need for the private sector participation in students' hostel development so as to improve the quality and quantity of hostel accommodation on all campuses. Okebukola, (2002) noted that President Olusegun Obasanjo been pleased with the suggestion, convened a meeting of all the proprietors and management staff of the Universities, with the Chief Executive Officers of banks, multinational oil companies, insurance companies and other private operators to form a partnership with the Universities and enter into workable agreement to build more hostel accommodation for students. This gave rise to the idea of a public-private partnership which is a legally binding contract between government and business for the provision of assets and the delivery of services that allocates responsibilities and business risks among the various partners.

In the same vein, ASUU insisted that government must make frantic effort to improve the general standard of Universities welfare and facilities aside the direct budgetary allocation to education and this led to the introduction of the special Presidential intervention which started since February 2002 and geared towards improving University facilities. In order to enhance the quality and standard of education particularly at the tertiary level, TETFUND was established as an alternative source of funding to the system and in 1999 BSU benefited in the renovation of its existing students hostel from the fund. Again in July 2012 BSU benefited from another high impact intervention from the fund to the tune of 3.2 Billion Naira and contract for the

construction of two student hostel (one female and one male hostel) was awarded from the fund.

The present dearth of hostel is apparently affecting the student's negatively in many ways. For instance, the purpose of Chukwu, (2001) study was to find out student's accommodation problems in higher educational institutions with particular reference to University of Nigeria, Nsukka. The sample for the study comprised of two hundred students drawn from the first year undergraduate students, questionnaire was used to elicit information from the respondents and five research questions were formulated to guide the study. The researcher used mean score to analyze the data collected from the respondents. The findings of the study shows that, students without hostel accommodation are exposed to hazards and poor living environment, they are always late to class and lack concentration. It also found out that increase in students enrolment create accommodation problem while inadequate funding of the educational sector does not allow the institutions to build more hostels.

Similarly, the study of Onyegiri (2004) revealed that students' accommodation problem existed, hence students live up to eight persons in a room meant for three persons and students also struggle over bed spaces, room accessories and over use the hostel facilities. The study was a descriptive study that used questionnaire to generate data from a population of 40 staff and 500 students; it concluded that, the problem emanated from disproportionate allocation of funds to the Universities by the Federal and State Government to match the increase in students' enrolment yearly and for the maintenance and construction of hostels.

Ekejiuba, (2015) in his study used ex-post-factor research design and employed descriptive survey method. The sample size of the study consisted of 258 male and 225

female hostellers, questionnaire was used to collect data from respondents while checklist was used to collect data on the adequacy of hostel facilities in the University. The data collected were analyzed using percentages, chi-square, Pearson correlation and t-test. The study revealed that the hostel facilities were not only overcrowded but also suffered over-utilization which had negative influence on the students' academic studies. The findings further revealed that existing facilities and buildings in the hostel had been overstretched to a deplorable level, in most cases, the basic needed facilities such as kitchen and laundry rooms were not existing or inadequate in quantity and quality. Also, the inadequate facilities in the hostels hinders academic studies and by implications high academic standards.

Amole, (2009) also reported the results of a study on residential satisfaction in students' housing in Nigeria. The study examined how satisfied students were and the factors which predicted residential satisfaction. Data were obtained from questionnaires distributed to a sample of 1124 respondents from all the halls of residences in four residential Universities in Southwestern Nigeria. The study revealed that more than half (53%) of the respondents were dissatisfied with their residence.

2.8 The Contributions of ASUU strikes on University library Facilities

The University library is a place where academic information sources are acquired, organized, processed, stored and made available to meet the information need of the students, teachers and the entire University community. According to Imeremba, (2000) the primary function of the academic library is to provide full range of information resources and services necessary to carry out the goals and duties of the institution which the library was established to serve.

Lawal and Okwueze, (2007) noted that Nigerian University Libraries had a rosy period from independence to mid-1980s as most of their information resources were acquired in foreign currency. With the oil glut however, drastic budget cut, high exchange and inflationary rates were factors University libraries had to contend with. The overall effect was that annual library votes became inadequate to satisfy essential needs for collection development purposes. Ayorinde, (2005) in his view explained that no Nigerian University Library has satisfied the requirement of the United Nations Educational, Scientific and Cultural organization (UNESCO) that an academic library must procure a minimum of 10,000 books and journals per year and fully computerize the library system.

The problem of library facilities in Nigeria Universities include the predominance of old collections(a near absence of modern books and journals); inadequate computer with limited or no access to internet and e-learning facilities, lack of funding as well as inadequate attention to library education. In many libraries, lightening is very poor and most of the books are improperly displayed with cataloguing styles out of date, most of the libraries still use the card system of cataloguing. There are no photocopiers for students to use, except for administrative purposes. Along with these is the unsatisfied demand for professionally trained librarians as well as an acute shortage of financial resources to fund the acquisition of books and journals. Hence, Okafor (2010) suggested the equipping of academic libraries with relevant books, journals, e-journals, internet facilities and other necessary resources as major strategies for enhancing utilization of library resources.

According to Anafulu, (1996) an academic institution cannot achieve the aim of its establishment without a well-equipped library. This is why ASUU has being insisting

on improved funding of University libraries. Ibrahim (1996) cited in Dike (2009) reported that funding of educational institutions and Universities in particular was one of the pillars of agreement signed between ASUU and the FGN. According to the agreement, library services were placed under a special head, which should account for ten percent of the total recurrent budget. According to him, this agreement led the NUC to prepare a memorandum on budgetary allocation for the academic libraries on behalf of the University libraries to the Federal Government in 1993 to the effect that, recurrent grants to each University should be fully committed to the operations of the University library. According to him, sixty percent of this amount should be committed to the purchase of books and journals, while forty percent should be committed to personnel emolument and purchase of other consumables required by the library.

Also, ASUU struggles for improved library facilities yielded the World Bank Project in Nigeria, which lasted from 1990-1996 which entered into agreement with the Federal Government for \$120 million facility to be applied for the refurbishment of the Federal Universities. About 43% of this amount was devoted to procurement of library books, journals and equipment. Also from 1991-1995, there was the Federal Government of Nigeria-European Union Project for the State University libraries which was aimed at balancing development of libraries in the state University system which was excluded from the World Bank Project but these are hardly sufficient to meet the needs of the libraries compared to their challenges.

Tertiary Education Trust Fund (TETFUND) also, an offspring of ASUU/FGN Agreement of 1992 has been consistently contributing to the development of higher education in terms of equipment, library resources and infrastructural development through funding and monitoring of the project. Similarly, ASUU ensured that between 2001 and 2002, part of the proceeds from the oil revenue referred to as the Petroleum

(Special) Trust Fund (PTF) was spent on purchase of books for libraries. The Library Development Fund (LDF), another attempt to improve funding was a product of 1992 ASUU/FGN Agreement which increased library allocation to 10% of total recurrent grant to each University.

Also, Olure (2015) submitted that, ASUU's call on the international community to rescue Nigerian University from complete collapse led to the approval of Mac Arthur grant to work with four Mac Arthur grantee University libraries in Nigeria, the first time such gesture was extended to African Continent. They are: Ahmadu Bello University (A.B.U.), Bayero Universitykano (B.U.K.), University of Ibadan (U.I), and the University of Port Harcourt (Uniport). The Mac Arthur Foundation is a private independent grant making institution dedicated to helping groups and individuals foster lasting improvements in human condition. The goal of the project is to meet the needs of students, faculty and researchers at these four institutions by providing more efficient, reliable, and easy access to research and scholarly information.

Ugah, (2008) undertook a study on library resources to demonstrate the challenges encountered. The survey used simple random sampling technique to select 168 respondents and presented its analyses using percentages and frequency tables. The results show that 51.2% of the respondents viewed that information resources were not easily available in the University library while 53.6% were not satisfied with information accessibility.

Similarly, Afebende and Ebaye, (2008) employed a simple random technique in sampling 436 respondents. Data were collected using self-structured questionnaire and were analyzed using descriptive statistics of mean and standard deviation. The study revealed that some problems are militating against the use of library resources which

the respondents ranked: First was lack of current books and journals, second lack of e-resources or relevant databases and third irrelevant materials. Some of the recommendations of the study were the provision of current and high quality books and other research materials, provision of e-resources alongside books and journals, improved user skills, user education and public enlightenment on the resources available in the library through current awareness services.

Also, Bilali (2000) used stratified random sampling technique to select a sample of 52 staffs of Makerere University library and 200 students of the University in a Study. Using documentary review, personal observation and questionnaire, he found that inadequate funding was one of the constraints in the formulation, development and implementation of standards in the library. Following from the findings, it was concluded that inadequate funding affected the effective operation of library services.

In the same vein, Agada (2010) investigated the Challenges and prospects of utilization of Library resources. The study adopted a qualitative and quantitative research design. Stratified sampling technique was used to select 300 respondents for the study. Instruments for data collection were questionnaire, interview and document analysis. Data collected were analyzed using Statistical Package for Social Sciences (SPSS). The study identifies the following problems as hindrances to effective utilization of e-resources in Makerere University; inadequacy of existing resources, slow speed of the internet or poor bandwidth, lack of publicity of the available facilities, limited subscription to databases, irrelevant databases and poor user skills. The study recommended increase in the ICT network, provision of adequate e-resources, increased awareness on the available facilities and intensive user education.

2.9 Contributions of ASUU strikes on Student Classroom Facilities Development

Learning facilities constitutes an important factor in the proper functioning of any educational system and its availability to the students can influence their academic achievement. Therefore a class room is the bedrock of any University for effective teaching and learning. The essence of a classroom is to provide a stimulating safe learning environment that will motivate staffs and improve the academic achievement of students. The influence of student classroom cannot be underestimated as any University that lacks the facility will not be able to achieve its stated objectives as such inadequacy will lead to loss of interest on the path of both staffs and students due to poor learning environment.

The decline in the number and quality of student classroom in Nigerian Universities has being one of the biggest challenges facing the nation over time and has being a source of concern to stakeholders in the education sector. It has been observed that high quality education was obtained in Nigerian Universities in the seventies and early eighties. It was such that can be comparable to what was being offered by top class Universities elsewhere in the world. However, rather than the quality of education continuing to appreciate, it has being depreciating due to poor funding resulting in inadequate and dilapidated lecture halls and classes for learning, furniture and sanitation. Chobelueh, (2012) confirmed that despite several fiscal intervention programmes announced by the federal government to boost tertiary institutions, the impact is yet to be felt as all resources required for educational production process appear to be dismally in short supply in Nigerian Universities. Solomon, (2014) laments that lecture are still held under trees in some Universities in Nigeria because of inadequacy of classroom block and lecture halls. The few available classrooms in some Universities are in a very poor condition to allow for proper teaching

and learning take place. Speaking on the relevance of physical facilities for teaching and learning, Edeh, (2008) stated that good condition of classrooms could enhance lesson delivery and enforcement of discipline among the students by the teacher.

With enrolment explosion witnessed in the Universities today, students are faced with poor living conditions as can be seen in overcrowded lecture theatres and classes during lectures and examination periods. This points to the fact that, an inadequate learning facility is one of the factors responsible for the decline in quality of education in Nigeria (Olagbemi, 2010).

In order to improve on the learning facilities status in Nigeria's educational institutions, ASUU initiated a national donor agency known as Tertiary Education Trust Fund (TETFUND) which became the substantial source of financial assistance to various educational institutions especially in the construction, completion or rehabilitation of capital projects in those institutions. Due to the commitment of the Federal government in revamping the higher education sector, most of the recent capital development projects in Nigerian educational institutions have been sponsored or financed by the fund and this is facilitated by the role of ASUU as the watchdog of the fund. In BSU, TETFUND sponsored the construction of two twin lecture theatres with about 1000 sitting capacity, one in each of the two campuses as part of the recommendation of NEEDS assessment committee in 2012.

Uche, Okoli and Ahunanya, (2011) emphasises that students' classroom contribute directly to the teaching and learning process in the educational system. Akinsolu, (2012) stated that the availability and adequacy of classroom is necessary for the attainment of educational objectives. Naz, Khan, Daraz, Rehman, Hussain and Alams, (2013) proved that student's performance and academic achievements in examinations are correlated with their classroom condition and quality and this motivated ASUU to champion the

agitation for the construction of more student class room so as to create an enabling environment for conducive teaching and learning and thus ensure the creation of a disciplined, committed, highly motivated, respected and professional teacher.

Availability of learning facilities has remained the focus of interest of academics and researchers. Earthman, Cash and Van Berkum cited in Naz e' tal,(2013) in their study found that students who study in standard classroom perform better in test scores than their counterparts in substandard classroom. Cash (1993) did a research in Virginia, USA on the Impact of building condition on students' academic achievement and found that classroom condition had a significant correlation with students' achievement with socio-economic factors remaining constant. Chan (1996) in his research on the impact of infrastructure on students' achievement in Georgia U.S.A, after classifying the school environment into modern learning environment and obsolete learning environment found that students who learnt under the modern learning environment performed better than those in obsolete learning environment.

Naz e' tal (2013) concluded that the provision of quality classroom facility directly influence the social and psychological development of the students thereby affording them the opportunity for the demonstration of their potential and emotional state. Such available facilities encourage students to be dynamic towards absorption of knowledge thereby improving their academic performance.

2.10 ASUU strikes and Staff Accommodation

Housing is universally acknowledged as one of the most basic human needs with a profound impact on the life-style, health, happiness as well as productivity of the individual (Dunn, 2000).

Ajanlekoko, (2001) noted that government has over the years realized the importance of ensuring that its citizens are accommodated or housed reasonably well, so during the

early colonial period, housing activities and policies of government focused essentially on provision of quarters for expatriates staffs and selected indigenous staffs in specialized occupations like the railway, the police, schools, hospitals to mention these few.

Thus, in the first generation tertiary institutions, many residential houses were built in the forms of staff quarters to take care of their accommodation challenges (Lawal, 2000) but the growing demand for tertiary education has eventually led to the gradual elusion from the residential housing needs of the staffs to the development of other academic facilities. Conversely, a degenerated scenario is observed where in recent times, many staffs of tertiary institutions live far from campuses and shuttle many kilometers to work daily except for a small population who are either indigenes or successful in securing accommodation nearby (Pat-Mbano, Alaka and Okeoma, 2012).

The deficiency in the supply of staff accommodation have resulted in low level of motivation and creates room for widening underperformance of the staffs, this aroused because according to Kayode (2014), the greater the access to good welfare packages, the greater the possibility of commitment and productivity an employee is able to afford. These dilemmas have degenerated to pathetic situation to the extent that academic excellence is being jeopardized in our schools.

Academics are the pillars of quality knowledge transfer in any society, their major activities include researching, teaching, presentation and publication of useful information, thus they require maximum focus, serenity and teamwork to be optimally productive and this cannot be achieved only during the normal working hours hence, the development of staff housing or quarters to support their academic productivity. Unfortunately, many Nigerian Universities lack this important academic facility due to underfunding of the sector.

According to Israel and Bashiru (2008), on one hand, the problem of inadequacy of building materials, indigenous landowners, inaccessibility to funds and so on are the major constraints that led to price increases in housing construction which has consequently made it impossible for people of low income or middle income to acquire their personal house. Ojo (2008) on the other hand observed that, the high cost of building materials in the country has deprived many people including civil servants, the chance to build their own houses. Consequently, this has resulted in the acute shortage of affordable accommodation and the high rate of renting houses in the Urban and Rural areas of the country. Ojo noted that the Nigerian Workers receive monthly take home pay that is hardly enough to provide the necessary basic necessities for their family, hence they could not dream of building houses where they will live.

Considering the negative impact of staff housing on productivity and the fact that no tangible plan has been made or is being made to provide houses for University staffs in both Federal and State Universities, ASUU have insist on enhancing staff accommodation and welfare so as to stabilize their lives, motivate them and increase their working efficiency. In BSU, the union has constantly mounted pressure on the University to repair and renovate all dilapidated staff houses and further pursue for an increase in housing allowances and payment of its arrears.

This became necessary because studies have shown that houses influence workers' productivity, for instance, Nnametu, Alaka and Okoronkwo, (2015) conducted a study on Staff Housing: Panacea to Academic Productivity (Nigerian Institutions). The target population consisted of all the tertiary educational institutions in Imo State. A total of eight (8) tertiary institutions exist within the study area and three (3) institutions were randomly selected and a quota of 100 respondents was allocated to each institution due to non-availability of staff statistical records while the sample size of 300 respondents

were drawn through systematic sampling. The study revealed that, the inability of the tertiary institutions in Imo State to provide staff accommodation for their academic staff have some productivity implications against the goals of the affected institutions, four most significant productivity implications identified included: poor staff collaboration for more serious researches, demand for improved working conditions, delay in the assessment of students results and less attention to students performances. Therefore the researchers deduced that the externalities of academic staffs of these institutions living far distance from the institution not only affect their contributions to innovative and competitively outstanding researches, but the ability of their products to compete favorably in the global labour market.

Similarly, Kayode (2014) studied Teachers' Perception of the Welfare Packages for Teaching Staff in the Lagos State Primary Schools: Implication for Teacher Productivity. A total of 300 teachers were selected for the study from 25 primary schools in five Local Education Districts. A questionnaire was developed and administered by the researcher. The data collected were analysed by calculation of weighted means. The findings of the study indicated that there was no provision of official accommodation and housing loan scheme for teachers in the Lagos state primary schools. The study also shows that the housing loan scheme operated by PP-TESCOM for teachers was grossly inadequate and had not favoured the teachers at all, the teachers are not adequately catered for when it comes to allocation of residential quarters in the Lagos state civil service and that the teaching profession is being discriminated against in the allocation of landed property in Lagos state.

With respect to affordable housing, access to decent housing at affordable cost is beyond the reach of low income earner. Onyike (2003) conducted a study on Owerri public servants. The purpose of the study was to examine the affordability of adequate

owner–occupier housing in Owerri, Imo state Nigeria under the new salaries and allowances regime. The researcher conducted his studies on 66 bungalows. He used a market value survey on annual mortgage premium over 25 years at 6% and 18% to determine affordability by the public servants.

The findings of the study indicated that only those on salary grade level 13 and above in the Federal public service and grade level 16 above in the state civil service were able to afford the cheapest adequate bungalows in Owerri at 6% interest rate. At 18% interest rate only those on grade level 17 and above in the Federal civil service and none in the state civil service can afford adequate housing while only the Federal permanent secretary may be able to afford a detached house. The researcher concluded that majority of public servants were not able to afford adequate housing without substantial assistance.

Therefore, the possibility of providing convenient and academically-friendly accommodation for academic staff in Benue State University remains a fundamental challenge that not only requires dynamic response but feasible approach that must not be jettisoned by responsible government and institutions if they really mean to enhance the productivity of their academic workers.

2.11 Contributions of ASUU Strikes to the Provision of Learning Facilities

One of the major problems now facing the Nigerian Universities is the problem of under-funding (Erhagbe, 2014). This is not surprising considering the fact that in recent time, the government which statutorily bears the cost of higher education in the country now faces tight budget constraints due to the collapse of the oil market. Odebiyi and Aina, (2009) noted that prior to 1970s the Nigerian Universities were in a state of boom. In fact, facilities that existed in the Universities were at par with what existed in other parts of the world but with the increased budgetary restrictions of structural adjustment

programme (SAP) and the depreciation of the Naira, the provision of learning facilities have been drastically curtailed and the quality of teaching has fallen considerably while student enrolment continued to rise.

From all indications, the Nigerian government lacks the fund to provide adequate learning facilities and the supporting infrastructure needed to maintain and sustain the facilities. Therefore ASUU strikes help to draw the attention of government to alternative sources of funding the University. ASUU in 1992 opined that personal and corporate income taxes should be imposed with the proceeds being used by the Universities. Part of the agreement which the union had with the FGN in 1992, is that education levy be imposed on corporate bodies at the rate of 2 per cent of profit. This led to the establishment of TETFUND as an Intervention Agency charged with the responsibility for managing, disbursing and monitoring the education tax to public tertiary institutions in Nigeria (Afianmagbon and Obiukwu, 2012). The fund is now the major source of financial assistance to various educational institutions for facility development.

Incessant ASUU strikes over the years has exposed the dearth of learning facilities and their deplorable condition in Nigerian Universities which hitherto was unknown to many people, this action therefore directly or indirectly invite private sector and wealthy individuals to assist in transforming the system through the provision of learning facilities in order to address the challenges.

Ogbonnaya, (2000) after considering the heavy financial burden of education on the government advocated the need for the communities to be involved in the funding of education. Community participation in funding education can be in the form of donations from individuals and charitable organizations, endowment fund, fund raising ceremonies and alumni support. Akindele, (2000) stated that the achievement of

effective and efficient education for Nigerians in the foreseeable future should come from increased participation of Community and Private sector.

Similarly, ASUU strike has helped in advocating the need for University management to imbibe the culture of facility maintenance which is lacking in an average Nigerian University, as this will go a long way to reduce the rate of decay of the existing facilities. Enofe, (2009) pointed out that, one of the major problems in developing countries is inadequate maintenance of infrastructure. The situation can be attributed to poorly equipped maintenance department where it exist, insufficient funding for operation and maintenance, inappropriate technologies, lack of spare parts, lack of experienced manpower requirement and insufficient monitoring and evaluation of operation of infrastructure.

Maintenance culture, which encompasses provision for adequate care of the hard earned infrastructure have not gained ground in the consciousness of University administrators, staffs and students in Nigeria over the years, and consequently, most infrastructures are at the verge of collapsing, decayed, dilapidated and abandoned. Bamgboye, (2006) posits that maintenance is the art of bringing back the operating condition of an asset into normal functioning at a minimal cost capable of enhancing the life span of the item. In other words, maintenance is the ability and skill of keeping infrastructures available for normal use.

Sani, Muhammed, Shukor and Awang, (2011) noted that maintenance culture is unique for each organization while negligence in the maintenance of school facilities has many negative consequences. When school facilities are not well managed and maintained, they constitute health hazards to students and teachers who use them, even the large amount of money invested on such facilities are wasted when school buildings and equipment are left to deteriorate without maintenance. In most institutions today, effort

at curbing the rate of vandalization of facilities by students has been instituted with various sanctions meted out to culprits.

In the same vein, ASUU strike has limited the act of corrupt practices among University management by acting as watchdog because corruption in Nigeria Universities is very high and unbearable for effective infrastructural development. Aluede, Idogho and Imonikhe, (2012) suggested that stakeholders, especially the leadership of Universities in Nigeria need to take bold steps in curbing corruption and financial waste in the system. Despite the inadequate funding of Universities, there exist waste of resources and corruption by some leadership of the institutions, which if well harnessed and effectively directed towards expansion of facilities to accommodate the larger number of students, the challenges of learning facilities will be overcome.

Financial waste exist in the area of carrying out irrelevant projects, increasing cost of projects, luxury activities and Universities owning several official vehicles but used for private businesses that do not augur well for the system and these vehicles are fueled and maintained by their respective institutions.

Ekundayo and Ajayi, (2009) emphasises the need for an effective monitoring and management of funds presently being allocated to the system and efforts should be intensified to improve on what is currently being allocated to the system. As a means of ensuring effective management of fund Mgbekem, (2007) suggested that reliable accounting system should be established in each Nigerian University to guarantee accountability, honesty and transparency.

2.12 TETFUND Intervention in BSU 1999-2015

ASUU was established to cater for both the welfare and political needs of its members, in this way the union ensures that it secures the best possible conditions with respect to the employment of its members as well as to provide political education for them to enable them recognize their rights and engage in struggles to protect such rights. ASUU-BSU (2012) states that in an environment where employers tendencies to exploit employees is high, workers union does not have much choice but to put all modalities in place which would ensure that its members welfare rights are protected.

ASUU in its struggles have continually emphases that, the FGN should give assistance to states that own Universities. The FGN/ASUU agreement (2001:10) and (2009:22) all made provision for assistance both to state governments that are proprietors of Universities and those that do not own Universities but need assistance in the area of higher education. ASUU’s inclination towards the above came to the fore in 1992 when ASUU proposed the establishment of a special fund to handle education matters in the country. The education tax fund (ETF) was subsequently established through decree 7 of 1993, and later amended and rechristened “Tertiary education trust fund” (TETFUND) in 2012, therefore, TETFUND is the brain child of ASUU resulting from its struggles to improve the educational sector in Nigeria.

BSU has benefitted from the struggles of ASUU even though the branch is always subjected to two struggles, one at the national level to win the package and another at the local level to compel the state government to implement. Like other public Universities, BSU has immensely benefitted from TETFUND since its inception as presented on the table below.

Table 2.3: TETFUND Intervention in Benue state University 1999-2015

S/N0	Year of	Nature of Intervention	Actual cost of
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	Intervention		Intervention
1.	May 1999	Renovation of hostels, conversion of women Centre to office, provide surface dressed road and drains and expansion of waterworks	₦ 55,929,858.00
2.	June 2000	To convert existing secondary school assembly hall to arts theatre complex, including installation of collapsible seats	₦ 20,000,000.00
3.	January, April, August and November 2002	Construction of office block, supply of its furniture and equipment and the construction of department of Mathematics/Computer Science, its furnishing and equipment.	₦ 8,522,9998.93
4.	November 2003	Construction of post graduate school	₦ 27,552,658.00
5.	February and November 2004	Furnishing of post graduate school, supply and installation of Language Laboratory and supply of sport equipment	₦ 27,966,000
6.	November 2005	Supply of sport equipment, Construction of media Centre/department of mass communication	₦ 35,179,206.00
7.	October 2007	Furnishing of offices and media Centre, Supply, installation and commissioning of radio, television, photo studio equipment and Supply of workshop equipment to department of Vocational/technical education	₦ 39,563,800.00
8.	November 2008	Construction of auditorium	₦ 46,107,730.00
9.	December 2009	Construction of physics laboratories	₦ 42,612,845.00
10.	October 2010	Construction of Biology Laboratory, supply and installation of Biology and Physics laboratory equipment and furnishing of staff office and auditorium	26,3030,797.38
11.	July 2012	Construction of faculty of Environmental Sciences, central university library and expansion of lecture theatre and student hostels	₦ 2000000000.00
12.	November 2013	Construction of faculty of Arts 350 seat capacity Auditorium including drilling of 1no Borehole/storage tank and external work	₦ 200,000,000.00
13.	December 2015	Provision of Research facilities, staff training and development, library development etc	₦ 607,000,000.00
Grand Total			₦2,847,566,572.81

Source: Adapted from BSU at 20: Achievements, challenges and prospects 2012 and office of the TETFUND desk officer BSU 2016.

The table above shows the quantum of intervention that BSU benefited from TETFUND over the years. The sum total of the various interventions stands at two

billion, eight hundred and forty seven million, five hundred and sixty six thousand, five hundred and seventy two naira and eighty one kobo (₦ 2,847,566,572.81) only.

In accordance with its mandate, TETFUND has also assisted Nigerian Universities in the area of Human Resource Development, these are in the area of sponsorship to conferences and sponsorship for the acquisition of Higher degrees. Benue state University also received assistance in these areas, the details is presented in the table below.

Table 2.4: TETFUND Intervention in human resource development in BSU

S/NO	Degree/research	Local (No)	Overseas (No)
1	M.Sc	12	4
2	Ph.D	20	6
3	Individuals at conferences	26	41
4	Group research	2	-
	Total	60	51

Source: Adapted from BSU at 20: Achievements, challenges and prospects 2012 and office of the TETFUND desk officer BSU 2016.

The table above shows the area of human resource development intervention in BSU by TETFUND. The agency has committed to BSU an approximate total sum of one hundred and forty three million, seven hundred and eighty five thousand, three hundred and ninety nine naira (₦ 143,785,399.00). The breakdown is as follows: for conference attendance and post graduate studies abroad, the total quantum sum expended stands at one hundred and twelve million, eight hundred and thirty five thousand, three hundred and ninety nine naira (₦ 112,853,399.00) from which 51 staff members benefited, while for conference attendance and post graduate studies within Nigeria, the cost stands at thirty million, nine hundred and fifty thousand naira (₦ 30,950,000.00) from which 60 staff members benefitted.

Another area that BSU has benefitted from ASUU struggles, is the exercise carried out by FGN called “the Nigerian Universities needs assessment”. The needs assessment

arose out of the struggles of the union at the beginning of year 2012, which stressed the issue of funding as the most neglected aspect of ASUU/FGN agreement by the government. As part of efforts to end the year 2012 industrial strikes, the FGN agree to give special intervention to public Universities in Nigeria to the tune of one hundred billion naira (₦ 100b) which will be build up to four hundred billion naira (₦ 400b) before the end of year 2012 and the gesture sustained in subsequent years to the sum of 1.2 trillion naira.

This sum, it was agreed, would be used to work towards the restoration and repositioning of the Universities so they can compete favourably with others globally. To enable the release of the fund, it was thought that the real needs of public Universities be determined and presented to the FGN, BSU was one of the Universities visited and so stand to gain from this special intervention. The recommendations of the needs assessment team to BSU included: A 6000 sitting capacity and four storey library building, Two 1,500 sitting capacity lecture theatres, a faculty building for social sciences and education beach.

Physical observation carried out by the researcher confirmed that the committee's recommendations were all granted although not as fully recommended. The library was constructed with about 3300 sitting capacity, two lecture theatres were also constructed one in each of the two campuses with about 1000 sitting capacity and the faculty of social science was also constructed.

Undoubtedly, this intervention would go a long way in the overall transformation of BSU while improving its capacity to positively and appropriately respond to the challenges associated with the production of quality manpower in the knowledge-driven world of 21st century. From the foregoing, it becomes very clear that ASUU has

impacted greatly on Nigerian Universities, BSU inclusive. Although the modus operandi of the union may not be very pleasant to University administrations and government, as a result of which the union is always viewed with suspicion and most often resisted, one cannot however, deny the fact that the presence of ASUU in Nigeria has done tremendous good for the University system.

Underscoring this very important but ignored fact, Onyido (2012) succinctly contends that:

“The enthronement of a healthy, truly functional and intellectually vibrant National University system, a University system that is relevant and responsive to the developmental needs of the nation, not in any way inferior to its peers globally and which has in-built mechanisms and resources to anticipate and prepare for the changes and challenges the future invariably brings, since the world we live in is constantly changing”.

One would expect appreciation and commendation for the union for its uncommon commitment and dedication to service which if imbibed by other Nigerians will make Nigeria great. In the words of Onyido (2012:1) “I make bold to say that if leaders in other spheres of our national life possessed the kind of commitment and dedication to their cause as I have seen in ASUU leaders. Nigeria shall be a completely different space”.

2.13 Theoretical Framework of the Study

The study draws insight from the theory of class struggles and complemented by Lenin’s Contributions on Strikes but adopted the theory of class struggle because it explain the condition of workers and further enlightened workers on how to carry out revolution for its emancipation.

The theory proceeds from the assumption that human society develops according to definite laws that do not depend on the will and the consciousness of people, these laws

governs the whole course of social development. The development along specific lines necessitates one system of social life given way to another on the basis of the growth forces.

The advancement from one mode of production (communalism) to the next (feudalism) is predicated upon the struggle between the predominant classes in each of the mode of production. This struggle constitutes the driving force in all human societies. Thus Marxist and Engels (1971) argued that the history of all human society, the history that is recorded is replete with struggles between two major contending and directly opposite classes. In a word, the oppressor which refers to as the ruling class or bourgeoisie and the oppressed also known as the working class or proletariat, standing in sharp opposition to each other.

The class struggle is caused by the diametrically opposed social position and contradictory interests of the different classes in the society. The class struggle take place in order to safeguard the economic benefits and interest of the workers which is being exploited by the dominant ruling class and the methods of the struggle is through strikes organized by the labour union. Marx define class as a large group of people differing from each other by the place they occupy in a historically determined system of social production, by their relation to the means of production, by their role in the social organization of labour and consequently by the dimensions and mode of acquiring the share of social wealth of which they dispose.

He added that the structure of capitalist society is so built up as not to allow considerable concessions to the working class, under such circumstances, the workers are forced to fight against the capitalist. A class according to Marx will always view its own interest and will give priority to the interest and when doing this, a conflict with

another opposing class becomes inevitable. Hence, consciousness, conflict and struggles are inevitably connected with the idea of class.

The interests of these two contending classes are diametrically opposite because workers are conscious of their position and conditions. The workers are therefore determined to change or overthrow the existing system to bring an end to their exploitation while the ruling class is determined to safeguard at any cost the existing system which is conducive to their interest. The objective of one class is not to be exploited and that of the other class is to perpetuate the exploitation.

The ruling class is economically powerful and because of this, it controls the economic and political system in its favour. In a class society, the leadership and control of the ruling class are final and uncontested. The class not only controls the material world but also the intellectual world. The thoughts and ideas of the society cannot go against the thoughts and ideas of the ruling class. The ruling class achieves its objective not through military methods but through subtle propaganda and indoctrination.

Marx maintained that it is only the establishment of a classless society that will bring about an end to this struggle. The classless society is understood as a world human community in which the free development of each person would be the condition for the free development of all. In such a society, the foundations of capitalism (wage labour, commodity economy and money) would no longer exist, private property would have been abolished along with the family, nations, the state, classes and all forms of exploitation. The means of achieving this goal is seen as those of social revolution carried out by the international working class. Therefore Marx opined that the class struggle is the driving force for advancement from one socio-economic formation to other. It emerges out of irreconcilable hostile interest of the antagonistic classes. The

resolution of which often moves the society forward to a higher form of socioeconomicformation.

It is worthwhile to mention that, within the ASUU-BSU/FGN face-off, the dominant contending classes are ASUU-BSU representing the workers and the State and FGN represents the ruling class or Employer. The two classinvolved in the industrial relations are believed to have strong bargaining power and usually seek to maximize their respective interests (Borjas, 2005). The employer seeks to maximize productivity using unions' (workers) services while the workers maximize their utilities (e.g. satisfactory wages, better conditions of services among others) by offering their services. But because the employer owns the organizational resources and prerogative in decision making, the workers are being dominated and exploited by the employer. This unequal power relation leads to contradiction and strikes because workers are often displeased with the employers' decision.

ASUU emerged as a logical reaction to the collapse of the Nigerian economy in the 1970s due to the global glut of the oil market necessitating fall in income generation of the economy making the government to withdraw subsidies to the education sector. As a result of this, the teaching and research facilities of Nigerian Universities and physical structures of the institution started collapsing. ASUU being the representative of academics in the University who constitute the working class being conscious of their economic interest cried for adequate funding to revitalize the educational system, yet education was continuously been neglected until an agreement was reached with the government on how to resolve the lingering problem.

Emanating from government's refusal to implement the terms of the agreement reached with ASUU due to what it claim as competing demand from other sector, ASUU had to

fight for improved learning environment, welfare of its members and work environment to be properly addressed by the government being the owner and sole financier of the institution. ASUU insisted that it is the duty of the Nigerian State to invest in education as the future of any country is tied to the quality of education it provides and that every responsible government must implement the terms of an agreement it voluntarily signed with the labour union. It resorted to strikes when it realized that the only language Nigerian leaders understand is force. ASUU representing the exploited class has therefore remained in the vanguard of the struggle to ensure that the public Universities in Nigeria do not collapse.

This theory is pertinent and relevant to this study in that it focuses on open disagreement between FGN (ruling class) and ASUU (working class) based on unresolved issues and the non-implementation of agreement reached, whereas ASUU claimed that the FGN had breached the terms of the agreement, the FGN's position has been that educational funding cannot be considered any more important than other sectors and basic amenities. Hence government saw nothing wrong repudiating some of the terms of agreement with its political power. In this respect, strike action undertaken by ASUU takes on the character of a form of struggle for class survival.

ASUU strikes among others indicate the contradiction inherent in capitalism, the strike is a testimony that the material conditions of life of the people explain every event in the society and that at a certain stage in capitalist development, the material productive forces of society come in conflict with the existing relations of production or with property relations. The aggravation of contradiction between FGN and ASUU increases the class struggle and the strike movement. Due to the antagonistic interest between ASUU and the State, successive ruling class has denigrate the academia in their calculated attempt to show their superiority by tactically crippling and suffocating the

public Universities in Nigeria by massively cutting down funding and the result is poor conditions of service, dearth of learning facilities and falling standard of living (Jega, 1996).

This is because the ruling class assumed that since the Universities belong to the State and is financed by it, they expect unqualified support from University lecturers and total identification with the policies of State but this has never been the case, rather ASUU sees government's current industrial relation and inadequate funding of education as potentially creating stagnation and under development for individuals, the educational sector and the country at large, this has created an opposing interest, contradiction and antagonistic situation leading to conflict that manifest in incessant industrial strikes because ASUU feels exploited and alienated thereby experiencing blocked opportunities due to neglect of the Universities.

In the same vain, Lenin's (1970) contributions on strikes is a tendency to radicalize the workers by sharpening their awareness of the true nature of the relationship between themselves as labour power and the capitalist and its state as personified capitalist. That is the relationship is one of the oppressed and oppressor or the exploited and exploiter which cannot be reformed but destroyed and replaced. This insight leads workers to gain a collective consciousness that their true class enemy is the capitalist.

Lenin remind workers that, it is when they become conscious and begin to organize strike and thus flux their collective strength that they start to realize that the state is a tool of capitalist and its laws tend to be designed to serve their interest. In this way, Lenin (1924/1970) described strike as a school of war. By describing strike as a school, Lenin draws upon the workers collective ability for learning and creating a knowledge base needed to transform capitalism into socialism.

Lenin's (1924-1970) states:

Every strike strengthens and develops in the workers the understanding that the government is their enemy and that the working class must prepare itself to struggle against the government for the peoples' rights. Strikes, therefore, teach the workers to unite; they show them that they can struggle against the capitalists only when they are united; strikes teach the workers to think of the struggle of the whole working class against the whole class of factory owners and against the arbitrary police government. This is the reason that socialists call strikes "a school of war," a school in which the workers learn to make war on their enemies for the liberation of the whole people, all of who labor, from the yoke of government officials and from the yoke of capital. (p. 65)

He emphasizes that strike as a school must be conceptualized as a tool to not only enhance the material conditions of workers lives, but it must be strategically employed to increase the number of class conscious workers as a way to seize state power and socialize the means of production. To this end, the economy is organized and planned around meeting workers' needs rather than augmenting capital.

Lenin (1970) saw strikes as a form of protest to force the recalcitrant employers to respect the value of labour and accord employees its rightful place taking into consideration the historical exploitative relationship between labour and capital. The harsh condition of work in the capitalist system necessitated the proletariat struggle for a revolutionary process. He added that, the very nature of the capitalist society signify the beginning of the working class struggle, the working class with their deep class consciousness understand the intriguing manipulations of employers, revolt jointly against their employers through strikes for considerable improvement in their conditions or emancipation. Therefore, the aggravation of social antagonisms in the capitalist system, the influence of the scientific and technological revolution on the condition of the working class and the extraordinary acute ideological struggle between capitalism and socialism is far from relieving the trade union their task of directing the

economic struggle of the proletariat and increase their involvement in the common struggle for socialism.

The political activity of trade union according to Lenin, lies in promoting the development and organization of the working class movement, in transforming this movement from its present state of sporadic attempt at protest, riots and strikes devoid of a guiding ideas into an organized struggle of the whole working class directed against the bourgeois and working for the expropriation of the expropriators and the abolition of the social system based on the oppression of the working people. Lenin conclude that only the working class exclusively by its effort to develop trade union consciousness necessary to combine in unions, fights the employers and strives to compel the government to pass necessary labour legislation. As the union engages in collective bargaining, strikes and welfare matters, they contribute to the developmental processes of the society which they belong.

Lenin's contributions clearly explain the inherent ideological contradictions between the state (FGN) and the working class (ASUU) in Nigerian. The ruling class with their surplus mentality determines to maintain the status quo deliberately intensify the alienation of ASUU members by depriving them of better conditions of service that will improve their standard of living so that they will remain subjected to them. The state's attack on ASUU is both done to prevent short term gains in wages and to subvert the long term goal of overthrowing the form of exploitation. Lenin's thorough analysis of the problem of workers and trade union movement therefore, enriches our experience, builds up political self-consciousness and teaches ASUU to fight resolutely for improved conditions of services and learning facilities in Universities.

ASUU's insistence that government should provide an affordable high quality public education is now a barrier to educational capitalist who have a direct interest in turning the public against publicly controlled education, so they can take control of the tax monies appropriated for public education in order to make profit off them. The ruling class fear that by honoring the agreement it entered with ASUU, there may be no much fund for them to embezzle and live large.

Also, technological development have change capitalist's needs in terms of the level of education or skills of labourers hence, the bourgeoisie send their children to foreign Universities to acquire sound education in order to continue with their legacies while, the Nigerian Universities are left in a deplorable condition for the masses just to get basic knowledge and remain obedient workers to the ruling class. Therefore the only way to overcome this form of exploitation is to intensify collective action by ASUU to change the situation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedure the researcher employed in the study under the following headings: research design, location of study, population of the study, sources of data, method of data collection, sampling methods, methods of data Analysis, variable for the study, research ethical consideration and challenges encountered in the field.

3.2 Research Design

The design of the study is an Ex post facto survey. This design is considered appropriate because the study aimed to demonstrate the nexus between ASUU strikes on one hand and the state of learning facilities on the other, with emphases on the availability, adequacy, functionality and current state of the learning facilities provided as a result of ASUU strikes. The design is also adopted in order to give opportunity to only the direct beneficiaries of the impact of the strikes to participate in the study because only the recipients of the strikes intervention can validly answer the question that can assess the impact of the strikes on the state of the facilities. Nworgu (2006) considered Ex post facto design as the appropriate design when a study is seeking to link some already existing phenomenon or observation to some variable(s) as causative agents. The existing phenomenon in this study is the learning facilities, while ASUU strikes which is the independent variable is the causative agent.

3.3 Location of Study

This study was conducted in Benue State University (BSU) Makurdi. The University is the first established State University in Northern Nigeria with the enactment of the Benue State University Edict No. 1 of 1991 during the tenure of Late Rev. Fr. Moses Orshio Adasu as Executive Governor of Benue State in 1992 with a clear objective for using education as a tool for people's liberation and as a lamp to illuminate and sustain the path of moral rectitude, integrity and accountability (Edoh et al 2002). Its vision, mission and core values are the signposts for the realisation of the mandate.

BSU is located in the heart of Benue State capital, Makurdi along Makurdi-Gboko road. The University has two wings known as first and second campus, with the College of Health Sciences located in between the two campuses. The first campus which doubles as the administrative campus is made up of four academic Faculties namely Faculty of Education; Faculty of Social Science; Faculty of Environmental Sciences and the Faculty of Sciences. The second campus comprise of the Faculties of Art; Faculty of Management and Faculty of Law while the College of Health Sciences is located in between the two campuses.

The student population is drawn from every State of the Federation and African continent. The institution offers 35 regular undergraduate degree programmes, 21 sandwich degree programmes, 73 postgraduate degree programmes, 22 sub-degree programmes and 3 preliminary study programmes in various disciplines (Ajene and Eriba 2012). It also has a Medical school; teaching Hospital; research centers and Divisions (BSU 14th and 15th Convocation order of Proceedings 2015).

BSU being a State University was specifically chosen for this study because of the various disputes and argument regarding State University membership in ASUU. One

group believed that, State Universities being owned and financed by State government have no business joining ASUU because ASUU's negotiation is done at the federal level not State, hence every State University should negotiate with its State government. Others contended that all Universities have the same philosophy and mission and the laws guiding public Universities are the same, hence State Universities are at liberty to join ASUU in order to safe guard the right and welfare of its members as contained in the labour laws and the constitution of the Federal Republic of Nigeria. Therefore, BSU being a member of ASUU and always in the forefront of its struggles makes it necessary to assess the impact of ASUU strikes on its learning facilities. Also BSU was chosen for this study in order to ascertain the true position of the widely held assumption that, the federal Universities benefit more from the dividend of ASUU struggles (strikes) than the State Universities.

Currently, the University has a total student population of 31,901 at various levels of study and total staff strength of 2,135 made up of 524 academic staff, 606 non-teaching senior staff and 1005 junior non-teaching staff respectively (Office of the registrar BSU April 2016). The staffs of the University that forms its human resources in addition to carrying out its responsibility, are also well organised into Unions and special interest groups. The main unions in BSU are: the Academic Staff Union of Universities (ASUU); the Senior Staff Association of Nigerian Universities (SSANU); the Non-Academic Staff Union of Universities (NASU) and the National Association of Academic Technologists (NAAT).

The University has being growing steadily such that it has established itself as one of the leading State Universities in the country. It was ranked 43 out of 123 Universities in Nigeria by 2012 rating (Universities in Nigeria 2012), the University was adjudged as the best State owned University in the 2003/2004 academic year by the National

Universities Commission (NUC) during which, the then Vice-Chancellor, Professor David Ker was also acclaimed the best performing Vice-Chancellor of State-owned Universities by the NUC. BSU also won in 2006, the best Governing Council of State-owned Universities by the NUC (BSU at 20: Achievement, Challenges and Prospect 2012).

BSU has continued to press forward with the required facility development with the intent to provide to her citizens an unlimited access to quality education. The University's laboratories which were initially built by the Canadian government as special aid to Benue-plateau State has now been expanded, renovated and new ones built and equipped with modern facilities. The student hostel facility the University inherited from government technical college and government girls secondary school has also been renovated, expanded and additional hostel built for female students and college of Health Sciences students, the capacity of the hostels put together can accommodate roughly 3000 students. The University central library initially has the capacity for about 500 students in a two block of building but, with the growing array of users, ASUU struggles and the requirements by NUC for accreditation of academic programmes, today the University central library is an ultra-modern giant building that has the capacity for about 3000 students with an e-library section that can accommodate about 300 students and houses a collection of textbooks, journals and magazines in all areas and branches of study in all disciplines available in the University while additional class room and two large lecture theatre with 1000 sitting capacity were built in each of the two campus.

3.4 Population of the Study

The population of the study is all the stakeholders in the University which include the University management staff, academic staff, ASUU officials, non-academic staff and

students. The population of BSU is 31,901 students and 2,135 staffs, making a total population of 34,036 persons (Office of the registrar BSU April 2016). The choice of this population was based on the fact that, they are all beneficiaries of ASUU strikes intervention and members of BSU community who understands the environment, they also have access to and can sufficiently provide the required information to the researcher on the subject matter under study.

3.5 Sources of Data

Primary and Secondary data were used for the study. The primary data are those data which were collected afresh and for the first time, and thus happened to be original in character or information collected or generated by the researcher for the purpose of the project at hand. The primary data was obtained from all the stakeholders in the University which include: management staff, academic staff, ASUU officials, non-academic staff and students directly during the field work through questionnaire, in-depth interview guide, observation guide and photographic still images, this is because there will be a greater scope of reliability of the information.

Secondary data refers to the information that has been collected by someone other than the researcher for purposes other than those involved in the research project at hand which the researcher found useful and relevant to the study at hand. Institutional records, official publication to mention but few, all become secondary sources of data as they are written or compiled for a separate purpose and found useful for the study at hand. Secondary data was obtained from BSU-ASUU secretariat, office of the registrar BSU and office of the University's TETFUND desk officer on the impact of ASUU strikes on learning facilities so as to provide information that may not be secured by the researcher.

3.6 Methods of Data Collection

Both quantitative and qualitative data were collected for the study from all the stakeholders in BSU, this helped bridge the gap in data collection and thereby complimenting each other. The quantitative data were collected through a self-designed questionnaire while the qualitative data were collected through in-depth interview guide, observation guide and photographic still images so as to enrich the data collected for the study.

Questionnaire is a research instrument consisting of a set of questions (items) intended to capture responses from respondents in a standardized manner. The questions may be close ended or open ended questions. The close ended questions ask respondents to select an answer from a given set of choices, while open ended questions ask respondents to provide a response in their own words.

The questionnaire used for the study consist of 59 itemized open ended and close ended questions “titled Impact Assessment of ASUU Strikes Questionnaire (IAASQ)” divided into six segments, The first segment contains the socio-demographic attributes of the respondents, while the other segments contain questions based on the objective of the study. The questionnaire was designed to capture the entire question that shed light on the research objective in a single questionnaire with the instruction for respondents to skip any question or section that is not applicable to him/her or has no knowledge. This was done in order to save cost as the researcher cannot afford to produce separate questionnaire that will capture the objective on laboratory facilities which is peculiar to only those in faculty of sciences considering the fact that only those in faculty of Sciences can answer those questions accurately. The questionnaire was designed in such a way that respondents are able to read, understand, and respond to the questions in a

meaningful way. Numerous decisions were made about the content of questions, their wording, format, and sequence, all of which can have important consequences on the survey responses.

The administration of the questionnaire was based on the permission of the respondents with a brief introduction by the researcher on the topic and purpose of the study to the respondents in order to motivate them to cooperate, thereafter, adequate time was given to the respondents to fill the questionnaire and was retrieved upon completion.

The researcher was assisted by two trained research assistants to administer the questionnaire in order to avoid delay and to ensure high return rate during the field work which took place in June 2017. The questionnaire was self-administered by the respondents since the population of the study is literate. The questionnaire consisted of closed ended and open ended questions administered on the respondents to get their opinion on the subject matter under study. The close ended question provided four options for the respondents to choose from, while the open ended question allows respondents to express their opinion freely. A total of 395 (three hundred and ninety five) questionnaire were administered on the respondents but a total of 382 (three hundred and eighty two) questionnaire (96.7%) were returned and found useful for the study.

In-depth interview is a qualitative research technique that involves conducting intensive individual interview with a small number of key informants to explore their perspectives on a particular idea, programme or situation. According to Nachmias and Nachmias, (2009) the questions, their wording and their sequence defined the structure of the interview. In-depth interviews therefore are almost always conducted face to face

in an interactive manner and the researcher uses a range of probes and other techniques (follow-up question) to achieve depth of answer from the respondent.

Generally, interviews can either be 'structured queries' or 'guided conversations' (Yin, 2009). Structured interviews are research interview in which all respondents are asked the same questions in the same order with the aid of a formal interview schedule (Bryman, 2008). Unstructured (guided conversations) interviews are thus, interviews in which the interviewer typically has only a list of topics or issues, often called an interview guide, which is typically covered. This study adopted unstructured interview format because of the flexibility it offered and by using this interview method, the researcher was able to obtain elaborate explanations and answers to the research questions.

The interview conducted was based on the principles of interview which began with getting the interviewee to cooperate and provide the desired information, followed by introduction of the researcher, the purpose of the research, confidentiality and safety of the respondent in order to stimulate their interest, followed by the question which was asked in an informal and relaxed atmosphere. The key informant for the study were 15 (fifteen) stakeholders in BSU purposively chosen. During the interview, permission was sought so as to tape record the discussion in addition to the note taken in order not to miss out any important point. Interview guide was used to elicit data from the key informant, the guide contain a set of questions that are based on the research objectives of the study.

Observation involves conscious watching of people, event, situation or phenomenon and obtaining first-hand information relating to the particular aspect one is interested in investigating. The process involves selecting a sensitive issue, observe the phenomena

and write down the observation objectively and look for patterns across the observations, thereafter, use inductions to draw generalizations.

Structured observation was employed in this study to assess the facilities available for teaching, learning and research activities in the institution that came as a result of ASUU strikes by visiting the identified laboratory, student hostel and library among others to observe the facilities. Observation check list was used to gather information on the availability, functionality, usage, adequacy and current state of the facilities in BSU. Data collected under this method is more accurate and reliable, as it is based on the first hand perception in the eyes of the researcher.

Photography is the act of using still cameras to capture a scene that will be used to convey a message or provide more insight in to what has been said. Photographic still images is employed in the study to seek alternative angle to the research question and to probe in to what interviewees are saying regarding the contributions of ASUU strikes so as to provide answers to some of the research question that may not ordinarily be available through other methods.

The aim of using still images was to provide physical evidence to the audience to demonstrate the contributions of ASUU strikes to the State of learning facilities so as to augment the findings from other methods of data collection used in the study. Therefore, all the images presented in the study are public pictures of the learning facilities provided in BSU as a result of ASUU strikes and were captured by the researcher from the field and do not revealed the identity of any research subject. These images will help us to see and appreciate the extent of ASUU's contributions to learning facilities in BSU.

3.7 Sampling Methods

The study employed both probability and non-probability sampling methods. The probability method adopted multi-stage sampling procedure while the non-probability method adopted purposive sampling in selecting respondents for the study.

Under the probability sampling method, the researcher adopted multi-stage sampling procedure. First, the researcher used cluster sampling procedure to divide BSU into eight (8) clusters based on the existing faculties in the University. The University is made up of eight faculties; namely faculty of Arts, College of Health Science, faculty of Social Science, faculty of Education, faculty of Management, faculty of Sciences, faculty of Law and faculty of Environmental Science.

Akinkoye and Otite,(1994) emphasizes that cluster sampling technique is recommended when elements in the studied population are scattered or spread over very large area and there are sufficient reasons to believe that the population can be grouped into smaller units or clusters.

Secondly, using random sampling, four (4) clusters out of the eight (8) clusters were selected through lottery method. The clusters selected were faculty of Sciences, faculty of Social Science, faculty of management and faculty of Arts.

Again, through random sampling, two (2) academic departments were chosen by lottery method from each of the four clusters, making a total of eight (8) academic departments. The department of Chemistry and the department of Physics were selected from the faculty of Sciences, the department of Political Science and the department of Mass Communication were selected from the faculty of Social Science, the department of Accounting and the department of Business Administration were selected from the faculty of management while the department of History and the department of religion and Philosophy were also selected from the faculty of Arts.

Finally, respondents were randomly drawn from the departments based on availability of respondents and willingness to participate in the study. These procedures was employed for the study because the population is a homogeneous group and are all beneficiaries of ASUU strikes intervention who have access to and can provide useful information hence, this procedure provides a more representative of the target population.

Meanwhile, 30% (119) of the respondents were allocated to the faculty of sciences because laboratory facilities which the researcher want to assess is peculiar to them alone, while all other facilities the researcher wants to investigate except staff accommodation cut across all faculties and the entire students. The ratio of students to a staff used for the study is 12:1 that is every 12 student is equal to one staff. With this method, all respondents were fairly represented and their opinion reflected in the study.

The number of students in BSU as at April 2016 when the pilot study was undertaken were 31,901 while staffs were 2,135 (Office of the registrar BSU April 2016) making a total population of 34,036 persons. Therefore, the sample size for the study was determined using Taro Yamane (1967) formula. This formula is concerned with the application of the normal approximation with 95% confidence level and 5% error tolerance. The formula is stated as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where: N = Population

e= the limit of tolerance (0.05)

n=the sample size

1= constant

Based on the above, the sample size is gotten as:

$$n = \frac{34036}{1 + 34036(0.05)^2}$$

$$n = \frac{34036}{1 + 34036(0.0025)}$$

$$n = \frac{34036}{1 + 85.09}$$

$$n = \frac{34036}{86.09}$$

$$n = 395.4$$

$$n = 395$$

Thus, the sample size is 395 respondents.

The non-probability method (qualitative aspect of the study) adopted purposive sampling in selecting key informants for the study. According to Awotunde and Ugudulunwa, (2004) purposive sampling technique is known as judgmental sampling technique. It is a non-probability sampling technique in which the researcher attempts to select a sample that appears to him as being representative of the population defined by his research problem.

Key informants for this study constitutes fifteen (15) stakeholders in BSU which includes: the management staff (TETFUND desk officer, Dean of student affairs and the University Librarian), ASUU officials (the chairman, secretary and PRO), the non-academic staff (Hall administrator, Librarian and laboratory technician), three student from three different department and three academic staff living in the staff quarters were selected and interviewed specifically on the impact of ASUU strikes on staff accommodation in the institution because it's only those living in the staff quarters who can objectively answer this aspect of the study. This number of academic staff was chosen so as to be able to manage the data collected considering the number of interviews conducted with the hope that the opinion of this three person will reflect the

opinion of all others because the staff houses and staff occupying them are few. The total sample size for the study was 410 (four hundred and ten) respondents.

These key informants were included in the study because the researcher believes that they are knowledgeable on the subject matter due to their position and familiarity with the facilities and can provide sufficient information on the impact of ASUU strikes on teaching and learning facilities in the institution.

3.8 Method of Data Analysis

Data analysis plays a very crucial role in any social research. The relevance of data will however become more meaningful only if it is properly analysed using the suitable techniques for analyses. In this study, data elicited from the questionnaires was analysed using descriptive statistics with the help of Statistical Package for Social Science (SPSS) Version 20.0.

Responses generated were cleaned and coded according to the specific questions asked or specific topics covered using coding sheet and thereafter, the information was transferred into the SPSS package and the results of the frequencies and percentages were presented in tables. This method is useful as Kerlinger (1964) argued in its favour that any set of variable can be transferred to percentage to facilitate statistical manipulation and interpretation.

The data gathered through interview was analysed qualitatively. During the in-depth interview and discussion, hand written notes were taken in addition to all field data being audio recorded. To condense the data for easy handling, management, transformation, and interpretation of output, the data was first manually transcribed; typed into the computer and thematically formatted using Microsoft Word, the data was

organised into major themes, categories, and analysed within the context of the research objectives set out for the study. The transcribed data were then produced as a discussion document with verbatim quotations from respondents. The objective was to ensure that the transcribed data is a true reflection of the issues covered during the interview sessions.

Direct observation method was employed in the study by visiting the Institution's hostel, library, laboratory among others that were derived from ASUU strikes to observe their availability, adequacy, functionality and current state. While, Photographic still images of the identified facilities collected from the field were processed, separated and pasted to augment each of the findings that correspond with the images.

Thereafter, the study used triangulation to complement the data obtained from the various methods employed. Triangulation became necessary when a study combines two or more methods to collect data; it deepens, widens and broadens the understanding of the phenomenon under study.

3.9 Independent and Dependent Variables in the Study

A variable can be referred to as any phenomenon that is capable of possessing two or more dimension. That is an empirical property that can take on two or more values. In this study, two variables were considered, these are provision of learning facilities and ASUU strikes. The study used provision of learning facilities as dependent variable while, ASUU strikes were considered as the independent variable because the learning facilities were derived as a result of ASUU strike. Therefore ASUU strikes in BSU is positively correlated with learning facilities because learning facilities have

shows some trend of increase correspondingly in a uniform way with the strikes over the years.

3.10 Research Ethical Considerations

Ethical issues are of great importance in social research because of the technicalities, human risk and the integrity of a piece of research. Therefore full consideration was given to the ethical issues involved in this research process, and consent of respondents and interviewees were fully requested and granted by individuals, ASUU and BSU before data were collected by the researcher. Again, the researcher was careful on how he interacted with respondents and interviewees and on how he worded sensitive and difficult questions during interviews and tried not to put or take interviewees' responses out of context. The researcher ensured that all the steps taken in the data collection were well thought out and discussed with experienced researchers to conform with research principles prior to the data collection. Major issues considered include informed consent, Anonymity and Confidentiality:

Informed Consent simply implies that all research participants and respondents should be given adequate necessary information needed for them to decide whether or not to participate in the study. Saunders, Lewis and Thornhill (2007) opine that before embarking on a research, the researcher should assess the level of potential risk or harm that the participant may be faced with. Therefore, before going to the field the researcher personally analysed and sought opinion on the research topic, each question he intend to ask and the process to be followed and ensured that no aspect of the research was likely to have any negative effect on the well-being of any research subjects and that no any potential risk might arise and affect respondents during the course of the research. The researcher also ensure that none of the respondents was

forced or induced with any financial or material gain to participate in the study and were all informed that they are free to withdraw from the study any time they fill they can no longer continue in the process or found the questions intimidating.

Also, throughout the study, I was guided by theoretical principle of social research in ensuring that respondents are informed on how the data will be collected and used and their rights with respect to the collection and use of data before the data were collected.

Anonymity and Confidentiality means that the identity of research participants should be anonymous and their opinions held confidentially in order not to cause conflicts of interest. Lewis (2003) maintained that the identity of those taking part in a research should not be known by anyone other than the researcher. Therefore, throughout the study identity of respondents were kept in disguise except where the statements or comments made were in a documentary form that was publicly available and none of the respondents was identified by name or location. The researcher also ensured that the photographic still images taken were not of individual but of public available pictures and efforts were made to avoid capturing passer-by during the snap shot. Also, all respondent opinion or views were respected and held in confidence by the researcher.

3.11 Challenges Encountered in the Field

Like many other researches, this study encountered a number of challenges. The researcher encountered financial difficulties because the study lasted longer than expected. Also, respondents were reluctant in filling and returning questionnaire immediately after given to them, so the researcher had to come back for it, in some cases several time before the questionnaire was returned which made the field work very stressful. Again, the in-depth interviews conducted were very stressful because the

earlier scheduled date and time were severally changed because some interviewees were engaged in other activities.

All this challenges notwithstanding, recognising the importance of the degree involved, and the implication of doing a work that is unscientific, the researcher persisted with patience and perseverance and with the help and support from friends to ensure adherence to research methodology and the ethical considerations involved to do a study that is valid and reliable to earn a degree.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analysed the data collected on the impact of ASUU strikes on the state of learning facilities in BSU. The quantitative instrument (questionnaire) used for data collection was designed with skip instruction which give respondents the opportunity to skip any question or section not applicable to them or they have no knowledge of in order to make the data collected reliable because the study adopted Expost facto survey design, hence only the beneficiaries of the ASUU strikes intervention can rightly answer the question.

Therefore, the analysis of the data collected was based on the number of respondents who answer the question or section. The quantitative data collected were presented in tables with the frequency and percentages while, the qualitative data were analysed thematically for easy interpretation and understanding, thereafter the major findings of the study was presented.

4.2 Socio-Demographic Characteristics of Respondents

This section deals with the presentation and analyses of socio-demographic characteristics of the respondents which included respondents gender; age; marital status; highest educational qualification; occupational cadre; staff length of service; staff place of residence; level of study among student respondents and their place of residence. The respondents of the study were all the stakeholders in BSU which consist of Management staff, Academic and non-academic staff, ASUU officials and students.

Table 4.1 Gender of Respondents

Gender of Respondents	Frequency	Percentage (%)
Male	247	64.7
Female	135	35.3
Total	382	100

Source: field survey, 2017

Table 4.1 shows the distribution of respondent's gender. The data reveals that 64.7% (247) of the respondent were male while, 35.3% (135) were female. This indicates that majority of the respondents used for the study were male, it further shows that though BSU has both male and female staff and students, majority of them are male. The implication of this is that, the opinion of both genders is represented in the study and that union activities will be taken seriously by male staff because men are known to be handy in unionism than women due to their numerous domestic engagements.

Table 4.2 Distribution of Respondents by Age

Age of Respondents	Frequency	Percentage (%)
20-30 years	101	26.4
31-40 years	185	48.4
41-50 years	87	22.8
51 years and above	9	2.4
Total	382	100

Source: Field Survey, 2017

Table 4.2 shows the distribution of respondents according to their age bracket, the table indicated that, the age bracket of 31-40 years constituted majority of the respondents with 48.4% (185), respondents within the age bracket of 20-30 years were 26.4% (101) while, those between 41-50 years of age constitute 22.8% (87) and those that were 51 years and above 2.4% (9). This implies that since majority of the respondents are within

the age bracket 31-40 years, the institution has an active population, hence if adequate learning facilities are provided in the institution effective teaching and learning will take place.

Table 4.3 Marital Status of Respondents

Marital status	Frequency	Percentage (%)
Single	225	58.9
Married	157	41.1
Total	382	100

Source: Field Survey, 2017

Table 4.3 indicates the marital status of respondents. The table shows that 58.9% (225) of the respondents were single while, 41.1% (157) are married. Although none of the respondents indicated other forms of marital status such as divorce and widow, the table reveals that majority of the respondents are single. This can be attributed to the fact that most students are single. It can be inferred from the table that marriage does not hinder teaching and learning in a University. The implication of this is that, given adequate learning facilities, both singles and married people will be engaged in academic activities.

Table 4.4 Highest Educational Qualification of Respondents

Highest Educational Qualification	Frequency	Percentage (%)
PhD	7	1.8
MSc	21	5.5
BSc	3	0.8
Awaiting BSc	351	91.
Total	382	100

Source: Field Survey, 2017

Table 4.4 shows the highest educational attainment of respondents. The table shows that an overwhelming majority of the respondents 91.9% (351) are students who are working toward acquiring BSc degree, 5.5% (21) have acquired MSc degree, 1.8% (7) has their PhD while, 0.8% (3) already has BSc degree. This shows that BSU been dominated with students striving to acquire education, the institution is active in discharging the role of teaching and learning. The implication of this is that, the provision of adequate and standard learning facilities will be very important to them. This can account for why BSU-ASUU is always in the forefront of ASUU’s struggles.

Table 4.5 Occupational Cadre of Respondents

Occupational Cadre of Respondents	Frequency	Percentage (%)
Management Staff	4	1.0
Teaching Staff	22	5.8
Non-teaching Staff	5	1.3
Students	351	91.9
Total	382	100

Source: Field Survey, 2017

Table 4.5 displayed the occupational cadre of the study respondents. The table shows that, an overwhelming majority of the respondents 91.9% (351) were students at various levels of education in BSU, 5.8% (22) were academic staff while, 1.3% (5) were non-teaching staff and 1.0% (4) fall within the management cadre. This shows that all the stakeholders in BSU are represented in the study. The implication of this is that, the finding of the study will reflect the opinion of all stakeholders in the University.

Table 4.6 Length of Service of Staff Respondents

Respondents years of Service	Frequency	Percentage (%)
1-3 years	0	0
4-6 years	3	9.7
7-9 years	7	22.6
10-12 years	12	38.7
13 years and above	9	29.0
Total	31	100

Source: Field Survey, 2017

Table 4.6 shows the length of service year spent by staff respondents who participated in the study. A total of 31 staff responded to the question. The table shows that 38.7% (12) of the respondents had spent between 10-12 years in the service of BSU, 29.0% (9) had spent 13 years and above while, 22.6% (7) spent between 7-9 years. Also, 9.7% (3) had spent between 4-6 years in service. This shows that majority of the respondents had spent more than 7 years in the institution which can be considered enough period of time for one to understand how the institution is evolving, this means that the respondents are knowledgeable on the condition of the University to give a balance opinion on the state of learning facility, hence a more credible outcome is expected from the study. The table further shows that old staff of the institution (13 years and above) are decreasing. This may be attributed to the fact that due to the deplorable condition of learning facilities in the institution, some may have left in search of greener pasture just as Ekundayo, Esohe, Osalusi and Babatope (2010) emphasizes that highly skilled and seasoned academics decided to leave the University system in search of better opportunities due to poor working environment and inadequate research and infrastructural facilities. The implication of this is that mentoring of young academics will be difficult and this will affect the production of quality students.

Table 4.7 Views on the Place of Residence of Staff Respondents

Place of Residence	Frequency	Percentage (%)
Staff Quarters	2	6.5
Within town	29	93.5
Others	0	0
Total	31	100

Source: Field Survey, 2017

Table 4.7 revealed the place of residence for the 31 staff respondents who responded to the question. The table shows that an overwhelming majority of the respondents 93.5% (29) were living outside the University staff quarters while, 6.5% (2) were living within the staff quarters provided by the University. The table clearly shows that majority of the staff are living outside the University staff quarters and this can be attributed to lack of sufficient provision of staff accommodation in the institution. The implication of this is that commuting from various distances to school by the staff daily will consume a lot of time and cause delay in the assessment of student's results and less attention to student's performances by the staff.

Table 4.8 Various Levels of Study among Student Respondents

Level of Study among students Respondents	Frequency	Percentage (%)
100 level	43	12.3
200 level	63	17.9
300 level	118	33.6
400 level and above	127	36.2
Total	351	100

Source: Field Survey, 2017

Table 4.8 shows the various levels of study among the 351 student respondents across all faculties in the studied area. The table shows that 36.2% (127) of the students who responded to the survey were in 400 levels and above, 33.6% (118) were in 300 level while, 17.9% (63) are in 200 levels. Furthermore, 12.3% (43) are in 100 levels. This depicts that all the levels of study in the University is reflected in the survey, the implication of this is that the state of learning facilities as it affect every student and faculty will be inferred and necessary recommendations made where required.

Table 4.9 Distribution of Student Respondents Based on Place of Residence

Students Place of Residence	Frequency	Percentage (%)
Students Hostel	124	35.3
Off Campus	156	44.4
Others	71	20.2
Total	351	100

Source: Field Survey, 2017

Table 4.9 indicates the distribution of students respondents based on their place of residence. The table indicates that 44.4% (156) of the respondents lived off-campus due to inadequate hostel facility within the institution. 35.3% (124) lived in the University student hostel while, 20.2% (71) shuttle to school daily from their parents or family member's house. The table revealed that majority of the respondents lived outside the school, this arose due to inadequate facility to carter for the students thereby exposing them to several danger such as accidents on the way, loss of property and lateness to school among others just as Chukwu (2001) noted that students without hostel accommodation are expose to hazards and poor living environment, they are always late to class and lack concentration.

4.3 Contributions of ASUU Strikes on Laboratory Facilities in BSU

The section deals with presentation and interpretation of data on the impact of ASUU strikes on laboratory facilities in BSU. Investigation revealed that, arising from ASUU strikes, BSU benefited from TETFUND in the construction of Physics and Biology laboratory as well as the supply and installation of laboratory equipment and furniture in 2009 and 2010 amounting to millions of naira and in 2013, it further benefited in the construction of Physics and Chemistry laboratory as part of the special presidential intervention phase 1. One of the management staffs interviewee attest to the benefit of ASUU strikes in terms of science laboratory facilities when asked ‘how has BSU benefited from ASUU strikes in terms of laboratory facilities’ he noted that:

BSU has been able to experience a boost in infrastructural development, you know, physical infrastructure contributes directly to the teaching and learning process, a new laboratory constructed by TETFUND was recently commissioned and others were at some point renovated you will know them by inscription written.

A total of 189 respondents were the ones knowledgeable on the subject matter and responded to the questions in the section.



Plate 4.1 Newly Constructed Physics and Chemistry Laboratory in BSU built by TETFUND

Source: Field Survey, 2017



Plate 4.2 A Renovated Laboratory in BSU by TETFUND

Source: Field Survey, 2017

Table 4.10 Respondents Opinion on the Capacity of Laboratory Facility

Capacity of Laboratory	Frequency	Percentage (%)
Sufficient	25	13.2
Insufficient	81	42.9
Fairly Okay	34	18.0
Very Congested	49	25.9
Total	189	100

Source: Field Survey, 2017

Table 4.10 present the opinion of respondents on the capacity of the laboratory facility provided in BSU. The table revealed that 42.9% (81) of respondents believed that the capacity of the laboratory provided is not sufficient for it users because the space is not enough for students, 25.9% (49) opined that the laboratory is very congested because student population out way its capacity. However, 13.2% (25) objected that the capacity is enough for users while, 18.0% (34) consider the capacity to be fairly okay. This shows that the capacity of the laboratory facility is not sufficient to accommodate students during practical classes. The implication of inadequate laboratory means that effective learning cannot take place because the laboratory will be overcrowded and boring to students as some will not sit comfortably to write or hear what the lecturer is

saying. This findings is in agreement withAkinbobola, (2015) who noted that in spite of all the advantages and the recognition given to science subjects as the pivot for technological and economic development of a nation, the laboratory learning environment in which the sciencesubjects is supposed to be learnt seems not to be conducive for effective teaching and learning process leading to declining rate of students' achievement in science subjects.

In an interview with one of the non-academic staff, he lamented that:

Though we can now boast of some labs but the number of students enrolling to study in those labs is not matched with the capacity of these labs so sometime we have to weather the storm by sharing a class in to two, so we are faced with additional stress of attending to a high number of students in almost every day.

Therefore, it can be concluded that ASUU has significantly contributed to the development of laboratory facilities in BSU, but the capacity of the facilities is not sufficient for students hence, laboratory facility development in the University is yet to match the growth in student population. The implication of this is that effective teaching and learning cannot take place where there is congestion and discomfort among students.

Table 4.11 Distribution of Respondents Based on Adequacy of Laboratory Furniture

Adequacy of Furniture	Frequency	Percentage (%)
Adequacy	51	27.0
Not adequate	103	54.5
Mostly in bad shapes	28	14.8
More are being provided	7	3.7
Total	189	100

Source: Field Survey, 2017

Table 4.11 displays the opinion of respondents on the adequacy or enough quantity of laboratory furniture to accommodate its users. The table shows that a total of 54.5% (103) of respondents maintained that the laboratory furniture is not adequate for students, 27.0% (51) objected that the facility is adequate, 14.8% (28) opined that the furniture is not adequate because some are damaged or in bad shapes while, only 3.7% (7) opined that efforts is been made to provide more furniture in the laboratory. This data shows that the available furniture in the laboratory is not adequate and that, there exist mismanagement of the facility as some furniture are now broken and could no longer meet the demand of the users. The implication of this is that meaningful learning cannot take place where there is no adequate furniture to sit and learn. The researcher clearly observed a possible willful damage by students before or immediately after practical class as a student was seen standing on a chair meant for sitting. This is in agreement with the findings of Akinbobola (2007) that the major problem facing laboratory environment is improper maintenance of materials and equipment.

Table 4.12 Opinion on the Provision of Chemicals and Reagents in Laboratory

Provision of Chemicals and Reagents	Frequency	Percentage (%)
Yes	177	93.7
No	12	6.3
Total	189	100

Source: Field Survey, 2017

Table 4.12 indicates the opinion of respondents on the provision of chemicals and reagents in the laboratory. The table indicates that an overwhelming majority of the respondents 93.7% (177) agreed that chemicals and reagents are provided in the laboratory while, 6.3% (12) are of the opinion that chemicals and reagents are not being

provided. This data shows that the facility is being provided. In an interview conducted with one of the non-academic staff, he confirmed that:

The laboratory is fully equipped, there are chemicals and reagents, that's what makes it laboratory, we can't run dry labs, there must be chemicals and reagents for students to do practical learning.

This means that provision of chemicals and reagents in the laboratory for use during practical session will enable students to better understand what they are been taught and also facilitate the acquisition of scientific knowledge and skills for them to be able to function properly.

Table 4.13 Views of Respondents Based on Adequacy of Chemicals and Reagents

Adequacy of Chemicals and Reagents	Frequency	Percentage (%)
Adequate	42	22.2
Not adequate	90	47.6
Frequently adequate	33	17.5
Very inadequate	24	12.7
Total	189	100

Source: Survey, 2017

Table 4.13 indicates respondents' opinion on the adequacy of chemicals and reagents in the laboratory. That means whether or not the chemical and reagent is enough for students that want to use it. The table depicts that 47.6% (90) of the respondents said the facility is not adequately provided, 22.2% (42) agreed that the facility is adequately provided in the right quantity. Again, 17.5% (33) said chemicals and reagents are frequently provided in adequate quantity while, 12.7% (24) said the quantity of chemicals and reagents are always very inadequate for students. This shows that the facility is not adequately provided in order to demonstrate practical experiment to

student. This conclusion is consistent with the views of majority of the key informant.

One of the ASUU official interviewed lamented that:

It appears that the government have given up on their capacity to equip University laboratories and the condition of these schools continue to deteriorate without any sign of improvement in sight, I tell you its time to get realistic with our science teaching. For effective teaching and learning, well equipped laboratories are needed; but the truth is that Universities today lack these essential facilities many Universities do not have science laboratories while a good number of those that have, do not possess the basic tools or equipment even the chemicals and reagents you are talking about. In such a situation as this, the teachers cannot put in their best and the students too, cannot derive maximum benefit from the instruction being given. Again, the teaching-learning process is stalled and the overall development of the students within the school system is retarded.

This is why Afolabi and Akinbobola (2012) emphases that conducting scientific discovery requires that students have easy equitable and frequent opportunities to use a wider range of materials, equipment, supplies and other resources for experimentation and direct investigation of phenomena. The implication of this is that students will not be able to understand clearly and experience themselves how laboratory practical is conducted.

Table 4.14 Respondents Views on the Provision of Laboratory Equipment

Provision of Lab Equipment	Frequency	Percentage (%)
Yes	166	87.8
No	18	9.5
Provision in Progress	5	2.6
Total	189	100

Source: Field Survey, 2017

Table 4.14 shows the opinion of respondents on the provision of laboratory equipment.

The table shows that an overwhelming majority of the respondents 87.8% (166) of the

respondents agreed that laboratory equipment is or has been provided, 9.5% (18) disagreed while, 2.6% (5) opine that the provision of more laboratory equipment is in progress in the institution. This data shows that laboratory equipment is being provided. This means that the acquisition of science knowledge and skills through practical work in the laboratory will take place.

Table 4.15 Distribution of Respondents on the Adequacy of Laboratory Equipment

Adequacy of Lab Equipment	Frequency	Percentage (%)
Very adequate	27	14.3
Fairly adequate	43	22.8
Inadequate	86	45.5
Very inadequate	33	17.5
Total	189	100

Source: Field Survey, 2017

Table 4.15 indicates the views of respondents on the adequacy of laboratory equipment. Adequacy here refers to enough quantity of the laboratory equipment. The table indicates that 45.5% (86) of the respondents are of the view that the equipment provided in the laboratory is inadequate, 22.8% (43) considered the equipment to be fairly adequate while, 17.5% (33) said the equipment is very inadequate and 14.3% (27) opine that the equipment is very adequate. The table shows that the provision of equipment is inadequate in BSU. The implication of this is that students cannot manipulate materials and equipment in order to understand better, the concepts and principles in science as well as the nature of scientific enterprises.

This findings is in agreement with the views of most key informants interviewed, one of the ASUU official interviewed stated that:

When talking about the issue of laboratory equipment, it is obvious that when you go round Universities, you will find out that these facilities are lacking, some laboratory are just empty, when students go to the laboratory to use the equipment, they need up-to-date equipment for better understanding. But it is difficult for the students to get the required equipment in the laboratory. The available ones are either out-dated or not even functioning. So lecturers had to stress themselves trying to demonstrate to the student what they mean, that is why ASUU is agitating that the federal government should properly fund the Universities, so if not for ASUU this new laboratories we have here today would not have been possible and we still need more because of the number of students we have.

The lack of equipment for practical experiment means that science teaching will be reduce to a descriptive exercise through the use of lecture method and very little inquiry due to lack of standard laboratory equipment that will enable students to observe accurately and read instruments correctly.

Table 4.16 Views of Respondents on the Functionality of Laboratory Equipment

Functionality of Equipment	Frequency	Percentage (%)
All are Functional	48	25.4
Only few are functional	94	49.7
None is functional	8	4.2
Only the new ones are functional	39	20.6
Total	189	100

Source: Survey, 2017

Table 4.16 revealed the views of respondents on the functionality or good working condition of the laboratory equipment provided. The table revealed that 49.7% (94) of the respondents opine that only few of the equipment are functional, 25.4% (48) represent the views of those who said all the equipment are functional while, 20.6% (39) believed that only the new equipment are functional and 4.2% (8) said none of the equipment is functional. This shows that not all the equipment is functional. One of the non-academic staff interviewed attributed the reason why some of the equipment

was not functioning to frequent breakdown and lack of power supply. The implication of this is that practical or experiment that involves the use of such equipment cannot be carried out and this will hinder qualitative teaching and learning thereby defeating the purpose why this equipment were provided.

Table 4.17 Opinion on the Adequacy of Water Supply in the Laboratory

Water supply	Frequency	Percentage
Adequate	109	57.7
Not adequate	42	22.0
Frequently adequate	36	19.0
Students go to fetch	2	1.1
Total	189	100

Source: Field survey, 2017

Table 4.17 indicated the adequacy or sufficient water supply in the laboratory provided in the institution. The data shows that 57.7% (109) of the respondents consider water supply to the laboratory as adequate, 22.0% (42) as inadequate while, 19.0% (36) opine that water is frequently supplied in adequate quantity for used in the laboratory and 1.1% (2) opine that student go to fetch water for use in the laboratory. This data shows that water is adequately supplied to the laboratory. The implication of adequate supply of water to the laboratory is that water based practical can be carried out easily.

Table 4.18 Distribution of Respondents Based on their Rating of Laboratory Facilities

Rating of laboratory facilities	Frequency	Percentage (%)
Excellent	86	45.5
Good	93	49.2
Fair	2	1.1
Poor	8	4.2
Total	189	100

Source: Survey, 2017

Table 4.18 display the opinion of respondents based on their rating of the condition of the laboratory facilities provided in the institution. The table shows that 49.2% (93) of the respondents view the laboratory facilities as excellent, 45.5% (86) viewed it as good, those who said the facility is poor are 4.2% (8) while, 1.1% (2) represents those who rated it as fair. The table shows that the facility is rated as good. This means that the laboratory will significantly impact on students learning. This is consistent with the findings gathered from interviews conducted, one of the management staff interviewed opinion reflects the opinion of all informants, he noted that:

The massive infrastructural development in Nigerian Universities in recent years by the key agency of the federal government has touched both federal and state institutions because it has access and quality as its main focus. It has being a planned and regulated deployment of resources to ensure that public Universities in the country meet international standards. The implementation of these programmes has being quite progressive because top education technocrats from the universities, the NUC, TETFUND and the Federal Ministry of Education had been involved.

One of the final year student interviewed added that:

These laboratories are perfect; I don't think you can find such in other schools, when we came to BSU, things were not like this. The school has now improved.

This finding is in agreement with the findings of Calvo, Markauskaite and Trigwell, (2010) who discovered that Student satisfaction in laboratory facilities has grown in importance because of the competitive education environment and government-driven reforms.

Table 4.19 Respondents Reason for the Rating of Laboratory Facilities

Reason for Rating	Frequency	Percentage (%)
The facility is very standard	90	47.6
It is a modern facility	82	43.4
It facilitates learning	9	4.8
It is sub-standard and inadequate	8	4.2
Total	189	100

Source: Field Survey, 2017

Table 4.19 indicates respondent's reason for rating of laboratory facility. The table depicts that 47.6% (90) of the respondent's reason for rating the laboratory facility is due to the standard nature of the facility and its contribution to knowledge, 43.4% (82) said they rated the facility high because it is a modern facility befitting the University, 4.8% (9) opine that the facility has greatly improve learning of students while, 4.2% (8) said they rated the facility very low because it is sub-standard both in quality and quantity. The table shows that the facility was rated high because of it facilitate learning and improve the image of the institution. The implicating of this is that students will be very serious and committed during laboratory practical sessions because the quality of the facility will influence them positively to be serious and learn more.

Table 4.20 Respondents Level of Satisfaction with Laboratory Facilities

Level of Satisfaction	Frequency	Percentage (%)
Highly satisfy	88	46.6
Satisfactory	83	43.9
Fairly Satisfactory	11	5.8
Unsatisfactory	7	3.7
Total	189	100

Source: Field Survey, 2017

The data on table 4.20 shows respondents' level of satisfaction with laboratory facilities. The data shows that 46.6% (88) of the respondents are highly satisfied with the facility, 43.9% (83) regard their level as satisfactory, meaning that, on average their expectation is met. Also, 5.8% (11) said they are only fairly satisfied because the laboratory does not fully meet their expectation while, 3.7% (7) are completely dissatisfied with the facilities. The table shows that laboratory users are satisfied with the facilities in the laboratory. In an interview conducted with one of the management staff, he noted that:

Everyone in BSU can attest to the quality of the laboratory provided, the University will not settle for anything less than the minimum NUC requirement because of the criteria needed to be fulfilled before accessing the needed fund for any project. The improvement in academic performance of students proves that the services rendered by the laboratory is significant.

Therefore, it can be concluded that, there is a very high level of satisfaction on the facility provided among laboratory facility users in BSU and this will influence them positively to be serious and learn more during classes.

4.4 Contributions of ASUU Strikes on Hostel Facilities

This section finds out the impact of ASUU strikes on student hostel facilities in BSU. Preliminary investigation by the researcher revealed that, consequent upon ASUU strikes and BSU-ASUU's agitation for infrastructural development, TETFUND intervened in the renovation of the existing hostel facilities in BSU in the year 1999 and in 2013, BSU awarded contract for the construction of two hostel blocks (one for male and one for female) from a high impact intervention fund of 3.2 Billion naira it assessed from TETFUND in July 2012 (ASUU-BSU 2012). One of the management staff interviewed confirmed the intervention received from TETFUND. He stated that:

TETFUND has once upgraded the student's hostel aside its annual intervention that is been used for development. The high impact intervention received in 2012 was a special request for capital project that was granted after meeting all the required criteria.

A total of 305 out 382 respondents answered this section simply because they are the only ones knowledgeable on the condition of the facility while the remaining 77 respondents skip the section for lack of sufficient knowledge to assess the facility hence, the analysis in this section is based on the views of 305 respondents.



Plate 4.3 A renovated BSU male hostel by TETFUND in 1999

Source: Field Survey, 2017



Plate 4.4 Arenovated BSU female hostel by TETFUND

Source: Field Survey, 2017



Plate 4.5 A newly Constructed Female Hostel in BSU by TETFUND

Source: Field Survey 2017

Table 4.21 Views of Respondents on Adequacy of Hostel facilities Provided

Adequacy of Hostel	Frequency	Percentage (%)
Very Adequate	19	6.2
Fairly Adequate	41	13.4
Inadequate	93	30.5
Very Inadequate	152	49.8
Total	305	100

Source: Field Survey, 2017

The data on table 4.21 shows respondents opinion based on the adequacy of hostel facility provided. That is whether the facilities provided can accommodate all the students in the hostel. The data shows that 49.8% (152) of the respondents opine that the hostel is very inadequate for students, 30.5% (93) consider the hostel facility as inadequate and 13.4% (41) said it is fairly adequate for students while, 6.2% (19) consider the facility as very adequate. The data revealed that the facility is very inadequate for the students in BSU. A key informant in the management cadre interviewed confirmed the inadequacy of hostel facilities but assured the researcher that effort is been made to overcome the challenge, he noted that:

the condition of student hostel has always been one of the major challenges facing the institution due to the students admitted tend to exceed the available facilities provided by the institutions authority leading to congestion and increase

pressure on the infrastructures and social amenities but efforts is being made to provide more facilities because student are safer staying on campus. A construction of one male hostel block is now ongoing and the rest hostels will be rehabilitate to accommodate more students.

Another student interviewee added that:

the hostel is congested that why most students cannot stay in it

The implication of this is that when students are overcrowded in the hostels, there will be disruption of the student's mental ability which will lead to stalling of the teaching-learning process, a situation that generally militates against effective teaching and intellectual development of students but, when the situation is checked learning will improve.

Table 4.22 Opinion of Respondents on the Number of Room Occupants in BSU

Room Occupants in BSU	Frequency	Percentage (%)
1-3	8	2.6
4-6	66	21.6
7-9	180	59.0
10 and above	51	16.7
Total	305	100

Source: Field Survey, 2017

The data on table 4.22 display the views of respondents on the number of people occupying a hostel room in BSU. The data shows that 59.0% (180) of the respondents opine that 7-9 persons occupy a room, 21.6% (66) opine that 4-6 persons occupy a room, 16.7% (51) stated that a room is occupied by more than 10 person at a time while, only 2.6% (8) opine that 1-3 person occupy a room. The table shows that 7 persons and above occupy a hostel room in BSU. Key informants in the interview conducted also believed that the hostel is too congested due to high room occupancy. A key informant among the ASUU official confirmed this point as thus:

All our Universities are over-crowded not just state Universities, what we have is squalor, a room meant for three person is been occupied by about eight persons with no privacy or minimum comfort, a conditions that parents would otherwise object to. That is why ASUU is of the view that government should be involved in providing basic amenities to the public Universities as opposed to pursuing the introduction of neo-liberal policies which involve not only the deregulation of the economy, but also the withdrawal of government subvention from the educational sector.

The implication of this is that, lack of sufficient space, privacy and comfort arising from overcrowded hostel put pressure on the social amenities and structure and invariably affect student learning as there will be constant friction among students over the use of space, privacy and misplacement of personal belongings among others.

Table 4.23 Views of Respondents on the Sufficiency of Room Space in Hostel

Sufficiency of room space	Frequency	Percentage (%)
Yes	26	8.5
No	211	69.2
Fairly sufficient	44	14.4
Sufficient but poorly maintained	24	7.9
Total	305	100

Source: Field Survey, 2017

Table 4.23 indicates the views of respondents on the sufficiency of room space in the hostel. Sufficiency means that the room is enough for the students. The table indicates that 69.2% (211) of the respondents agreed that the room is not sufficient for the occupants, 14.4% (44) said the space is fairly sufficient for the occupants, 8.5% (26) argued that the space is adequately sufficient for every occupants while, 7.9% (24) held that the space is sufficient but poorly maintained by its occupants. This table shows that the room space is not sufficient for those occupying the room to live comfortable. The

interviews conducted with the key informants all affirmed that, neither the hostel block nor the room is sufficient for students. One of the student's interviewed summed the condition of the hostel room as:

No room is sufficient in the hostel, you just have to manage, you will get to know this when you come in the evening when everybody is back or want to sleep.

Observation conducted by the researcher equally revealed that the room space will hardly be sufficient considering the size of each room and the number of occupants. Therefore the room space is not sufficient for the occupants. The implication of this is that there will be no privacy and comforts in the rooms which will increase the stress students go through that hinder them from qualitative learning.

Table 4.24 Views on Adequacy of Toilets and Bathroom in the Hostel

Adequacy of toilets and bathrooms	Frequency	Percentage (%)
Adequate	61	20.0
Inadequate	173	56.7
Mostly in bad condition	71	23.3
Total	305	100

Source: Field Survey, 2017

Table 4.24 indicates how sufficient or enough is the amenities provided such as toilets and bathrooms in the hostel. The data shows that 56.7% (173) of the respondents revealed that the amenities are inadequate in the hostel while, 23.3% (71) also said the amenities are inadequate because they are mostly in bad condition and unhygienic for use and 20.0% (61) affirmed that the amenities are adequately provided. The table revealed that the amenities are not adequately provided in the hostel in accordance with the number of student occupying the hostel. The responses of key informants regarding

the adequacy of amenities in the hostels also revealed that the amenities are inadequate.

A key informant among the non-academic staff explained that the reason for this as:

There has been an upsurge in the number of people seeking University education in Nigeria and this rapid growth demand an increased facility to cater for the people but unfortunately that was not visible. Consequently the few facilities that were put in place for use by a few number of students can no longer sustain the teeming population. The result is that the few available facilities are over stretched and become grossly inadequate.

The implication of inadequate amenities is that, there will be poor hygiene, discomfort and constant illness among students in the hostel which will affect student concentration and ability to understand what they are been taught in class.

Table 4.25 Views of Respondents on Electricity Supply

Regular Electricity Supply	Frequency	Percentage (%)
Yes	43	14.1
No	157	51.5
Partial Supply	68	22.3
Always half Current	37	12.1
Total	305	100

Source: Field Survey, 2017

Table 4.25 shows the views of respondents on regular electricity supply. The data shows that 51.5% (157) of the respondents opine that there is no regular electricity supply in the hostel, 22.3% (68) opine that the supply is not constant but partial and 14.1% (43) objected that there is always regular electricity supply in the hostel while, 12.1% (37) said there is regular electricity but, the supply is always half current. This table revealed that there is no constant electricity supply in the hostels in BSU. Observation conducted by the researcher revealed that there is no regular electricity supply in the campus as power generating set is seen working almost everywhere to

provide electricity and no one is dedicated to any of the hostels. The implication of lack of regular electricity supply is that, students will not be able to read at night in their rooms and this will impact negatively on their academic performance because reading and understanding is directly related to effective learning and good academic performance.

Table 4.26 Respondents views on Water Supply

Constant Water Supply	Frequency	Percentage (%)
Yes	116	38.0
No	26	8.5
Partial Supply	65	21.3
Students Source for water	98	32.1
Total	305	100

Source: Filed Survey, 2017

The data on table 4.26 displays respondent's opinion on constant water supply in BSU student's hostels. The data displays that 38.0% (116) of the respondents said there is constant water supply, 32.1% (98) said that though, there is constant water supply but students have to go out of the hostel to fetch from the geepee tanks provided as the water hardly get in to the hostel. Again, 21.3% (65) termed the water supply not regular but partial while, 8.5% (26) maintained that there is no constant supply. The table shows that there is constant water supply to the geepee tank where students are expected to go and fetch from. The implication of this is that the hostel amenities will be dirty as students will find it difficult to fetch enough water to use and keep the place clean. Also, going to fetch water from the geepee tanks will increase students stress and consequently make them late or completely miss their classes.

Table 4.27 Respondents Views on Proper Waste Disposal in the Hostel

Proper waste disposal	Frequency	Percentage (%)
Yes	51	16.7
No	83	27.2
Not always	121	39.7
Rarely disposed	50	16.4
Total	305	100

Source: Field Survey, 2017

The data in table 4.27 shows how waste is been disposed in the hostel. The data revealed that 39.7% (121) said waste is not always properly disposed from the hostel, 27.2% (83) argued that waste is completely not been disposed, 16.7% (51) opine that waste is consistently being disposed while, 16.4% (50) opine that waste is rarely being disposed from the hostel. The data shows that waste is not regularly disposed from the hostel and this account for poor sanitation in the hostel. The implication of this is that the hostel will always be dirty thereby making the hostel not conducive for student's habitation because lack of proper sanitation leads to disease infestation and causes illness.

Table 4.28 Views of Respondents on drainage system in the Hostel

Proper drainage in hostel	Frequency	Percentage (%)
Yes	138	45.2
No	47	15.4
Mostly damaged	50	16.4
Poorly maintained	70	23.0
Total	305	100

Source: Field Survey, 2017

Table 4.28 shows the views of respondents on the drainage system in the hostel. The data shows that 45.2% (138) affirmed that there is proper drainage system in the hostel, 23.0% (70) held that there is proper drainage system but it is poorly maintained by those concern, 16.4% (50) opine that the drainage is now mostly damaged while, 15.4% (47) said there is no proper drainage system in the hostels. The data shows that, there is proper drainage system in the hostel. The implication of this is that, there will be no stagnant water where mosquitoes will breed and cause sickness such as malaria to the students which will hinder them from learning.

Table 4.29 Respondents Level of Satisfaction with Sanitation in Hostels

Level of Sanitation Satisfaction	Frequency	Percentage (%)
Very Satisfied	26	8.5
Satisfied	52	17.0
Dissatisfied	154	50.5
Very dissatisfied	73	23.9
Total	305	100

Source: Field Survey, 2017

Table 4.29 indicates the level of respondent's satisfaction with the level of sanitation in the hostel. The table indicates that on one hand, 50.5% (154) of the respondents were dissatisfied with the level of sanitation, 23.9% (73) were very dissatisfied. On the other hand, 17.0% (52) of the respondents were satisfied with the level of hostel sanitation while, 8.5% (26) were very satisfied. The table shows that respondents are dissatisfied with the level of sanitation in the hostel. This finding is the same with the views of key informants. A student and a non-academic staff interviewed all agreed that the level of sanitation is poor. The non-academic staff maintained that:

We have people that clean the hostel environment every day. If the level of sanitation is low today does not mean is always like that. Students are making the hostel dirty by littering the surroundings and the toilets. This people are trying and they always report cases of students who fail to comply with sanitation and we always take it serious with them.

The student held that:

The hostel is always dirty especially in the evenings, some time we can't even use the toilets either because it is bad or too dirty and smelling.

This clearly shows that sanitation is poor in the hostels, the implication of this is that students health is at risk of sickness resulting from unhygienic environment and this will stop them from going to class to learning whenever it happens and consequently leads to underperformance in examination.

Table 4.30 Distribution of Respondents Based on Provision of Wardrobe

Availability of wardrobes	Frequency	Percentage (%)
Yes	204	66.9
No	7	2.3
Very few	65	21.3
Damaged	29	9.5
Total	305	100

Source: Field Survey, 2017

Table 4.30 shows the distribution of respondents based on the availability of wardrobe in the hostel. The table shows that 66.9% (204) ascertain that there are wardrobes in the hostels, 21.3% (65) also agreed to the availability of wardrobe but lamented they are just few, 9.5% (29) also agreed to the availability of wardrobes but lamented that most of them are damaged while, only 2.3% (7) argued that there are no wardrobes in the hostel. The table shows that there is provision of wardrobe in the hostel for students use. The implication of this is that, student can well arrange their personal belongings in the wardrobes and this will reduce the rate of tempering or vandalizing other people

personal belongings that will lead to quarrel thereby creating hostile atmosphere for roommates to cooperate and study together.

Table 4.31 Respondents Views on the Adequacy of Wardrobes

Adequacy of wardrobes	Frequency	Percentage (%)
Very adequate	4	1.3
Fairly adequate	88	28.9
Very inadequate	213	69.8
Total	305	100

Source: Field Survey, 2017

The data in table 4.31 indicates respondent's view on how sufficient is the wardrobes for students in the hostel. The data shows that 69.8% (213) of the respondents consider the available wardrobes as very inadequate for the room occupants, 28.9% (88) consider the wardrobe as fairly adequate while, only 1.3% (4) agreed that the ward is very adequate for students occupying the hostel. The table shows that there is inadequate wardrobe for student use. The implication of this is that there will be constant friction among roommates over misplacement or tempering with each other's personal belongings which may lead to fight thereby hindering them from going to class to learn.

Table 4.32 Availability of Reading Chairs and Table in Hostel

Availability of chairs and table	Frequency	Percentage (%)
Yes	43	14.1
No	145	47.5
Only one	52	17.0
All are damaged	65	21.3
Total	305	100

Source: Field Survey, 2017

Table 4.32 displays respondent's views on the availability of reading chairs and table in the hostel rooms for students use. The data shows that 47.5% (145) of the respondents stated that there are no provision of reading chairs and table in the hostel, 21.3% (65) agreed that reading chairs and table were earlier provided but now, they are all damaged, 17.0% (52) affirmed that only one chair and table was provided for each room while, 14.1% (43) were certain that reading chairs and tables are still available in the hostel. The table shows that there is no availability of reading chairs and table in the student's hostel. The implication of this is that, it will be very difficult for the students to read in their rooms and this will reduce their ability to comprehend what they were being taught because the rooms are made to serve as a place of abode and at the same time a study bed room.

Table 4.33 Views on the Good Condition of Hostel Doors and Windows

Good condition of doors and windows	Frequency	Percentage (%)
Yes	209	68.5
No	42	13.8
Few are okay	31	10.2
Mostly damaged	23	7.5
Total	305	100

Source: Field Survey, 2017

Table 4.33 indicates the condition of doors and windows in the hostel. The data indicates that 68.5% (209) of the respondents confirmed that the doors and windows are in good condition, 13.8% (42) argued that the condition of the doors and windows are bad, 10.2% (31) opine that only few doors and windows were in good condition while, 7.5% (23) opine that majority of the doors and windows are bad. The table shows that doors and windows in the hostel are in good condition. The implication of this is that,

students and their personal belonging is secured in the hostel, hence friction that may arise as a result of missing items and hinder students from going to class to learn or concentrate on their studies is reduced.

Table 4.34 Views of Respondents on Leaking Hostel Roofs

Leaking of hostel roofs	Frequency	Percentage (%)
Yes	33	10.8
No	226	74.1
Few places are leaking	42	13.8
Leakage every where	4	1.3
Total	305	100

Source: Field Survey, 2017

Table 4.34 shows the views of respondents on whether or not the hostel roof is leaking. The data shows that 74.1% (226) confirmed that the roof is not leaking, 13.8% (42) argued that few places are leaking on the roof, 10.8% (33) said the roof is leaking while, 1.3% (4) said there is leakage everywhere on the roof. The table shows that the hostel roof is in good condition as there is no leakage. The implication of this is that, the hostel will be fairly conducive for students to stay.

Table 4.35 Distribution of Respondents Based on Conduciveness of Hostel

Conduciveness of Hostel	Frequency	Percentage (%)
Very conducive	24	7.9
Conducive	84	27.5
Unconducive	135	44.3
Very unconducive	62	20.3
Total	305	100

Source: Field Survey, 2017

Table 4.35 displays the views of respondents on the conduciveness of the hostel to students. The data shows that 44.3% (135) of the respondents opine that the hostel is not conducive for academic activities of students, 27.5% (84) argued that the hostel is conducive for students, 20.3% (62) further insist that the condition of the hostel is very unconducive for student academic activities while, 7.9% (24) opine that the hostel is very conducive. The table shows that the hostel is not conducive.

This finding is in agreement with the opinion of key informants which also revealed that, the hostel is not conducive and convenient for studies considering the number of student living in it. One of the key informants among the ASUU officials stated that:

The condition of the hostel is terrible despite its rehabilitation because of additional number of squatters students added, where about eight persons share a room meant for three people, what kind of ambience does it provide for study or learning? You can't expect students to perform brilliantly when they are not living comfortably.

What is important to note here as explained by one of the management staff interviewed is that:

it is the policy of University management to offer decent accommodation to student but the demand for the facility has far outstripped the supply so students have to break the rules governing hostels to accommodate their friends who could not secure space and cannot afford to stay off campus and this is gradually damaging the facilities.

It can be concluded that the current state of overcrowded hostel cannot be convenient to quality student academic performance because most of the student cannot stay in the hostel to read. This was arrived at after considering the available space in the room for student to put their reading table, electricity supply and distraction from others who may want to cook or listen to music.

Table 4.36 Respondents Rating of Hostel Facilities

Rating of hostel	Frequency	Percentage (%)
Excellent	198	64.9
Fairly Good	63	20.7
Poor	38	12.5
Very poor	6	2.0
Total	305	100

Source: Field Survey, 2017

Table 4.36 shows the rating of the quality of hostel facilities provided. The data revealed that 64.9% (198) of the respondents rated the quality of the facility as excellent, 20.7% (63) rated it as fairly good while, 12.5% (38) rated it as poor and, 2.0% (6) rated the facility as very poor. The table shows that the quality of the hostel facility was rated very high by respondents.

The interviews conducted also rated the hostel facility to be of high quality that will not only ease accommodation problem but also increased student academic performance and the good image of the institution. One of the ASUU official interviewed noted that:

The quality of hostel facility is important because students' housing form part of the facilities that students take into consideration before making a choice of the school they intend to attend so it becomes imperative for schools to give students housing a top priority while enhancing the reputation of the school among other contemporaries.

Another management interviewee added that:

The need for an effective and conducive student hostel facility in BSU cannot be overemphasized due to the fact that students are expected to be in a sound state of mind to excel in their academic endeavour which can be achieved by a good student housing system because good student housing provides not only physical protection but also a healthy social and behavioural stability.

Further investigation by the researcher revealed that the hostel facility quality was rated very high because the physical appearance of structure is attractive, quality materials were used and safety measures were put into consideration in the building process.

4.5 Contributions of ASUU Strikes on Library Facilities

This section focuses on views of respondents on the impact of ASUU strikes on library facilities in BSU. Findings revealed that ASUU strikes has impacted on BSU library through an intervention fund of 3.2 Billion naira the institution assessed from TETFUND in July 2012 from which the institution constructed a modern University library building with about 3000 sitting capacity and an E-library section with about 300 sitting capacity.



Plate 4.6 Former University Library in BSU

Source: Field Survey, 2017



Plate 4.7 Newly Constructed Modern Library in BSU by TETFUND

Source: Field Survey, 2017

Table 4.37 Views of Respondents Based on their Major Source of Information

Sources of information	Frequency	Percentage (%)
Library	214	56.0
Internet	110	28.8
Personal text books	58	15.2
Total	382	100

Source: Field Survey, 2017

Table 4.37 indicates respondent's major sources of information. The table indicates that 56.0% (214) of the respondents relied on the University library as their major source of academic information, 28.8% (110) relies on the internet while, 15.2% (58) relies on their personal textbooks for academic information. The table revealed that majority of the respondents relies on the University library for their academic information. The implication of this is that, the library will facilitate learning if given the proper attention as a lot of users patronized the facility hence, any positive intervention in the library will impact positively on its users by improving their reading and learning.

Table 4.38 Views of Respondents on their Frequency of Visit to the Library

Frequency of Visit	Frequency	Percentage (%)
Very often	121	31.7
Often	190	49.7
Rarely	71	18.6
Total	382	100

Source: Field Survey, 2017

Table 4.38 shows the frequency of respondents visit to the library. The table shows that 49.7% (190) of the respondents often visit the library, 31.7% (121) visit the library very often while, 18.6% (71) rarely visit the library. The table shows that there is high patronage of the library in BSU. The implication of this is that the library will help both staff and students to improve their reading and study skills to become independent learners because the library is central to the provision of the right type of information

resources that empowers the educational institutions to produce highly resourceful people to impact positively on national development.

Table 4.39 Views on the Adequacy of Books and Journal in the Library

Adequacy of books and journal	Frequency	Percentage (%)
Adequate	131	34.3
Not adequate	168	44.0
Book are gradually improving	37	9.7
Mostly outdated books	46	12.0
Total	382	100

Source: Field Survey, 2017

Table 4.39 revealed the opinion of respondents on the quantity of books in the library if is enough for students that use the library. The data revealed that 44.0% (168) opine that the stock of books and journals in the library is not adequate to impact on students' academic endeavor, 34.3% (131) argued that the stock is adequate to make a positive impact, 12.0% (46) affirmed that the stock is adequate but cannot make much impact because they are mostly outdated books and journals while, 9.7% (37) maintained that the stock of books and journals are gradually improving in the library. The table revealed that the library is not adequately stocked to make a positive impact.

The opinion of key informant in the interview conducted were divided on this issue, some supported that the available books are adequate to make a positive impact, while others argued that the books are lacking. One of the non-academic staff key informants clearly brings out an important point that informed the conclusion that the books are inadequate, he stated that:

Contract was awarded for the construction of a modern library with all the furniture and fitting and an E-library with the entire necessary gadget but the supply of books to the library was excluded.

Observation conducted by the researcher further revealed that there are inadequate books in the library as many shelves were seen without books also, only few books were seen with new cover. The implication of a library's insufficient resources and inability to acquire and retain new sources of information is that it cannot encourage the staffs and students in their individual search for knowledge and understanding which is the central purpose of a library.

Table 4.40 Respondents Satisfaction with the Library Books and Journals

Level of satisfaction	Frequency	Percentage (%)
Very satisfied	58	15.2
Satisfied	106	27.7
Dissatisfied	164	42.9
Very dissatisfied	54	14.1
Total	382	100

Source: Field Survey, 2017

Table 4.40 shows the level of respondent's satisfaction with library stock of books and journal. The table shows that 42.9% (164) of the respondents were dissatisfied with the library stock, 27.7% (106) are satisfied, 15.2% (58) are very satisfied while, 14.1% (54) were very dissatisfied. The table shows that respondents are dissatisfied with the library stock of books and journals.

The IDI conducted shows students were more satisfied with the library books than the staff. One of the ASUU official interviewed said:

I don't think a lecturer will do well if he/she relies on the library alone, we need to be current in our fields that's why you mainly find students in the library.

The implication of this is that, the library cannot contribute meaningfully to student learning because it lacks the necessary literature needed for good academic performance

due to predominance of outdated books and qualitative learning require new sources of knowledge.

Table 4.41 Views on the Adequacy of Reading Chairs and Table in the Library

Adequacy of chairs and tables	Frequency	Percentage (%)
Very adequate	211	55.2
Fairly adequate	122	31.9
Very inadequate	42	11.0
Mostly damaged	7	1.8
Total	382	100

Source: Field Survey, 2017

Table 4.41 indicates the views of respondents on the adequacy of library reading chairs and table. The table depicts that 55.2% (211) of the respondents opine that reading chairs and tables are adequately provided in the library, 31.9% (122) maintained that the facility is fairly adequate, 11.0% (42) objected that reading chairs and table are very inadequate in the library while, 1.8% (7) held that the chairs and table are not adequate because most of them are now damaged. The table depicts that reading chairs and table are adequately provided in the library. The implication of this is that students will be attracted to the library to read because there are adequate chairs and reading table they can use which will improve their study habit.

Table 4.42 Respondents Views on Proper Lightening in the Library

Proper lightening	Frequency	Percentage (%)
Yes	257	67.3
No	37	9.7
Not always	34	8.9
Lightening is poor	54	14.1
Total	382	100

Source: Field Survey, 2017

Table 4.42 displays the views of respondents on lightening in the library. The table displays that, 67.3% (257) of the respondents all agreed that, there is proper lightening in the library at all time that will facilitate reading, 14.1% (54) opine that the lightening is very poor (often half current) and is hindering one to see clearly, 9.7% (37) objected that there is no proper lightening of the library while, 8.9% (34) said there is frequent disruption of the lightening due to power failure. The table shows that there is proper lightening in the library for users to see clearly and read. This finding is consistent with the findings of the interview conducted where majority of the informants' emphases that there is a stand-by plant dedicated to the library. A non-academic staff stated that:

There is light always, when there is no light the generator will be put on, the generator outside is only for the library.

The implication of this is that, proper lightening will attract students to use the library due to lack of light in their hostels which consequently improve their ability to learn and understand what they are being taught because the more one reads, the more likely he is to understand better what he is reading.

Table 4.43 Opinion of Respondents on Accessibility of Library

Accessibility of library	Frequency	Percentage (%)
Yes	278	72.8
No	69	18.0
Uncertain	35	9.2
Total	382	100

Source: Field survey, 2017

Table 4.43 indicates the views of respondents on accessibility of the library to intended users during working hours. The table indicates that 72.8% (278) of the respondents affirmed that the library is always accessible to intended users during working hours, 18.0% (69) objected that often the library is not accessible during working hours because it's been put to others uses such as staff meetings and workshop while, 9.25% (35) were undecided because they rarely visit the library. The table shows that the library is accessible to all intended users during working hours.

Also, one of the student interviewee confirmed that the library is always open to users during working hours. He stated that:

The library is always open, there is no difficulty except if you are not registered or forget you card.

The implication of unhindered access to the library is that, there will be high patronage of the library as students will be motivated to use the library and improve their knowledge as there are proper lightening and adequate chairs and reading table

Table 4.44 Views of Respondents on Internet Connectivity in Library

Internet connectivity in library	Frequency	Percentage (%)
Yes	96	25.1
No	46	12.0
Only in the E-library section	213	55.8
Very limited connectivity	27	7.1
Total	382	100

Source: Field Survey, 2017

Table 4.44 shows the views of respondents on internet connectivity in the library. The table shows that 55.8% (213) of the respondents agreed that there is internet connectivity but only in the E-library section, 25.1% (96) affirmed that there is internet connectivity in the library, 12.0% (46) argued that there is no internet connectivity in the library while, 7.1% emphasizes that the internet connectivity is very limited. The table shows that, there is internet connectivity only in the E-library section. The implication of this finding is that the library users will have access to unlimited content for their consumption which will complement the outdated books and facilitate effective learning.

Table 4.45 Opinion on Easy Access to Computer with Internet Connectivity

Access to computer with connectivity	Frequency	Percentage (%)
Yes	48	12.6
No	175	45.8
Very few users	97	25.4
Only the staff	62	16.2
Total	382	100

Source: Field Survey, 2017

Table 4.45 indicates the opinion of respondents on access to computer with internet connectivity. The table indicated that 45.8% (175) said library users have no easy access to computers with internet connectivity, 25.4% (97) maintained that only few persons have easy access to computer with internet connectivity, 16.2% (62) said only the University staff have easy access to computers with internet connectivity while, 12.6% (48) agreed that there is easy access to computer with internet connectivity to all library users. The data shows that there is no easy access to computer with internet connectivity. This finding corroborates the opinion of interviewees. In the IDI conducted, one of the non-academic staff interviewee attributed the difficulty in accessing computer with internet connectivity to limited available number of computers:

The number of computer we have is few but because students have preference for using computer than reading books the University has a plan to provide more computers to ease the challenges.

The implication of having very few computer with internet connectivity is that, students will not be abreast with current development in the disciplines because the internet is current than text books and journals.

Table 4.46 Views on Level of Satisfaction with the Library Facility

Level of satisfaction with library facilities	Frequency	Percentage (%)
Very satisfied	74	19.4
Fairly satisfied	108	28.3
Dissatisfied	139	36.4
Very dissatisfied	61	15.9
Total	382	100

Source: Field Survey, 2017

Table 4.46 displays the opinion of respondents on their level of satisfaction with library facility provided. The table shows that 36.4% (139) of the respondents were dissatisfied with the library facilities provided, 28.3% (108) were fairly satisfied, 19.4 (74) very satisfied while, 15.9% (61) were very dissatisfied. The table shows that respondents were dissatisfied with the quality of the library facilities provided. In the IDI conducted to determine the opinion of interviewees on their level of satisfaction show some contradiction in their opinion, while some were satisfied, others were not, one of the management staff interviewee's opinion represent those who were satisfies, he maintained that:

The library is up to date in every aspect and all the staffs are well trained, it is only few Universities that can boost of having this kind of library.

Another interviewee from ASUU official cadre express dismay over the lack of current literature in the library, he maintained that:

All the facility in the library is new except the books and current books are the most important thing in a library. So if there is nothing new what am I going there to do, that's why you hardly find lecturers in the library.

Further attempt by the researcher to find out when last the library received new supply of books revealed that only staff publication and the institution publication donated to the library were recently received. What is important to note is that, though the library is stocked, most of the stock are now out dated hence, it lack the capacity to handle highly intellectual academic work as most of the interviewees said they relayed more on the internet than the library for their work due to currency of literature.

Table 4.47 Respondents Description of Quality of Library Facility Provided

Quality of library facility	Frequency	Percentage (%)
Excellent	62	16.2
Good	199	52.1
Poor	92	24.1
Very poor	29	7.6
Total	382	100

Source: Field Survey, 2017

Table 4.47 shows respondents description of the quality of the library facilities provided. The table shows that 52.1% (199) described the library facilities as good while, 24.1% (92) described it as poor. 16.2% (62) further described the facility as excellent and 7.6% (29) said is very poor. The table shows that the library facility is described as good. Interviewee in the IDI conducted all agreed that the facility is good because it has enhanced learning and is the first of its kind in BSU.

A student interviewee stated that:

The quality of the library is good, everything is new, all that is needed is to equip it the more with books and internet services so that what you cannot get from books you will get on line.

The quality of the library was rated high because it is a new modern structure, the space and furniture is adequate and conducive and it supports learning, this account for why it has high patronage.

5.6 Contributions of ASUU strikes on Classrooms in BSU

This section examines the impact of ASUU strikes on the state of classroom facilities in BSU. It was revealed during the pilot study that as part of effort to end the 2012 strikes the FGN set up the Need Assessment committee, which visited BSU and recommended the construction two twin lecture theatres in the University. These theatres were

constructed one in each of the two campuses with about 1000 sitting capacity. ASUU strikes has also attracted the joint involvement of all the Benue State local government areas in the construction of Students classroom called ALGON building in the University in order to create conducive learning environment.



Plate 4.8 Twin Lecture theatre constructed by TETFUND in BSU

Source: Field Survey, 2017

Table 4.48 Views on the Adequacy of Twin Lecture Theatre and ALGON Hall

Adequacy of lecture theatre	Frequency	Percentage (%)
Very adequate	328	85.9
Fairly adequate	47	12.3
Inadequate	7	1.8
Total	382	100

Source: Field Survey, 2017

Table 4.48 revealed respondents views on the adequacy or how sufficient for students is the lecture halls provided in BSU. The table revealed that an overwhelming majority of the respondents 85.9% (328) affirmed that, the lecture halls is very adequate for students, 12.3% (47) consider the halls as fairly adequate while, 1.8% (7) consider the

facility as inadequate. The table revealed that the lecture halls provided is very adequate. One of the student interviewee noted that:

We don't have problem of space in the theatre that is the only place students do not rush or keep seat for others.

The implication of this is that the classroom will be comfortable and convenient for lecturers to teach and the students to learn as teaching and learning cannot take place in a crowded and rowdy environment because it will hinder the ability for one to comprehend.

Table 4.49 Views on Adequacy of Sitting Chairs and Desk in the Halls

Adequacy of chairs and desk	Frequency	Percentage (%)
Very adequate	322	84.3
Fairly adequate	49	12.8
Inadequate	9	2.4
Very inadequate	2	0.5
Total	382	100

Source: Field Survey, 2017

Table 4.49 indicates the views of respondents on the adequacy of chairs and desk in the lecture halls. The table shows that majority of the respondents 84.3% (322) rated the available chairs and desk in the lecture halls as very adequate which means it is enough for all the students to sit during classes, 12.8% (49) consider it as fairly adequate, 2.4% (9) consider it as inadequate meaning is not enough while, just 0.5% (2) said the facility is very inadequate. The table revealed that sitting chairs and desk provided in the hall is very adequate. The implicating of having adequate chairs and desk is that, the halls will be conducive for teaching and learning to take place as students will sit comfortably to listen and write down what there are been tough in order not to forget.

Table 4.50 Opinion of Respondents on Proper Lightening in the Halls

Proper lightening in theatre	Frequency	Percentage (%)
Yes	168	44.0
No	127	33.2
Not always	78	20.4
Lightening is very poor	9	2.4
Total	382	100

Source: Field Survey, 2017

Table 4.50 shows the opinion of respondents on proper lightening in the lecture halls. The table shows that 44.0% (168) opine that there is proper lightening in the lecture halls to aid visibility, 33.2% (127) however, objected that there is no proper lightening because most of the bulbs are dead and not replaced, 20.4% (78) said the light is not always available due to frequent interruption of power supply and the power generating set is not been use for the halls while, 2.4% (9) emphases that though the light is often available, the current is sometime very low and may not aid proper visibility in the halls. The table shows that there is proper lightening in the halls.

One of the student interviewee noted that:

The problem of lightening in the halls is experience only during evening classes around 6pm when there is no light but, it rarely happens.

The implication of having proper lightening in the halls is that students will see clearly and read their books in the class. By so doing, their ability to learn will increase because the more one read and understand, the more learned he become.

Table 4.51 Opinion on Availability of Ceiling fan and Air Condition in the Halls

Availability of ceiling fan and air condition	Frequency	Percentage (%)
Yes	296	77.5
No	2	0.5
Very few	65	17.0
Not functional	19	5.0
Total	382	100

Source: Field Survey, 2017

Table 4.51 indicates views of respondents on the availability of ceiling fan and air condition in the halls for comfort. The table indicates that majority of the respondents 77.5% (296) affirmed that ceiling fan and air condition are available in the lecture halls, 17.0% (65) noted that the available ceiling fan and air condition are very few, 5.0% (50) lamented that the facility is not functioning while, 0.5% (2) objected that this facility is not available. The table displays that ceiling fan and air condition is available in the halls. This implies that the lecture halls will be convenient for learning to take place as the ceiling fan and air conditions will provide adequate ventilation thereby reducing boringness and discomfort in the class.

Table 4.52 Opinion on the Functionality of Ceiling Fan and Air Condition

Functionality of ceiling fan and air condition	Frequency	Percentage (%)
All are functional	5	1.3
Only few are functional	66	17.3
Only ceiling fan are functional	292	76.4
All are not functional	19	5.0
Total	382	100

Source: Field Survey, 2017

Table 4.52 indicates opinion of respondents on the functionality of ceiling fan and air condition in the lecture halls. The table indicates that 76.4% (292) of the respondents opine that only the ceiling fans are functional due to low current power supply, 17.3% (66) opine that only few of the ceiling fan and air condition are functional while, 5.0% (19) said all the facility are not functioning and 1.3% (5) said all the facility are functional. The table depicts that only ceiling fan is functional in the halls.

The IDI conducted revealed that the equipment are functional but deliberately disconnected to avoid being mix used. An ASUU official interviewed noted that:

The central air conditioners installed in the theatres are new but it was discovered that students were tempering with them and they consume a lot of current which is affecting other appliances, so they were disconnected.

The implication of this is that, there will be heat in the lecture hall to cause discomfort during classes and hinder proper learning as one cannot learn properly when not in a good state of mind.

Table 4.53 Views on the Availability of Public Addressing System

Availability of public addressing system	Frequency	Percentage (%)
Yes	319	83.5
No	2	0.5
Not always	57	14.9
Not effective	4	1.1
Total	382	100

Source: Field Survey, 2017

Table 4.53 indicates the views of respondents on the availability of public addressing system in the lecture theatre. The table indicates that an overwhelming majority of the respondents 83.5% (319) agreed that there is public addressing system in the lecture

halls, 14.9% (57) said the public addressing system is some time not available due to power failure, 1.1% (4) said public addressing system is always available but some time is not effective while, 0.5% (2) said that the facility is never available. The table depicts that, there is available public address system in the lecture halls. The implication of this is that, the lecturer will be audible for students to hear and understand what he is saying and consequently learn effectively.

Table 4.54 Opinion on the Functionality of Public Addressing System

Functionality of public addressing system	Frequency	Percentage (%)
Very functional	246	64.4
Fairly functional	54	14.1
Not always functional	68	17.8
Poor audio quality	14	3.7
Total	382	100

Source: Field Survey, 2017

Table 4.54 shows the opinion of respondents on the functionality of public addressing system in the lecture halls. The table shows that 64.4% (246) said the facility is very functional, 17.8% (68) said the facility is some time not functional if not properly charged, 14.1% (54) said it is fairly function due to unnecessary echo while, 3.7% (14) said the facility is functional but has poor audio quality. The table depicts that the public addressing system is functional. The implication of having a functional public addressing system is that, a lecturer will not unduly stress himself and students will hear him clearly to understand and learn.

Table 4.55 Respondents Views on Black Board Use and Maintenance

Black board use and maintenance	Frequency	Percentage (%)
Yes	272	71.2
No	15	3.9
Not often	95	24.9
Total	382	100

Source: Field Survey, 2017

Table 4.55 revealed views of respondents on the use and maintenance of black board in the lecture halls. The table revealed that 71.2% (272) of the respondents agreed that the board is being use and well maintained, 24.9% (95) disagreed that the board is some time not well kept while, 3.9% (15) completely disagreed that the board is not being use and well kept. The table depicts that the board is bein use and well maintained. The implication of this is that the lecturer will demonstrate by writing on the board for student to see and easily understand what he is teaching for them to learn.

Table 4.56 Opinion of Respondents on Cleanliness of Halls Floor

Floor is kept clean	Frequency	Percentage (%)
Yes	205	53.7
No	66	17.3
Not often	106	27.7
Rare kept clean	5	1.3
Total	382	100

Source: Field Survey, 2017

Table 4.56 revealed respondents opinion on the cleanliness of lecture halls floor. The table revealed that 53.7% (205) of the respondents agreed that the hall floor is always kept clean, 27.7% (106) argued that the floor is often not kept clean while, 17.3 % (66)

objected that the floor is never kept clean and 1.3% (5) said the hall is rare kept clean. The table revealed that the halls are always kept clean. The implication of this is that, the class will be hygienic and students will be free to stay and learn in it.

Table 4.57 Views on the Conduciveness of the Halls for Lectures

Conduciveness of Theatre	Frequency	Percentage (%)
Very conducive	148	38.7
Conducive	207	54.2
Unconducive	21	5.5
Very unconducive	6	1.6
Total	382	100

Source: Field Survey, 2017

Table 4.57 shows the opinion of respondents on the conduciveness of halls for lectures. That is how suitable is the halls to students' academic activities. The table shows that 54.2% (207) of the respondents affirmed that the halls are conducive for students to take their lectures, 38.7% (148) see the halls as very conducive for students however, 5.5% (21) see the halls as unconducive while, 1.6% (6) said the hall is very unconducive. The table depicts that the halls is conducive for students' academic activities. The IDI conducted also affirmed that the halls are very conducive for learning. One of the student interviewee said:

The theatre is very okay, you cannot compare it with the other class we have, that is the only place where students can not rush in when having lecture because there is enough space.

Another management staff interviewee noted that:

The theatre is conducive for learning because we know that effective learning can only take place where the environment is conducive, our goal here is to create a conducive learning environment and make students to develop a positive attitude to learning in order to facilitate better achievement in their disciplines.

The implication of a conducive lecture hall is that students will not feel boring during classes hence, better learning will take place because conducive learning environment is an imperative for effective and efficient teaching and learning.

Table 4.58 Description of the Current State of facilities in the Halls Provided

State of theatre facility	Frequency	Percentage (%)
Excellent	257	67.3
Good	114	29.8
Poor	11	2.9
Total	382	100

Source: Field Survey, 2017

Table 4.58 shows the views of respondents on the current state of the halls facility provided. The table shows that 67.3% (257) of the respondents described the facility as excellent facility, 29.8% (114) described the facility as good while, 2.9% (11) described the facility as poor because they feel it is below modern standard. The table depicts that the halls facility provided is excellent because it meet the expectation of users. The in-depth interview conducted also confirmed that the facility is of high quality. One of the management staff noted that:

The facility is not only available but is adequate and in good condition to encourage students achievement.

Another ASUU official interviewed added that:

You know a quality facility affects the morale of students and their academic performance. So the facility is adequate and qualitative for an effective teaching and learning to take place.

The implication of a quality learning environment is that there will be high academic performance among students because environment is suitable for good academic performance.

4.7 Contributions of ASUU strikes on Staff Residential Accommodation in BSU

This section employ a descriptive qualitative method of data analysis to analyses respondents views on the impact of ASUU strikes on staff residential accommodation in BSU because it adopted qualitative data collection techniques. Objective five of the study canvassed for the impact of ASUU strikes on staff residential accommodation but, because the question is specific to and can only be rightly answered by staff living in the staff quarter who are the direct beneficiaries and the fact that the researcher cannot afford a separate questionnaire for only this objective, an in-depth interview guide was used to elicit information from three staff living in the quarters. This was done because the researcher believed that, the views of these three key informants is representative because the staffs living in the quarters are very few.

Series of questions were posed to respondents in order to determine the impact of ASUU strikes on staff residential accommodation and to assess their opinion on the state of the facilities provided. Finding revealed that, ASUU is always in the forefront when it comes to improvement of staff condition of service, the union has constantly pressure the University authority to regularly rehabilitate the staff houses that are dilapidated and further pursue for an increase in housing allowance and payment of its arrears. The researcher was told that the staff quarter was inherited from the previous secondary school which serves as a fertile ground for the takeoff of BSU, a such, the houses were not standard, dilapidated and not befitting University staff but, with the coming of ASUU to champion the struggles for improve staff welfare and condition of service, the condition of the houses has greatly improved. However, the houses are very few and inadequate for staff hence, only few privilege persons were able to secure the facility. One of the interviewee who also happens to be a senior ASUU official in the University made it clear by pointing to the fact that:

The provision of housing is not a core mandate of ASUU, what ASUU do is to put pressure on the school management to repair and renovate the houses that are in bad condition.

Another interviewee, a lecturer in the faculty of management science added that, the reason why ASUU has to take up this challenge is that:

Education is the foundation of a country's development in all ramifications especially in the 21st century because it has the capacity to generate and harness knowledge in the pursuit of sustainable development and improved living standards help provide the needed support for individuals to continue to improve their capacity to augment productivity so without decent accommodation staff can't be fully productive.

This implies that living in better residential facilities will motivate staff and make them devoted to academic programmes. What is important here is that, though ASUU is not directly involved in the provision of housing but through collective bargaining and compromise, the school management maintains industrial harmony with the union by providing them with better shelter.



Plate 4.9 A Dilapidated Staff House in BSU

Source: Field Survey, 2017

On the state of the facility intervention, respondents' views show a unanimous agreement that the renovation exercise is very standard. They all agreed that the state of the facility has greatly been improved making it conducive for living.

The teaching staff in the faculty of management sciences interviewee noted that:

The success of any organization depends largely on its ability to maintain the human resources for its existence so, the University must give attention to the affairs of its staff in order to promote proper teaching, learning and research because this process can only be successful with effectively provided welfare facilities that is why standard facility must be provided.

The implication of providing a decent staff accommodation and basic facilities is that, it will enhance the ability of the staff to teach thereby enabling the students to learn.



Plate 4.10 A Recently Renovated Staff House in BSU

Source: Field Survey, 2017

Further questions were asked on basic necessities in a house such as, electricity and water supply. The researcher gathered from the respondents that, electricity supply to the quarters is not regular but partial due to the epileptic nature of power supply in the country which has necessitated most staff to improvise power themselves. They described epileptic power supply as a general challenge in the country not just an issue peculiar to BSU. One of the interviewees from the faculty of Management sciences stated that:

Electricity is a general problem in Nigeria, everywhere you go people faced the same problem, both at home and industries the problem is the same. Though we expect the University to have a power generating set for the staff quarter which will run for certain hours when there is no light but, everything bore down to cost. Funding a University like this is capital intensive, the University cannot do everything at a time.

The senior ASUU official interviewee added that:

On its part, BSU has increased the number of its electricity power houses, currently, the east-end of the campus and collage of Health sciences have their separate power house of a 132 KVA generator and a number of transformers has been installed at strategic location in the campus to improve power supply.

What is important here is that, though the school has no power plant dedicated to the staff quarter, the quarters are not in any way deprived of power supply compared to the surrounding neighborhoods.

The issue is almost the same with water supply. River Benue with abundant water is just behind BSU, but respondents lament that water supply is not regular because the capacity of the water treatment plant is small and is affecting water supply to the staff quarters and campus.

The ASUU official in the IDI conducted noted that:

The University water treatment plant was originally constructed for the technical collage but with the inception of BSU, the infrastructure at the water works was expanded through the intervention of Petroleum Trust Fund (PTF) in order to boost water supply but unfortunately, water supply is not sufficient due to increased population. The University then tries to supplement water supply by providing overhead tank at the east-end of the campus connected to the public water work from where people can get water.

In order to determine whether facilities that can aid staff comfort at home to carry out their work were provided in the staff houses, the researcher asked if ceiling fan and air condition is being provided in the staff quarter. Respondents admitted that though the University initially provided such facility, most of them have worn out and calls for replacement fell on deaf ears, so the occupants replaced them. This means that, the provision of such facility for staff comfort in order to ease boredom at home and makes them attend to their academic and administrative work even at home is not

being provided and this will affect staff performance because they may not be comfortable at home to carry out their work.

Question was further asked to determine the regularity of maintenance and rehabilitation work in the staff quarters. The finding shows that the University authority pay less attention to rehabilitation and maintenance work on the houses as a result, the responsibility of maintenance is being shared by both the staff occupying the house and the University. The occupants usually carry out minor repairs while, the University undertakes major rehabilitation and maintenance work. The occupant's involvements usually occur when there is no quick response from the maintenance unit and the occupant cannot continue to overlook such repairs because of the inconvenience and embarrassment it causes. One of the female interviewee from the department of political science lamented that:

Proper maintenance has not been given adequate attention, the way staff houses are allowed to deteriorate owing to lack of maintenance is a thing of worry. It takes a long time to attend to any complain for repairs and most of the work is done in a hurry. Some time waiting for them is waste of time if the repair is what you can afford to do yourself.

Therefore, regular maintenance of ageing building that is required to enable it live up to its full life span is being neglected in BSU as a result, sustainability of the property is not being encouraged.



Plate 4.11 A Staff House Undergoing Renovation in BSU

Source: Field Survey, 2017

The researcher further canvassed for respondents views on the state of conduciveness and quality of the facility. Respondents commended the quality and conduciveness of the facility that has been rehabilitated, the rated the materials used and the quality of the facility as very high because it meet all the requirement of modern house befitting academics, respondents said the most important thing in a house is the comfort and convenience of the occupants and that has adequately been taken care of. Odediran, Opatunji and Eghenure, (2012) unraveled the importance of convenience in a house when they stated that buildings are essentially made available to give conducive and safe environment for the exercise of various economic and social activities and a yardstick for upholding such role is on the basis of the ability of a building to make available safe environment.

4.8 How ASUU Strikes can be used to Improve Learning Facilities

This section focus on the opinion of respondents on how ASUU strikes can be used to improve learning facilities in BSU.

Table 4.59 Views on How ASUU Strikes can Improve Learning facilities

How ASUU strikes can improve learning facilities	Frequency	Percentage (%)
Strikes be used to pressure government for funding	171	44.8
Strikes be used to enforced the implementation of agreement	119	31.2
Strikes be used to set minimum benchmark for facility development	92	24.0
Total	382	100

Source: Field Survey, 2017

Table 4.59 indicates the views of respondents on how ASUU strikes can be used to improved learning facilities in BSU. The table indicates that, 44.8% (171) stated that ASUU strikes can be used to pressure the federal and state government for adequate funding of University, they believed that with adequate funding all the required learning facilities will be acquired. 31.2% (119) maintained that ASUU strikes will improve learning facilities when used to force government to implement the agreement it entered with the union because the issue of learning facilities is properly captured in the agreement while, 24.0% (92) opined that, ASUU strikes will improve learning facilities when used to set a minimum benchmark for facility development in the University. That is, ASUU should insist until all facilities are developed or provided to certain extent. The table depicted that ASUU strikes will improve learning facility through consistent mounting of pressure on government to increase its funding of University. The implication of increased funding is that, there will be more funds for library development, construction of classrooms and student hostels, procurement of health care and laboratory facilities as well as teaching aids among others.

Interviewees also hold the same opinion that, with adequate funding learning facilities will improve. One of the ASUU interviewee noted that:

The decay in our universities is so enormous such that with the present inadequate funding, the system will come to a state of complete collapse, poor funding of universities will lead to disenchantment and lecturers will not be able to function properly.

Another ASUU interviewee added that:

The level of funding of universities remains a major outstanding issue in ASUU's conflict and negotiation with the government, in the agreement (ASUU/FGN) the federal government acknowledged the need to take bold steps to address some of the decline in the university system and revitalise the educational sector through the allocation of a reasonable budget to the educational sector but the government has largely failed to fulfill its part of the agreement. So it is crucial, that this reasonable budget is maintained if Nigeria is serious about transforming education.

This means that, when adequate funds are made available to Universities, they can improve their services and facilities to provide the best teaching and research support for all academic programmes by procurement of library and laboratory facilities, hiring of personnel, purchase and maintenance of equipment, construction and equipping of students hostel and classroom as well as staff quarters because finance is the bedrock of every organization including the University.

4.9 Discussion of major Findings

This section presents the major findings of the study and attempt to relate it with the findings of other study by establishing point of convergence and divergence between the literature and the finding of the study. The discussion is presented according to the objectives of the study as stated in chapter one of the study.

Findings on socio-demographic characteristics of the study respondents revealed that there are more male staff and students than female staff and students in BSU, as a result there will be serious commitment to ASUU activities by the male staff because men are

known to be always handy for unionism than women because combining household chores with teaching and research affects women's level of participation in union activities. Staff participation in union activism in the institution becomes necessary because the study revealed that the University has a productive work force in terms of age, therefore the deplorable condition of learning facilities will be frowned at by staff who are eager to impart knowledge and the students who are equally eager to learn.

Also, most of the staff are just advancing in their career, so the issue of career advancement will be very important to them due to the fact that staff career advancement is determined and tied down to qualifications obtained overtime on the job and the deplorable condition of teaching facilities in the institution will hinder their efforts in teaching, research and publication and consequently retard their career growth. This accounts for why ASUU-BSU is always courageous in its struggles.

The study also discovered that, the number of staff began to reduce as the length of service gets to 13 years and above and this may have a varying negative implication on the teaching profession especially on mentorship and stability of the University system and consequently on the quality of students produced. This can be attributed to the fact that due to the deplorable condition of learning facilities in the institution, many of the old staff may have left in search of greener pasture. This finding is in agreement with Ekundayo, Esohe, Osalusi and Babatope (2010) who emphasizes that highly skilled and seasoned academics decided to leave the University system in search of better opportunities due to poor working environment and inadequate research and infrastructural facilities.

The analysis of data collected on objective one, on the impact of ASUU strikes on laboratory facilities in BSU revealed that ASUU's struggles had significantly

contributed to the expansion, renovation and construction of science laboratory in BSU. According to Aidelunuoghene (2014), this became necessary because what the public Universities need now is a complete rescue from their deplorable state.

The study discovered that, despite the impact of ASUU strikes on the laboratory facilities, the facility is still lacking in terms of adequate capacity (space) and furniture to cater for the student population that use the facility. Also, there is inadequate supply of chemicals and reagents while, most of the equipment in the laboratory were not functioning. This finding corroborated the findings of Oluwasegun, Ohwofosirai and Emagbetere (2015) who observed that laboratory equipment to facilitate the teaching and learning of science, inculcate scientific reasoning and enhances academic performance of student in the subject is lacking. It is also consistent with the findings of Sa'ad (2014) who noted inadequate and in some cases complete unavailable laboratory facilities in schools and that of Dike and Salisu (2015) who discovered that there are no provision and maintenance of laboratory and workshop facilities.

To buttress this claim, Ogunmade (2006) emphasizes that due to the fact that majority of schools lack the essential resources for imparting the knowledge of science concepts to students, many students learn little science and learning tends to be by rote while, many students find science not interesting and boring. Omorogbe and Ewansiha (2006) further added that, in most schools, there are no facilities for the teachers to demonstrate phenomena, let alone allow the students to have opportunities for finding out things for themselves. Hence, Ado (2009) opined that, it is very necessary that students manipulate materials and equipment in learning as this will help them not only to acquire science process skills and new knowledge but also scientific attitude such as honesty, open-mindedness and cooperation as moralities of science and enhance understanding and retention of difficult concepts and procedures while, Hahu (2005)

added that laboratory facilities give students some basic insight into scientific concepts and leave them with feeling of the reality of science which in turn improves their academic performance in examinations.

With regards to rating the quality and satisfaction with the facilities provided, the study discovered that the quality was rated high and respondents were satisfied with the facility because it facilitates learning and improve the image of the institution. This finding is in agreement with the findings of Calvo, Markauskaite and Trigwell (2010) that discovered that student satisfaction in laboratory facilities has grown in importance because of the competitive education environment and government-driven reforms.

Objective two of the study determined the impact of ASUU strikes on student hostel facilities. The study discovered that ASUU struggles has contributed to the renovation of existing hostel facility and the construction of one new hostel block while, the construction of another hostel block is in progress. However, the study find out that the existing hostel is very inadequate for students resulting in about 7-9 persons living in a room.

This finding is in line with Ezeukwu (2006) who discovered that accommodation problems existed in tertiary institutions in Nigeria and that students frequently struggle over bed spaces and room accessories while, students without adequate accommodations were exposed to hazards and poor living condition making them not to concentrate. Also, the work of Onyegiri (2004), Ubong, (2007) and Chukwu (2001) all attest to overcrowded state of student hostel and its implication on academic performance and student wellbeing.

The study further discovered that, there are inadequate social amenities such as toilets and bathrooms in the hostel. This finding corroborates the work of Gilbert (2011) which found inadequate toilet facilities in student hostel in federal colleges of education

in south eastern Nigeria. Also, the condition of the hostel room is poor due to insufficient space, wardrobes, reading chairs and table. This finding also agrees with Aluko (2011) who found that student housing in University of Lagos has more than average number of the total facilities in poor conditions, with 52.5% as poor facilities and that of Ekejiuba (2015) who revealed that the existing facilities and buildings in the hostel had been overstretched to a deplorable level and the basic needed facilities in the rooms are not existing or inadequate in quantity and quality.

In terms of sanitation and conduciveness of the hostel, the study discovered a general dissatisfaction. This finding corroborates Amole (2009) who reported that more than half (53%) of the respondents in all the halls of residences in four residential Universities in Southwestern Nigeria were dissatisfied with their residences. Also, Ejionueme (2010) noted that hostel accommodations appear to be inadequate and un-conducive and these affect students' academic performance and their all-round development.

The study further revealed that the hostel building quality is rated very high because the physical appearance of the structure is attractive, quality materials were used and safety measures were put into consideration in the building process.

The study objective three assess the impact of ASUU strikes on library facilities in BSU, the study revealed that ASUU struggles has led BSU to access a financial intervention of 3.2 Billion Naira from TETFUND and part of the money was used to construct a magnificent modern library building that has the capacity to sit about three thousand persons at a time, with adequate furniture and proper lightening for reading at all time. However, the study discovered that the library lack adequate current literature to satisfy users demand especially the academic staff who are regularly involved in highly intellectual exercise resulting in academics patronizing more of the internet for

their work than the library. This is consistent with the work of Simui and Kanyengo (2001) that discovered that about 84% of the lecturers surveyed in University of Zambia indicated that they rarely found materials relevant to their information needs. Similarly, Afebende and Ebaye (2008) found that only 12.6% of the academic staff makes effective use of the library resources in Cross River State University of Technology Calabar, Nigeria.

This necessitated Tommy (2009) to point out that libraries will always have low patronage when they are not adequately equipped to effectively provide the range of services entrusted to them. However, this finding contradicted the finding of Ajayi and Adetayo (2005) on the utilization of library resources at Obafemi Awolowo University who found that maximum use of the library was made by both staff and students of the institution. The difference in this finding is attributed to the changes with the passage of time because Ajayi and Adetayo conducted their study years earlier and the fact that the study was conducted in a first generation University not a State University.

In the same vein, the study found that library users are dissatisfied with the library resources because they are outdated stock. This is in line with the library research service (2002) which opined that, the number of books in a library is nothing if the books are outdated or not current in the fields. This finding is also in agreement with Ugah, (2008) who discovered that information resource is not easily available in University library and that users are not satisfied with information accessibility in Michael Okpara University, Nigeria.

On objective four which accessed the impact of ASUU strikes on the state of classroom facilities in BSU, the study revealed that ASUU strikes has led to the construction of two lecture theatre in the University as recommended by the Need Assessment committee which visited BSU after the 2012 ASUU strikes and the joint involvement

of all the Benue State local government areas in the construction of students classroom called ALGON building in the University in order to create conducive learning environment.

The study also revealed that the lecture halls, sitting chairs and writing desk are very adequate for the students. This finding is contrary to Okebukola (2000) who revealed that 87% of University classroom is overcrowded while 12% of the students sit on floor and Solomon, (2014) who laments that lectures are still held under trees in some Universities in Nigeria because of inadequacy of classroom block and lecture halls and the few available classrooms in some Universities are in a very poor condition to allow for proper teaching and learning take place. The study also revealed that the learning environment in these Lecture hall provided is very conducive. This finding is also contrary to Ahmed (2003) who submitted that in Nigeria, teaching and learning takes place under a very unconducive leaning environment.

Objective five of the study focused on the impact of ASUU strikes on staff accommodation. The study uncovered that though improving staff welfare in terms of providing staff accommodation is not a core mandate of ASUU however, the union has contributed in this regard by pressurising the University authority to regularly repair and rehabilitates all existing staff houses that are in bad condition so as to augment their productivity and the union further pursue for an increase in housing allowance and payment of its arrears to staff but, this houses is found to be very inadequate for the staff. Supporting this finding, the College Housing Special Report (2005) revealed that majority of Universities in the United States are now confronting serious housing shortages as 54% of 127 surveyed institutions do not have sufficient staff residence. Also, corroborating this finding is Nnametu, Alaka and Okoronkwo (2015) who found that the tertiary institutions in Imo State could not provide staff accommodation for

their academic staff. The study also revealed that, these houses are facing challenges of electricity and water supply and the responsibility of maintenance of the houses is shared by the staff occupying the house and the University authority, the house occupant carryout minor repairs while, the University undertake major repair and complete renovation.

This is in line with the report of the Committee on Needs Assessment of Nigerian Universities (The National Scholar, 2013), when the committee observed that very poor maintenance culture is costing Nigerian Universities a lot of resources because municipal services that require cheap and routine maintenance schedules are generally ignored until they have completely broken down. The study further discovered that the quality of the houses was rated very high because it provides the occupant with the level of comfort and convenience required.

Objective six of the study examined the possible way ASUU strikes can be used to improve learning facilities. The study revealed that ASUU strikes will improve learning facilities when used to pressure government to adequately fund University system because finance is the bedrock of every organization including the University. To support this finding Ige (2014) found that to stem the tide of strikes and move tertiary institution forward, an effective administration of tertiary institutions, adequate funding of tertiary education by government and orientation of staff of tertiary institutions is necessary because, according to Imhabekhai and Tonwe (2001), inadequate funding deters growth of educational institution. Ajayi (2007) and Okebukola (2002) also supported adequate funding when they posit that effective teaching and learning process cannot be guaranteed with inadequate funding and instructional materials.

Theoretically, two approaches were used to address the impact of ASUU strikes on the state of learning facilities in BSU; these are the theory of class struggles and Lenin's contribution on strikes. The class struggles maintained that class societies (capitalist system) are characterized by struggles between two contending classes, the ruling class (bourgeoisie) and the working class (proletariat) due to the diametrically opposed social position and contradictory interests of the different classes in the society.

The ruling class is economically powerful as a result, it controls the economic and political system in its favour. The working class is therefore determined to change or overthrow the existing system to bring an end to their exploitation while the ruling class is determined to safeguard at all cost the existing system which is conducive to its interest. This struggle therefore constitutes the driving force in all human society that led to change and developments.

The theory shows that the refusal of government to adequately fund education because of the competing demand from other sector as it claim is a deliberate attempt to subdue academics not to challenge them. It also shows that the persistent strike action is a calculated form of struggles for class survival by academics to regain backs their fair wages and conditions of service that was eroded with the emergence of the military ruling class and the subsequent ruling class. This means that due to the antagonistic interest between ASUU and the state, successive ruling class have denigrate the academia in their calculated attempt to show their superiority by tactically crippling and suffocating the public Universities in Nigeria by massively cutting down funding and the result is poor conditions of service, deficit infrastructure and falling standard of living. This theory is relevant to this study because it demonstrate how contradiction of interests in leads to change and development in a society.

Furthermore, Lenin's contributions on strikes is an attempt to create collective consciousness in workers by sharpening their awareness on the nature of oppressed and oppressor relationship that existed between the workers and the state. He emphasizes how strikes can be conceptualized as a tool to not only enhance the material conditions of workers lives, but to strategically employ it to increase the numbers of class conscious workers as a way to seize state power and socialize the means of production so that the economy can be organized and planned around meeting workers' needs rather than augmenting capital.

This theory justify that as ASUU engages in collective bargaining, strikes and welfare matters and strives to compel the government to pass necessary labour legislations, they contribute to the developmental processes of the University and the society at large which they belong to and that the state's attack on ASUU is both done to prevent short term gains in wages and to subvert the long term goal of overthrowing the form of exploitation. The theory is relevant to this study because it educates ASUU on how to mobilized and achieve their goals of improving their working conditions, learning facilities and the educational sector at large.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a general summary of the study carried out by the researcher, it draw conclusion on the study and made relevant recommendation based on the findings on impact of ASUU strikes on the state of learning facilities in the study area.

5.2 Summary of Key Findings

The study assessed the impact of ASUU strikes on the state of learning facilities in BSU because of the rapidly expanding University enrolment in a situation where funding, teaching and learning facilities as well as equipment are difficult to supply in adequate proportion leading to deterioration of the available facilities and under performance of the system thereby necessitating persistent ASUU strikes which the union claim is aimed at transforming the system by assessing the impact of the persistent strikes over the years on laboratory facilities; student hostel; library facilities; student classroom; staff residential accommodation and to suggest ways on how ASUU strikes can be used to improve the availability of teaching and learning facilities in the University.

The study discovered that experienced and critical hands, those with 13 years and above experience in the University service are leaving the system due to the deplorable conditions of service and infrastructures and this will negatively affects mentorship and the quality of students produced by these University.

The study revealed that ASUU struggle has led to the expansion and renovation of the existing laboratory facilities and the construction of new ones in the study area but,

despite this intervention, the laboratory is still lacking in terms of adequate capacity (space) and furniture to cater for the student population that use the facility. Also, there is inadequate supply of chemicals and reagents needed to facilitate experiment while, most of the equipment in the laboratory are not functioning. With regards to rating the quality and satisfaction with the laboratory facilities provided, the study discovered that the quality was rated high and respondents were satisfied with the facility because it facilitates learning and improve the image of the institution.

The study further uncovered that ASUU struggles has contributed to the renovation of existing hostel facility and the construction of one new hostel block, while the construction of another hostelblock is in progress. However, the existing hostel isvery inadequate for students resulting in about 7-9 persons living in a room while, inadequate social amenities such as toilets and bathroomsexist in the hostel. Also, the condition of the hostel room is poor due to insufficient space, wardrobes, reading chairs and tableand respondents are dissatisfied with sanitation and conduciveness of the hostel facility, but, the hostel building(structure) quality is rated very high because the physical appearance of the structure is attractive, quality materials were used and safety measures were put into consideration in the building process.

Similarly, the study revealed that ASUU struggles has led to the construction of a modern library building that has the capacity to sit about three thousand persons at a time, with adequate furniture and proper lightening for reading at all time but, the library lack adequate current literature to satisfy users demand especially the academic staff who are regularly involved in highly intellectual exercise resulting in academics patronizing only the internet for their work consequently, library users are dissatisfied with the library resources because they are outdated materials stocked.

Again, the study revealed that ASUU strikes has led to the construction of two twin lecture theatre in the University as recommended by the Need Assessment committee which visited the University after the 2012 ASUU strike and the joint involvement of all the Benue State local government areas in the construction of students classroom called ALGON building in the University. The study found that the capacity (space) of the classes, sitting chairs and writing desk is very adequate for the students thereby making the learning environment in the Lecture hall provided very conducive for students and their academic pursuit.

On the impact of ASUU strikes on staff accommodation, the study uncovered that the union has impacted on the facility by pressurizing the University authority to regularly repair and rehabilitate all existing staff houses that are in bad condition so as to augment their productivity. The union further pursue for an increase in housing allowance and the payment of its arrears to staff but, the houses are found to be very inadequate for staff and is facing challenges of electricity and water supply, while the responsibility of maintenance of the houses is been shared by the staff occupying the house and the University authority, the house occupant carryout minor repairs, while the University under take major repair and complete renovation. However, the quality of the houses was rated very high by respondents because it provides the occupant with some level of comfort and convenience required.

The study also found that ASUU strikes can be used to improve the availability of learning facilities when used to pressure government being the proprietor to adequately fund University system because finance is the bedrock of every organization including the University. However, the study suggest mutual dialogue and negotiations with genuine commitment by both ASUU and the FGN in settling their face-off in order to restore harmony and stability in the University system because the persistent strike

action experienced over the years has an adverse negative implications on the development of the system as well as on its products.

5.3 Conclusion

Standard education depend on the availability and utilization of qualitative learning facilities for the smooth and efficient running of the institution thereby making the process of acquiring education meaningful to staffs and students but the gradual decline and deterioration of learning facilities in Nigerian Universities over the years have led to underperformance of students, a bad reputation for the system and great controversy between ASUU and FGN. In an effort to overcome the challenge experienced, ASUU have embarked on several strike action to draw the attention of government to urgently solve this problem because the union perceive the government to lack the sincerity and commitment towards honouring the agreements it willfully enter into with them on how to solve the challenges.

These struggles for the revitalization of the University system by ASUU have largely impacted positively on the institution learning facilities and staff welfare. Unfortunately, this impact have not reflected in to a complete transformation of all aspect of the facilities the researcher investigated due to astronomical increase in students enrolment, coupled with inadequate funding of the system from government being the sole financer of the University system consequently, leading to a situation where the institution cannot afford more learning facilities to cater for the increased student and the available facilities become inadequate and even difficult to maintain due to lack of funds.

Interestingly, the study found that ASUU strike can be used to pressure government to fully discharge its responsibility as the proprietor of the institutions through adequate

funding of the system in order to improve learning facilities because adequate fund will enable the University to procure more learning facilities, effectively maintain the existing ones and make the University environment conducive and secure for qualitative education to be impacted on student, thereby revitalizing the system for efficiency but mutual dialogue and negotiations with genuine commitment must be employ by both parties in the processes of resolving their conflict in order to restore harmony and stability in the University system for effective performance.

5.4 Recommendation

Based on the findings of the study and their implications, the following recommendations are made:

1. The study recommend immediate improvement in the academic staffs conditions of service and adequate provision of learning facilities in the University in order to stop the experience academic staffs leaving the system due to the varying implications this will have on the teaching profession especially on mentorship, quality of students, stability and image of the system. This can be achieved through proper funding of the system by government.
2. The study further recommends that learning facilities should be provided in relation to the number of students that will make use of such facilities to avoid overcrowding and putting unnecessary pressure or over-stretching and quick depreciation of the facility. This can be achieved through proper planning and projection by the sponsors before the facility is provided.
3. ASUU should insist that government and the University authority should adequately provide the University library with current literature necessary to carry out the goals

and duties of the institution which the library was established to serve because the present books in the library is outdated and cannot promote the intended institutional goals.

4. Government and the University management should immediately address the problem of inadequate staffs and students accommodation in the University through a definite policy that will enable investors to partner with the University in providing adequate accommodation under the strict guide of the University authority because the inadequate accommodation experienced in the University creates no healthy climate for efficiency rather it widen underperformance of the staffs and students.

5. The University management should harness all available resources and effectively direct the resources towards expansion of learning facilities in the University in order to reduce the challenges of learning facilities. This can be achieved when learning facilities development is given high priority by the University management.

6. Government should adequately fund Universities by increasing the annual budget allocated to the University. This will enable the institution to acquire adequate relevant teaching and learning facilities. Also, a deliberate policy framework should be made to engage other University education stakeholders such as alumni, philanthropist, non-governmental organization (NGO's) to mention these few in funding or procurement of facilities in the institution because funding University is capital intensive that most time overwhelms the capacity of government alone.

7. The study recommend that an improved maintenance culture toward leaning facilities be develop by all stakeholders in the University.

5.5 Contributions to Existing knowledge

This study has contributed to existing knowledge in the following ways:

1. The study shows the danger that may arise because of the lecturers with more than 13 years of experience leaving the University service as a result of poor conditions of service and teaching facilities. This if not properly addressed will have varying implications on the teaching profession especially on the mentorship of young lecturers, the quality of graduates, the stability and image of the system and consequently reduced its global competitiveness.
2. Contrary to the widely held views that only federal Universities benefits from ASUU's struggles, the study demonstrate that both state and federal Universities benefits from TETFUND due to ASUU's struggles hence, the widely speculations that only federal Universities benefits from ASUU struggles is not true.
3. The study redirect ASUU's struggles towards equipping the library with material resources (current literature) because TETFUND has only provided library complex, office equipment and other facilities but books were not provided in the library.

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APPENDIX 1

Impact Assessment of ASUU Strikes Questionnaire (IAASQ)

Questionnaire on the topic: “Assessment of the Impact of Academic Staff Union of Universities’ (ASUU) Industrial Strikes on the State of Learning Facilities in Benue State University (1999-2015)

Dear Respondent,

I am a post graduate student of the department of sociology, Ahmadu Bello University Zaria, carrying out a study on the Topic: Assessment of the impact of Academic Staff Union of Universities’ (ASUU) Industrial Strikes on the State of Learning Facilities in Benue State University (1999-2015) as part of the requirement for the award of MSc degree in sociology. Please kindly provide the appropriate information to the following questions, this information will only be used for academic purpose and your response will be treated with utmost anonymity and confidentiality.

Thanks for your co-operation.

Yours sincerely

AKOGWU Samuel

Student

INSTRUCTIONS:

1. Please tick (√) option of your choice in the appropriate space provided and writes down your opinion where they are required.
2. Please skip any question not applicable to you or where you have no knowledge

SECTION A: Background Information of Respondents

1. Gender

(a) Male () (b) Female ()

2. Age

(a) 20-30 years () (b) 31-40 years () (C) 41-50 years () (d) 51 years and above ()

3. Marital status

(a) Married () (b) Single () Others specify_____

4. Highest Educational qualification

(a) PhD () (b) MSc () (c) BSc () (d) Awaiting BSc () (e) Others specify_____

5. Cadre of occupation

(a) Management staff () (b) Teaching staff () (c) Non-teaching staff () (d) Student ()
Others specify_____

Please skip question 6 and 7 if you are a student

6. Years of service (For staff only)

(a) 1-3 () (b) 4-6 () (c) 7-9 () (d) 10 -12 () (e) 13 years and above ()

7. Place of Residence (For staff only)

(a) Staff quarters () (b) Within town () (c) Others specify_____

Please skip question 8 and 9 if you are a staff

8. Level of study (For students only)

(a) 100level () (b) 200level () (c) 300level () (d) 400level and above ()

9. Place of Residence (For students only)

(a) Students hostel () (b) Off campus () (c) Others specify_____

SECTION B: Impact of ASUU strikes on laboratory facilities (For staff and students of faculty of Sciences only)

Please skip this section if not applicable to you or you have no knowledge

10. Do you think that the capacity of the new and renovated laboratory facility is enough for student use?

(a) Adequate () (b) Not adequate () (c) Fairly okay () (d) Very congested ()

11. Do you think that furniture is adequately provided for use in the laboratory?

(a) Adequate () (b) Not adequate () (c) Mostly in bad shapes () (d) More are been provided ()

12. Is there provision of chemicals and reagents for use in the laboratory?

(a) Yes () (b) No () (c) Frequently provided () (d) Others specify _____

13. How adequate is the chemicals and reagents provided for use in the laboratory?

(a) Very adequate () (b) Fairly adequate () (c) Inadequate () (d) Very inadequate ()

14. Laboratory equipment such as cylinder, burners, flannel etc, are they provided in the laboratory?

(a) Yes () (b) No () (C) Provision in progress () (D) Others specify ()

15. How adequate is this equipment for the number of users?

(a) Very adequate () (b) Fairly adequate () (c) Inadequate () (d) Very inadequate ()

16. How functional is this equipment?

(a) All are functioning okay () (b) Only few are functional () (c) All are not functioning () (d) Only the new ones are functioning ()

17. Is there adequate water provision/supply for use in the laboratory?

(a) Adequate () (b) Not adequate () (c) Frequently adequate () (d) Students go to fetch ()

18. How would you rate the quality of the laboratory facilities provided?

(a) Excellent () (b) Good () (c) Fair () (d) Poor ()

19. Please give reason for your answer in question 18 above?

20. How satisfied are you with the laboratory facilities provided?

SECTION C: Impact of ASUU struggles on hostel facilities

Please skip this section if you are not living in the hostel or have no knowledge of the hostel facilities

21. How adequate is the renovated student hostel and the newly constructed female students?

(a) Very adequate () (b) Fairly adequate () (c) Inadequate () (d) Very inadequate ()

22. What is the number of students occupying a hostel room?

(a) 1-3 () (b) 4-6 () (c) 7-9 () (d) 10 and above ()

23. Are there sufficient space for student use in the hostel rooms?

(a) Yes () (b) No () (c) Fairly sufficient () (d) Sufficient but poorly maintained ()

24. Are there adequate toilets and bathroom for student in the hostel?

(a) Adequate () (b) Not adequate () (c) Mostly in bad condition () (d) Unhygienic for use ()

25. Are there regular electricity supply in the hostel?

(a) Yes () (b) No () (c) partial supply () (d) Always half current ()

26. Are there regular water supply in the hostel?

(a) Yes () (b) No () (c) Partial supply () (d) Students source for water ()

27. Is waste properly disposed off in the hostel?

(a) Yes () (b) No () (c) Not always () (d) Rarely disposed ()

28. Are there proper drainage system in the hostel?

(a) Yes () (b) No () (c) Mostly damaged () (d) Poorly maintained ()

29. How satisfied are you with the level of sanitation in the hostel?

(a) Very satisfied () (b) Satisfied () (c) Dissatisfied () (d) Very dissatisfied ()

30. Is wardrobe provided for student use in the hostel rooms?

(a) Yes () (b) No () (c) Very few () (d) All are damaged ()

31. How adequate is the wardrobe for the number of students occupying a room?

(a) Very adequate () (b) Fairly adequate () (c) Very inadequate () (d) Only for first occupant ()

32. Is reading chairs and table provided for student in the hostel room?

(a) Yes () (b) No () (c) Only one () (d) All are damaged ()

33. Are the windows and doors in good condition?

(a) Yes () (b) No () (c) Few are okay () (d) Mostly damaged ()

34. Is the hostel roofs leaking?

(a) Yes () (b) No () (c) few places are leaking () (d) leaking everywhere ()

35. Please describe how conducive the hostels facility is to students' academic activities?

36. How can you rate the quality of the hostel facility?

SECTION D: Impact of ASUU strikes on Library facilities in BSU (for all staff and students)

37. What is your major source of information?

(a) Library () (b) Internet () (c) Personal text books () (d) Others specify_____

38. How often do you visit the library?

(a) Very often () (b) Often () (c) Rarely () (d) never ()

39. Are there considerable adequate quantity of books and journals in the library for use?

(a) Yes () (b) No () (c) Books are gradually improving () (d) Mostly out dated books ()

40. How satisfied are you with the library books and journals?

(a) Very satisfied () (b) Satisfied () (c) Dissatisfied () (d) Very dissatisfied ()

41. How adequate is the reading chairs and desk provided in the library?

(a) Very adequate () (b) Fairly adequate () (c) Very inadequate () (d) Mostly damaged ()

42. Do you think there is always proper lightening for reading in the library?

(a) Yes () (b) No () (c) Not always () (d) Lightening is poor ()

43. Is the library always accessible to users during working hours?

(a) Yes () (b) No () (C) Only for short duration () (d) Uncertain ()

44. Is there internet connectivity in the library?

(a) Yes () (b) No () (c) Only in the E-library section () (d) Very limited connectivity()

45. Can users easily access computer with internet connectivity?

(a) Yes () (b) No () (c) Very few users () (d) Only for staff ()

46. To what extent can this library facility provided be said to satisfy its user's demand?

47. How can you describe the present quality of library facility provided in BSU?

SECTION E: Impact of ASUU strikes on class room facilities (for all staff and students)

48. How adequate is the twin lecture theatre and ALGON hall to students during lectures?

(a) Very adequate () (b) Fairly adequate () (c) Inadequate () Very inadequate ()

49. How adequate is the sitting chairs and writing desk in these lecture halls?

(a) Very adequate () (b) adequate () (c) Inadequate () (d) Very inadequate ()

50. Is there proper lightening in these lecture halls?

(a) Yes () (b) No () (c) Not always () (d) lightening is very poor ()

51. Are there ceiling fan and air condition provided in these lecture halls for proper ventilation?

(a) Yes () (b) No () (c) Very few () (d) Not functional ()

52. How functional is the ceiling fan and air condition provided?

(a) All are functioning okay () (b) Fairly functioning () (c) Not functioning () mostly damaged ()

53. Is public addressing system provided in the in the halls for audible lecture?

(a) Yes () (b) No () (c) Not always () (d) Often not efficient ()

54. How functional is the public addressing system provided?

(a) Very functional () (b) Fairly functional () (c) Not always functional () (d) Poor audio quality ()

55. Do you think that the blackboard provided is been use and well maintained?

(a) Yes () (b) No () (c) Not often () (d) completely damaged ()

56. Do you think that the lecture halls floor is well maintained and kept clean at all time?

(a) Yes () (b) No () (c) Not often () (d) rarely kept clean ()

57. How conducive is these lecture halls provided for student academic activities?

58. How would you describe the state of the facilities provided in these lecture halls?

**SECTION F: Ways of using ASUU strikes to improving learning facilities in BSU?
(For all staff and students)**

59. How can ASUU strikes be used to improve learning facilities in BSU?

APPENDIX 2

Interview Guide on the Impact of ASUU strikes for staff and students

1. Please can you tell me how has ASUU strikes affected science laboratory facilities in BSU?

Probe

Has the strike improve science laboratory facilities in BSU?

How has the strikes affected the previous existing laboratory and the new ones constructed?

2. How adequate is the capacity of this laboratory for students to carry out their work?

Probe

Is the available space sufficient for students to easily carry out their work?

In your opinion, do you think that this space is enough for the students?

3. Do you know if there is availability of chemicals and reagents in the laboratory?

Probe

Please, can students easily get these chemicals and reagents for use?

What do you think about the adequacy of the chemicals and reagents provided for students?

4. How do you see the provision of laboratory equipment, are they actually provided?

Probe

Do every laboratory has the required equipment

How adequate is the equipment, can every student gain access and make use of them?

What do you think about the functionality, are they all working as they should?

Is there constant water supply in the laboratory for use during practical classes?

5. How would you rate the quality of the laboratory facilities?

Probe

How satisfied are you with these facilities?

6. How has ASUU strikes impacted on students Hostel in BSU?

Probe

How adequate do you think is this hostel for students?

How many students do you think occupy a hostel room?

How sufficient do you think this room will be for the students?

7. Is the hostel provided with basic facilities that will be required by students?

Probe

Is the toilets and bathroom provided adequate for the students?

Are there constant electricity and water supply in the hostel?

What about wardrobes, reading chairs and table are they adequate for students?

8. What can you say about sanitation in the hostel, is there proper sanitation?

How regular is waste disposed off from the hostel?

Is there proper drainage system in the hostel?

How satisfy are you with the level of sanitation in the hostel?

9. How conducive do you think is the hostel for students' academic activities?

Probe

How would you rate the quality of the hostel facilities?

10. In your opinion, how has ASUU strikes impacted of the University library in BSU?

Probe

How would you describe the stock of books and journals in the library?

How satisfied are you with the library books and journal?

How would you describe the adequacy of reading chairs and table provided in the library?

11. Is there internet services provided in the library?

Probe

Can library users easily access the internet service?

Do students have easy access to computers with internet connectivity?

12. How would you describe the quality of the library facilities provided?

Probe

How satisfied are you with the library facilities provided?

13. In what way do you think ASUU strikes impacted on student's classroom facilities in BSU?

Probe

How adequate do you think is the twin lecture theatre and ALGON hall for students?

How do you consider the adequacy of the sitting chairs and writing desk for students?

To what extent is the available lightening in the hall adequate for proper illumination?

14. How would you describe the facilities such as ceiling fan, air condition and public addressing system provided in the halls?

How functional and effective do you see this facilities?

15. What do you think about the black board and neatness of the hall?

Probe

Is the black board being use and well maintained?

How do you see the floor, is it always keep clean for students use?

16. How would you describe the current state of this class room facility?

Probe

How conducive do you see this classes for students' academic activities?

17. Can ASUU strikes be used to improve learning facilities in BSU?

In what way do you think this can be achieved?

APPENDIX 3

Interview Guide on the Impact of ASUU strikes on Staff Accommodation for Staff living in the Staff Quarter

1. To what extent has ASUU strikes impacted on staff accommodation in the University?

Probe

In what way do you think the strikes have improved staff accommodation?

How was the staff accommodation before the intervention?

How would you consider the state of the intervention?

2. Are there provision of basic necessities in the houses?

Probe

How would you consider electricity supply in the staff quarter?

How regular is the water supply?

3. What other facilities is provided in the staff house?

Probe

Is there ceiling fan and air condition provided to aid staff comfort to make them work even at home?

How functional and effective is this facilities?

4. Facilities require adequate care and maintenance, how would you regard the staff accommodation in this aspect?

Probe

How regular is maintenance and rehabilitation work been carried out in the staff houses?

Who is responsible for this exercise?

5. How would you regard the quality of the accommodation after the intervention?

Probe

How conducive is this accommodation to the occupants?

APPENDIX 4

OBSERVATION CHECK LIST OF FACILITIES

Observation Checklist for the assessing of learning facilities in BSU

Designed to be completed by the researcher. Answer yes, no or okay for each state of the facility.

S/no	Facilities	Availability	Functionality	Adequacy	Current state	Usage	Comment
1.	Availability of Science Laboratory in BSU						
2.	Availability of Laboratory apparatus						
3.	Availability of Chemicals and Reagents in laboratory.						
4.	Availability of sufficient furniture in laboratory.						
5.	Availability of sample storage facility and space						
6.	Provision of hostel in BSU						
7.	Availability of toilets and bathrooms						
8.	Conducive hostel						
9.	Regular Electricity supply						
10.	Regular Water						

	supply						
11.	Availability of library						
12.	Library are well stocked with books						
13.	Sufficient reading chairs and tables in library						
14.	Library is well illuminated						
15.	Availability of staff accommodation						
16.	Supply of electricity and water						
17.	Regular rehabilitation and maintenance work						
18.	Air conditioner/ceiling fan are provided						
19.	Internet connectivity in Campus						
20.	Availability of E-library						
21.	Adequate Computers in E-library						
22.	Lecturers use electronic gadget to teach						