ASSESSMENT OF EFFECT OF ASUU INDUSTRIAL CONFLICT ON ACADEMIC INFRASTRUCTURE IN AHMADU BELLO UNIVERSITY, ZARIA (2007-2017)

BY

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FACULTY OF ADMINISTRATION
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA

APRIL, 2021

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS OF SCIENCE DEGREE IN PUBLIC ADMINISTRATION

DEPARTMENT OF PUBLIC ADMINISTRATION,
FACULTY OF ADMINISTRATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

APRIL, 2021

DECLARATION

I declare that the work in this Dissertation entitled "ASSESSMENT OF EFFECT OF ASUU INDUSTRIAL CONFLICT ON ACADEMIC INFRASTRUCTURE IN AHMADU BELLO UNIVERSITY "has been carried out by me in the Department of Public Administration. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously presented for another degree or diploma at this or any other Institution.

SALAMI, Fadeke Fausat	_____	_____
Name of Student	*Signature*	*Date*

CERTIFICATION

This Dissertation entitled "Assessment of Effect of ASUU Industrial Conflict on Academic Infrastructure in Ahmadu Bello University" by Fausat Fadeke SALAMI meets the regulations governing the award of the Degree of Master of Science (MSc. Public Administration) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

To the memory of my beloved parents, Late Alh. Salami Olorunniyi and Hajiya Asiawu Abeke Salami.

ACKNOWLEDGEMENTS

I thank the Almighty God who has seen me through this programme. I appreciate my supervisors, Prof, A. A. Anyebe and Dr. D. D. Dalhatu and my reviewers Prof, H.A. Yusuf and Dr. A.B. Suku for their pains to read through the manuscripts until its final completion, given me all the relevant corrections. Their expertly and cogent comments were of great value to me. May God greatly reward them.

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ABSTRACT

The need for academic infrastructure has been issues of public concern with the emergence of the Academic Staff Union of Universities (ASUU). For more than thirty years in the history of Nigerian University system, ASUU have persistently drawn the attention of the Nigerian government to the challenge of academic infrastructures faced by the universities through industrial conflicts, negotiations and strikes. To overcome this challenge, ASUU entered a comprehensive agreement with the Federal Government of Nigeria (FGN) in 1992 and another in 2009 which included the provision of standard educational facilities in the universities among others. In spite of this effort, the non implementation of the agreement by the FGN over the years has resulted in the employment of strikes by ASUU when bargaining and consultation failed to yield desired result. The objectives of this study are to : assess the extent to which ASUU industrial conflict has affected classroom/ lecture theatre, ICT/ library, and laboratory/workshop/studio facilities in ABU, Zaria, for the period 2007-2017, with a view to ascertain whether ASUU industrial conflict has improve the provision of academic infrastructure in ABU, Zaria. This study adopted survey research design. The target population for this study is the academic and management staff of Ahmadu Bello University, Zaria. Taro Yamane (1967) formula for deriving sample size was used to arrive at the appropriate sample size of 376 respondents. The data collected for this study were analysed using the combination of inferential and -descriptive statistics techniques. Simple linear regression was used to test and interpret the hypotheses with the help of statistical package for social science (SPSS 20.0) and also for data coding, data screening and other preliminary analysis. University management staff and some ASUU officials were interviewed through unstructured interview. The findings from the study revealed that ASUU industrial conflict has significantly contributed to the expansion, construction and renovation of lecture theatres, laboratories as well as ICT/library facilities which contribute directly to the teaching and learning process. The hypotheses tested indicated that a significant relationship existed (0.000) between ASUU industrial conflict and classroom/ lecture theatre in ABU, Zaria. The relationship between ASUU

industrial conflict and ICT /library was positively insignificant (0.119). The relationship between ASUU industrial conflict and laboratory/workshop/studio facilities was positively significant (0.000)

This study recommends that the Federal Government of Nigeria should endeavour to implement the 2009 agreement reached with ASUU. This would help to revitalise the University system.

The study concludes that there is obvious deficit in academic infrastructural needs of ABU, Zaria which is undermining effective teaching and learning prior to Presidential intervention. Consequently, ASUU effort to pressurising for presidential intervention on academic infrastructural development of the Nigerian university system is imperative.

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LIST OF ABBREVIATIONS

A.B.U	-	Ahmadu Bello University
ASUU	-	Academic Staff Union of Universities
ANOVA	-	Analysis of Variance
B.A	-	Bachelor of Arts.
BUK	-	Bayero University Kano
CASS	-	Computing and Academic Support Services
CRUTECH	-	Cross River University of Technology
CNANU	-	Committee on Needs Assessment of Nigerian Universities
DAC	-	Division of Agricultural Colleges
EKSU	-	Ekiti State University
EAQAO	-	Education Quality and Accountability Office
EAA	-	Earned Academic Allowance
FGN	-	Federal Government of Nigeria
Hi	-	Alternate Hypothesis
Ho	-	Null Hypothesis
IAR	-	Institute for Agricultural Research
ICT	-	Information and Communication Technology
IMC	-	Implementation Monitoring Committee
ITA	-	Information Technology Academy.
M.A	-	Master of Arts
MIS	-	Management Information System

MoA	-	Memorandum of Action
MoU	-	Memorandum of Understanding
M.phil	-	Master of Philosophy
M.sc	-	Master of Science
NAERLS	-	National Agricultural Extension and Research Liaison Services
NAPRI	-	National Animal Production Research Institute
NASU	-	Non -Academic Staff Union
NIS	-	Network Infrastructural Service
NAUT	-	National Association of University Teachers
NCS	-	National Council of States
NEC	-	National Economic Council
NGO's	-	Non- Governmental Organizations
NUC	-	Nigerian University Commission
NUPENCO	-	Nigerian Universities Pension Management Company.
NUS	-	Nigerian University System
PFA	-	Pension Fund Administrator
Ph.D	-	Doctor of Philosophy
R&D	-	Research and Development
SAN	-	Senior Advocate of Nigeria
SAP	-	Structural Adjustment Programme
SDU	-	Software Development Unit
SSANU	-	Senior Staff Association of Nigerian Universities
SPSS	-	Statistical Package for Social Sciences

TETFund	-	Tertiary Education Trust Fund
TUDNUQ	-	Trade Union Disputes in Nigerian Universities Questionnaires.
U.I	-	University of Ibadan
UNESCO	-	United Nations, Educational Scientific and Cultural Organization
USH	-	Undergraduate Student Handbook

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Academic infrastructures are essential 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. In Nigerian universities, to harness and utilize these infrastructures often require drawing the attention of the Nigerian government to this necessity through industrial conflicts, negotiations, and strikes by organized union.

Industrial conflict has been observed to be in existence in all human organizations and the university being a centre of learning, with diverse needs is not an exception. In every organization where employees and employers of different backgrounds 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 securities; 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 industrial disputes and strikes.

In the1970s, labour unions became vibrant and active in the Nigerian University system due to the massive expansion of educational institutions during the period and the need for the staff to effectively run their increased academic and administrative responsibilities (Jega in Samuel 2018). These staff needed secured tenure, improved conditions of service and protection against employer's arbitrariness and overzealousness. 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 defence of basic rights as well as

the promotion of University common objectives, needs and aspiration of its members. ASUU was formed at the beginning of the decline in oil boom and funding of universities grew poorer and as a result, ASUU's orientation became radical and more concerned with broad national issues. 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' job 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.

It is on records that the 1980s saw Nigerian universities as examples of excellence in academia and a pillar on which the nation's developmental hope rested. However, contrary to the high expectations of the founding fathers whose vision and dream were to see that Nigerian men and women were equipped with university degrees equivalent to what obtained in Western countries, Nigerian universities have been plagued with conflicts. The past three decades in the history of Nigerian University system have been crisis- ridden with persistent industrial strikes between ASUU and the FGN arising from underfunding of the system, poor wages and conditions of service of academic staff as well as lack of university autonomy and academic freedom among others. But in recent years, the focus has shifted to the development of academic infrastructures in the universities. Academic infrastructures include but not limited to classroom/ lecture theatres, equipped and functional laboratories, 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. But most of the learning facilities which are in the Nigerian universities are obsolete and dilapidated in form 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).

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, 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 agreement over the years has resulted in the employment of strikes as the last resort by the ASUU when bargaining and consultation failed to yield desired result.

Following the establishment of ABU, Zaria in 1962 and the commencement of academic activities thereof, solid academic infrastructures were put in place for classroom, library, laboratory etc, however, historic expansion in school enrolment and school programmes necessitate a great demand for more infrastructures to take care of school population. In spite of the importance of these infrastructures in achieving educational goals, adequate attention has not been paid to their provision and management.

Consequently, since 1978 when ABU-ASUU was formed, the union has embarked on local and national strike actions to intensify its struggles and demand for improved conditions of service, provision of academic infrastructures and other necessary requirements worthy of a university system. Therefore, ASUU industrial conflict 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- reliant and contribute meaningfully to the socio- economic development of the society. It is obvious that events cast doubt on the quality sustainability of Nigerian university system despite ASUU struggles to revise the trend.

The fact that out of all the related existing studies (Esumeh, 2013, Okuwa and Campell, 2011, Samuel 2018), there is no known study which has focused on the effect of ASUU Industrial conflict on the academic infrastructures justified the effort committed on this study by the researcher to assess the effect of ASUU industrial conflict on the academic infrastructures in ABU, Zaria resulting from ASUU industrial conflict from 2007-2017.

1.2 Statement of the Problem

Academic infrastructure is critical to the proper functioning and the development of any educational system and its availability to the student can influence their academic achievement. This is because academic infrastructure serves as pillars of support for effective teaching and learning activities as they are the basic physical and organizational structures needed for successful running of the institutions. The classroom is to provide a stimulating safe learning environment that will motivate staff and improve the academic achievement of student, while 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. 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. Therefore, the importance of these infrastructures (i.e student classroom, library and laboratory) cannot be under estimated as any University that lacks these facilities will not be able to achieve the stated objectives.

In the past decades, educational system in Nigeria 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 academic infrastructures in the universities are poorly managed, out of use, dilapidated and not conducive for teaching and learning activities. For more than thirty years now, the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria have been in industrial disharmony over the non-implementation of agreements by the Federal Government. The agreements addressed issues of poor conditions of service of academic staff members in government-owned universities; problem of underfunding and infrastructural neglect in the universities; as well as lack of autonomy and academic freedom which ASUU claims, affect the quality of teaching, research and scholarship in the universities.

ABU Zaria being one of the first generation universities in Nigeria has over times experienced series of conflicts especially conflict between ASUU and the Federal government. Following the establishment of ABU, Zaria in 1962 and the commencement of academic activities thereof, solid academic infrastructures were put in place for classroom, library, laboratory etc, however, historic expansion in school enrolment and school programmes has rendered the facility inadequate for effective teaching and learning. Specifically, with the problem of student enrolment explosion witness in the University,

students are faced with overcrowded lecture theatres and classes during lectures and examination periods. The problem of ICT /library facilities in the University includes 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, the inadequate supportive facilities like photocopiers as well as an acute shortage of financial resources to fund the acquisition of books and journals. The university laboratory is faced with the problem of obsolete research equipment, lack of research grants, and inadequate workshop/studio facilities for practical work. All these have affected the quality of learning/ teaching and research activities of the university student's and lecturer and consequently the quality of graduates that was turned out.

It is on the basis of the highlighted problems that the researcher sought to assess the academic infrastructures derived by ABU, Zaria resulting from ASUU industrial conflicts from 2007-2017. This is why the following research questions are raised.

1.3 Research Questions

i To what extent has ASUU industrial conflict affected provision of classroom and lecture theatre in ABU, Zaria?

ii. To what extent has ASUU industrial conflict affected provision of ICT and Library facilities in ABU, Zaria?

iii. To what extent has ASUU industrial conflict affected Laboratory/workshop/studio facilities in ABU, Zaria?

1.4 Objectives of the Study

The general objective of this study is to assess the effect of ASUU industrial conflict on academic infrastructure in ABU Zaria. The specific objectives of this research are to:

i. Assess the extent to which ASUU industrial conflict has affected provision of classroom and lecture theatre in ABU, Zaria.
ii. Examine the extent to which ASUU industrial conflict has affected provision of ICT and library facilities in ABU, Zaria, and
iii. To determine the extent to which ASUU industrial conflict has affected provision of Laboratory/workshop/studio facilities in ABU, Zaria.

1.5 Research Hypotheses

i. There is no significant relationship between ASUU industrial conflict and provision of classroom and lecture theatre in ABU, Zaria.
ii There is no significant relationship between ASUU industrial conflict and provision of ICT and Library facilities in ABU, Zaria.
iii. There is no significant relationship between ASUU industrial conflict and provision of Laboratory/workshop/studio facilities in ABU, Zaria.

1.6 Significance of the Study

Significance of every research is measured by its contributions to knowledge and literature in the subject. This work is relevant to fill the gap observed in the work of Samuel (2018), Akintoye and Uhunmwuangho (2018). Babatope (2010), and others. Samuel (2018), assessed the impact of ASUU industrial strike on the state of learning facilities in Benue state university (1999- 2015). The variables of study in the work are laboratory facilities, library, student's hostel facilities, student's classroom, staff accommodation. There is gap in the method of analysis which this study promises to fill. Akintoye and Uhunmwuangho (2018) Analysed the Effects of Frequent Strikes on Academic Performance of Students in Universities in Nigeria: Edo State as a Focal Point. There is gap in the variables of interest.

Babatope (2010) investigated the problem of learning facilities in southwest Nigerian Universities and the way forward.

The persistent ASUU strikes over the years which paralyses academic activities when embarked upon have been worrisome and many studies have revealed the negative impact of the strike to the 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 effect of the ASUU industrial conflict on the academic infrastructures in ABU, Zaria. Therefore, the study brought to light the contributions of ASUU strike in assisting in revitalizing the university system in Nigeria for effective and efficient service delivering. Consequently, this study has both empirical and theoretical significance.

Empirically, the study identifies the extent to which classroom/lecture theatre, ICT/library, and laboratory/workshop/studio facilities were positively affected by ASUU strike in ABU, Zaria.

Theoretically, the industrial relations model by Dunlop (1958) used in this study explain the industrial relations facts and practices. Dunlop (1958) postulate that industrial relations constitutes a sub system overlapping the others, viz, the economic, the political, ice technological socio-cultural etc in the total social system. He went further by admitting that ''an industrial relations system must comprises three groups of actors: the workers and their unions, the employers and their associations; and the government and its agencies concerned with the workplace and work community; certain contexts, namely technology, the market or budgetary constraints, and the power relations and status of the actors. An important aspect of this framework is that it conceives the industrial relations system as self- adjusting towards equilibrium. That is, a change in one element had repercussions for the other elements; and that they are held to set in motion a range of processes that invariably restores a sense of order on the system.

The theory is relevant to this study in that it focus on open disagreement between Federal Government (employer) and ASUU (representing the employee) based on unresolved issues and the non implementation of agreement reached. In this respect, industrial action undertaken by ASUU set in motion a range of processes that invariably restores a sense of order on the system.

Lastly, the study stands to be unique in laying the foundation to scholars and students who may want to undertake further studies on the effect of ASUU industrial conflict and related topics.

1.7 Scope and Limitations of the Study

This study was limited to ABU, Zaria and focused primarily on assessment of the effect of ASUU industrial conflict on academic infrastructures from 2007-2017. The variable of interest includes classroom and lecture theatre, ICT and library, and laboratory /workshop/studio facilities. The study focused only on the academic infrastructure based on their importance in achieving the core objectives of the university.

The justification for the choice of the period under review is that during this period, ASUU industrial strike action was very rampant and alarming. Available records indicate that Nigerian universities have spent a cumulative over 21months on strike between 2007 and 2017. In 2007, ASUU went on strike for three months, one week warning strike in 2008, four months strike in 2009, over five months strike in 2010 three months strike in 2011/2012, over five months strike in 2013, and three weeks strike in 2017 (Aidelunuoghene 2014 and Authors compilation).

The study is limited by time, inadequate data, limitation to questionnaire studies and the respondents' 'sincerity' in answering the questions in the instruments. Some of the

respondents did not answer all the questions in the instruments; and the failure of some respondents to return copies of the questionnaire.

1.8 Definition of Key Concepts

Certain principal concepts have to be defined for clarity and for better articulation of this work. Also the contextual meanings of the concepts are as well important. Such concepts are as follows:

i. Conflict: A felt struggle between two or more interdependent individuals over perceived incompatible differences in beliefs, values and goals, or over differences in desires for esteem, control and connectedness (Hocker and Wilmont, 2011).

In this study, conflict mean a felt struggle between Academic Staff Union of Universities (ASUU} and Federal Government (FGN) over perceived incompatible differences in beliefs, values and goals, or over differences in desires for esteem, control and connectedness .

ii. Infrastructure: The basic physical and organisational structures and facilities (e.g. buildings, roads, and power supplies) needed for the operation of a society or enterprise.

In this research, infrastructure refers to the basic physical and organisational structures and facilities (e.g. buildings, roads, and power supplies) needed for the operation of ABU, Zaria.

iii. Academic Infrastructure: According to Asiyai (2012), academic infrastructure is 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 purposive teaching and learning experience.

In this study, academic infrastructure refers to 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 purposive teaching and learning experience in ABU, Zaria.

CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

A review of related literatures involves re-examinations of the extent to which previous studies have been carried out in the field of study on which the researcher is conducting a research work. This helps the researcher to familiarize herself thoroughly with existing review of body of works already carried out in the field of study.

In a research of this nature, it is very imperative to review relevant literatures on the following; concept of industrial conflict, concept of infrastructure, concept of academic infrastructure and contribution of ASUU strikes to the provision of academic infrastructures in Nigerian universities.

2.2 Concept of Industrial Conflict

There is no consensus among scholars and writers regarding the definition of industrial conflict. It has many definitions and conceptions, depending on the issues being addressed (Oni-Ojo and Roland-Otaru, 2013; Chukwuemeka, Ugwu, Okey, and Igwegbe , 2012) However, most writers agree that industrial conflict is an inevitable phenomenon in any organisation (Jones *et al*, 2000; Ibukun, 2004; Fatile and Adejuwon, 2011). According to Ahmed, (2014), workers throughout the world are alike in the sense that they desire recognition; satisfaction; far wages and salaries; job security; redress of wrong and good working conditions, but often times, the employer and the union representing workers find themselves in sharp disagreement. Such frictions or disagreement give rise to trade disputes and strikes. Hence, conflict is a natural consequence of interaction with people and therefore inevitable. Conflict is derived from the Latin word "conflictus" which means strike together. According to Nwolise cited in Segun (2013), conflict means clash, contention, confrontation, a battle, struggle or quarrel. Kesterner and Ray (2002) defined conflict as a situation in which

two or more persons struggle for goals which only one of the persons can attain, or when incompatible means is to be used to achieve a certain goal. This simply suggests that conflict involves struggles over valuable rights including claims to power and scarce resources whereby the objectives of those involved are to remove rivals along the way and get their desired results.

Henry (2009) also noted that a conflict can occur when interests, goals or values of different individuals or groups become incompatible with one and other. A similar definition was earlier proposed by Anioke (2002) when he defined conflict as a difference or disagreement of opinions, ideals or goals between parties, individuals or groups. Domenici and Littlejohn (2001) on the other hand, asserted that conflict actually depends on expressed struggle, interdependence and perceived incompatibility of goals, scarce rewards and interference. While in the view of Hocker and Wilmont (2011) conflict is defined as a "felt struggle between two or more interdependent individuals over perceived and incompatible differences in beliefs, values, and goals, or over differences in desires for esteem, control and connectedness". From Hocker and Wilmont (2011) definition, two points stands out clearly from which needs attention, such as it being a felt struggle between two or more individuals and secondly, arising as a result of incompatible differences. In Fatile and Adejuwon (2011) view, conflict is what happens when two or more persons have opposing ideals over how resources that pertains to their development are to be shared. Nahawandi, Denhardt, Denhardt, and Aristigueta (2015) define conflict as a process in which people have divergence opinions over important issues that affect them thereby leading to serious disagreement.

From the above definitions therefore, Domenici and Littlejohn (2001), Henry (2009), Fatile and Adejuwon (2011), and Hocker and Wilmont (2011) viewed conflict from the goal

perspective, as a struggle with opposing forces having divergent interests coming together. Similarly, Chukwuemeka *et al,* (2012) based on different definitions of conflict stated that conflict either manifests itself overtly or covertly, thereby enabling people to feel its existence. Arising from this, conflict can manifest itself within an individual and this is known as intra-personal conflict; between two or more groups, inter-personal conflict; between or among groups of people, units or departments, inter-group or inter-unit conflict and lastly, between or among different organisations or nations and this is known as inter-organisational or international conflict. Rahim (2002) established that conflict can occur when the following happens: a party is required to participate in activities that contrast with such a person's interest; a party exhibits a certain social tendency which infringes on or is incompatible with another person's behavioural tendency, or when a party wants some resources desired by others which are scarce in supply and as a result other peoples want may not be met fulfilled.

Nahawandi *et al,* (2015) equally identified that for conflict to exist, certain factors such as the ones mentioned below must be present:

(i) People must have divergent interests, views, insights, and feelings.

(ii) Persons involved must recognize the different points of view that exist.

(iii) The disagreement must not be a one-time affair but an on-going occurrence.

(iv) People with these divergent views must try to stop others from accomplishing their goals.

According to Rashid (2002), Fatile and Adejuwon (2011), the Nigerian universities that are learning organisations are not immune from conflict and it appears to be very pronounced due to several reasons. In the view of Adejuwon and Okewale (2009), it is generally agreed that conflict is common to human relationships and societies and it is the result of interaction among people, an unavoidable concurrent of choices, decisions and an expression of the basic

fact of human interdependence. This view had been attested to by Olaleye and Arogundade (2013) when they defined conflict as a by-product of the interaction of people or groups with different expectations, interests, and background in the society. Therefore, if conflict is a by-product of interaction among people, it is inevitable in any organisation especially in a place like the university system with several subsystems. In fact, Chukwuemeka *et al*, (2012) argued that conflict is not only central to life but a life without conflict is no life at all. They likened the process of trying to obtain peace in an organisation by comparing it with obtaining the peace of the graveyard.

It is crystal clear from these definitions that the writers did not actually define conflict, but pointed to its existence and unavoidability. However, some writers have over the years attempted to explain the term "conflict" either from their perspective or discipline. For instance, Rahim (2001) pointed out the contrary views that exist in the various definitions of conflict. He criticized that some writers in an attempt to define the concept have created confusion, while some definitions he described as too narrow a conceptualisation of what conflict is and might not be too useful for further research purposes.

In spite of Rahim's criticism of the definitions, some of them have enabled us to know not only the nature of conflict but the fact that there is an undeniable proof of its existence in organisations.

Bankovskaya (2012), in an attempt to provide a better understanding of what conflict means stated that the easiest way of doing this is to divide it into theories of conflict which are functional, situational and interactive. She further established that the followers of functional approach believe that conflict serves a social purpose, while the situational theorists view it as an expression under certain situations. The third theory views conflict as interactive. One such representative of the functionalist school was Georg Simmel, the German sociologist,

who defined conflict as "designed to resolve divergent dualisms; it is a way of achieving some kind of unity, even if it will be through the annihilation of one of the conflicting parties". Thus according to Simmel, conflict served as a societal purpose and its resolution can only be by the destruction of one of the parties. He went ahead to state three ways of ending it. First, it may be by a party being victorious over another; secondly, conflict can be resolved by compromise and thirdly, by conciliation. Simmel was said to have made an enormous contribution to the study of conflict resolution as he was seen to have determined a positive social function for conflict.

Lewis Coser, another sociologist who defined conflict stated that conflict is "The clash of values and interests, the tension between that which is and what some groups feel ought to be." Coser saw conflict as serving the function of enhancing society by leading to new institutions, technological and economic systems. Other situationalist and interactive scholars have also defined conflict along their own lines of thought. For instance, Bercovitch, a situationalist, defined conflict as a "situation which generates incompatible goals or values among different parties". For him, conflict depends on the situation. On the other hand, Folger, an interactionist, defined conflict as "the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving those goals."

Thomas (1976), however, defined conflict as a "disagreement in opinions between people or groups, due to differences in attitudes, beliefs, values or needs. In the business world, differences in such characteristics as work experience, personality, peer group, environment and situation, all lead to differences in personal attitudes, beliefs, values or needs."

In view of these various definitions, Bankovskaya (2012) had posited that there is no universally accepted definition of conflict as each writer's thought or perception of it is different from another's own. But conflict can be said to be a disagreement that arises as a

result of trying to use limited resources to meet divergent needs which could be tangible or intangible such as opinions and ideas.

2.2.1 Types of Conflict

There are different types of conflicts in any organization identified by different names but mean the same thing; functional or dysfunctional (Rahim,2001),negative or positive (Haas, 1999), and destructive or constructive (Donovan, 1993). According to Bacal (2004), there are two major types of conflict based on their degree of functionality: functional and dysfunctional. Although conflict is usually seen as being dysfunctional, some writers have posited that it can be useful as it may cause an issue to be presented in different perspectives thereby having both positive and negative values (Posigha and Oghuvwu, 2009; Jerrell, Coggburn, Battaglio and Bradbury, 2014). The positive aspect can encourage employee's creativity and capability to handle interpersonal differences whereas the negative aspect can lead to resistance to change, create distrust and other unpalatable conditions for the organisation (Rusell and Jerome, 1976). Therefore, Stephen and Julia(1995), and Verman(1998), emphasised the need for managers to understand how to identify, analyse and evaluate both the positive and negative values of conflict and their effect on performance. Rashid (2002) opined that leadership and conflict management are inseparable. Therefore, effective leadership in any organisation is required to effectively manage conflict.

According to Starks (2006), "any conflict that is not managed appropriately can degenerate into dysfunctional conflict". Conversely, there are precise triggers of dysfunctional conflict which include dysfunctional teams, stress, systems problems, favouritism, warring egos, heavy workload, unclear job requirements, a culture that is disabling and disempowering, stifling bureaucracy and abhorrent people. To avoid increases in negative key performance indicators and decreases in positive key performance indicators, dysfunctional conflict must

be resolved expeditiously. Therefore, understanding functional and dysfunctional conflict and how to manage or resolve it should be an integral part of an organisation (Jerrell *et al*, 2014). Such an understanding is essential to the individual well-being and success as well as the long-term success of the organisations (Singleton, Toombs, Taneja, Larkin, and Pryor, 2011). Some counter-productive conflicts occur in all organisations which make the organisations consider the amount of time, effort and money they invest in such conflict, and whether the conflicts are being appropriately handled the way they should be handled. If any of such organisation does not have formal machinery for handling conflict, the management should consider the importance of having one as such formal machinery would likely improve the organisation's effectiveness and productivity. Axelrod and Johnson, 2005 argued that if conflicts arise and are not handled appropriately, they can cause delay of work, lack of interest and action and in extreme cases, can even lead to complete disorder within the organisation.

i.) Functional Conflicts

Functional conflict is when its results are positive and when the people with divergent views intend their disagreements to have positive results. According to Johnson, John and Tjosvold (2006) functional conflict is defined as when an individual's ideas, information, opinions, amongst others, are incompatible with those of another and both parties seek to reach an agreement.

Functional conflict stimulates problem solving, innovation and creativity and has a positive impact on an organisation and its employees. It is said to support the goals of an organisation and improves its performance by encouraging greater work effort among the employees (Bankovskaya, 2012). And again, another benefit identified by Bankovskaya (2012) is that it gives employees chances not only to identify the problems, but also to see the opportunities

that may arise from such problems because when individuals engage in such conflicts, they are able to learn more about themselves and others thereby improving on their relationship. Ghaffar (n.d) had further opined that conflict is even needed if it does the following:

(i) Helps to raise and address problems;

(ii) Energizes work to be done on the most appropriate issues;

(iii)Helps motivate people to participate; and

(iv)Helps people learn how to recognize and benefit from their differences

De Dreu and Beersma (2005) argued that at a low level, conflict actually causes poor performance within the organisation as it leads to inactivity, avoidance and neglect of information. Whereas at a high level, conflict does not only cause a decline in organisational performance, it reduces the capacity to process and evaluate information. While at the optimum or moderate level, conflict leads to effective decision making, high performance and the conflicting parties are able to seek and integrate useful information that could lead to a strong impulse thereby improving the situation causing the conflict.

ii.) Dysfunctional Conflicts

Dysfunctional conflicts are those conflicts that prevent a group from achieving its goals. That is, when conflict is destructive with negative results, it is classified as dysfunctional. According to Bankovskaya (2012), this type of conflict is characterized by competing employees' interests which override the organisation's main objective and the result is usually decreased productivity, strained relationships and lower employee motivation (Daniel, 2001), negative impacts on individual wellbeing (De Dreu, Dierendonck, and Dijkstra, 2004), and wasted time (Suppiah and Rose, 2006). It is normally observed that functional and dysfunctional conflicts do not necessarily exist separately from each other as the differences according to Bankovskaya (2012), are not in their sources but in the manner in which they are expressed. And though organisations may typically have varying degrees of

functional and dysfunctional conflicts, it is imperative that managers understand not only the difference, but the theories that apply to their effective management.

2.2.2 Classification of Conflict

Conflict could be classified based on the condition that gave rise to it. According to Gaffar(n.d)conflict may arise from a number of sources such as tasks, values, and goals. However, Rahim(2001) posited that conflict may be classified on the basis of its source such as affective conflict, substantive conflict, conflict of interest, conflict of values, goal conflict, realistic versus non- realistic conflict, institutional versus non-institutional conflict, retributive conflict, misattributed conflict and displaced conflict. He further classified organisational conflict as inter-organisational that is, conflict between two or more organisations or intra-organisational, meaning conflict within an organisation which he further divided into intrapersonal, interpersonal, intragroup and intergroup.

According to Rahim (2001), intrapersonal conflict is also known as intra-individual or intra-psychic and it occurs when an organisation's member is asked to perform some tasks or roles that do not correspond with his interests, goals or values. In order words, when an individual participates in two or more activities that are clearly incompatible, they lead to intrapersonal conflict.

Gareth and Jennifer (2008) stated that interpersonal conflict is a kind of conflict that involves more than one individual within a group. This usually happens when two or more employees of the same or different hierarchy in an organisation do not get along and this can invariably affect those around them. The main cause of this conflict is usually personality differences. This type of conflict is said to be disruptive to organisational goals (More and Wegener, 1992).

Intragroup conflict also known as intra-departmental conflict is the conflict among members of a group or sub-group as regards the carrying out of their goals, tasks and procedures to be used (Rahim,2001).

Intergroup conflict according to Rahim (2001) is also known as inter-departmental conflict which occurs between two or more groups within an organisation.

Ogunbameru (2006) classified organizational conflict into two broad types: informal and formal conflicts. According to him, conflict in work-relations is informal when it is not based on any systematic organizational problem but results directly from a source of grievance and supposedly is wholly expressive in nature. In this connection, the underlying sources cannot be openly seen, but can be inferred from unconscious form of protest, sabotage, unruly behaviour and poor work-attitudes by employees in organizations. If the situation is sufficiently widespread, it can significantly affect employee job description focus, turnover and impact on the prosperity of an organization (Kazimoto, 2013). On the other hand, formal organizational conflict is referred to as an organized expression of conflict articulated through a trade union or other workers representatives (Ogunbameru, 2006). This type of conflict is highly visible, since it is often a conscious strategy or calculated attempt to obtain alteration in employment relationship. To sum all, Albert (2001) averred that there are two sides to organization conflict, whether formal or informal, one is destructive and unhealthy and the other is productive and healthy, having a problem solving base. However, the two conflict situations are neither bad nor good, since disagreement and dissatisfaction must occur in work-relations for adjustment to be made to improve total organization performance.

Therefore, the need for managers to understand how to identify, analyse and evaluate both the positive and negative values of conflict and their effect on performance was emphasised by Stephen and Julia (1995), and Verma (1998). Effective leadership in any organisation is

required to effectively manage conflict. Rashid (2002) opined that leadership and conflict management are inseparable.

2.2.3. Sources/Causes of Conflict

According to Alabi (2002), potentials for conflicts are quite many and diverse within the university system. Some of these, he identified as competition for scarce resources, perceived goal incompatibility, drive for autonomy and academic freedom, management style of universities, differences in values and lifestyles, politics and national issues. Chukwuemeka *et al* (2012) also identified causes of conflict as political instability in the nation which invariably affects the economy, poor financial base, incessant demand for increase in wages, fringe benefits, irregular payment of salaries, leadership problem and lack of proper communication about issues and the absence of effective organisational framework to handle workers' grievances.

Jones and George (2003) identified that some of the various causes of organisational conflicts are incompatible goals and time horizons, status inconsistencies, scarce resources, incompatible evaluations or reward system, task interdependencies, and overlapping authority.

Hastings (2007) established that workplace conflicts could be categorized by their causes and identified the following as some of the variety of issues that can give rise to them:

(i) Different work methods where employees have the same goal but different approaches to achieving the goal;
(ii) Different goals that is inconsistent with one and other;
(iii) Differences in personalities where people annoy one another because of who they are or how they act;
(iv) Biases that people have against different groups of people;

(v) Issues, actions or comments that cause stress;

(vi) Different viewpoints or perspectives on various issues that may relate to people's upbringing, gender, age or other such characteristics;

(vii) Different levels of interpersonal skills and verbal and/or written communication capabilities;

(viii) Competition for financial or other resources; and

(ix) Unique subcultures that establish "us vs. them" situations.

Adebile and Ojo (2012) further identified sources of conflict as follows:

(i) Disagreements between persons that occur when one of the persons experiences stress;

(ii) Problems ensuing from role conflict, a situation that happens when there is a clash over an individual function in the organisation;

(iii) Clash of power tussle between individuals and between groups over the accomplishments of set objectives;

(iv) Misunderstandings leading to disagreements over other people's problems and manner of solving these problems;

(v) Improper communication and interaction breakdowns as a result of the interdependence requirements for collaboration; and

(vi) Pressures from external forces outside the organisation that results in breeding internal pressures as the organisation try to adjust to these changes.

Sources of conflict according to Nahawandi et al (2015), can either be personal or organisational as some conflicts are related to individuals having incompatible goals while others are related to the way an organisation is structured or managed. Personal conflict can be traced to differences in individual's value, perceptions or culture while organisational sources can be traced to the following:

Goal Incompatibility: This is said to be the source of many conflicts because of the fact that many departments within the organisation focus on different tasks and functions.

Uncertainty: Due to frequent changes in the work environment leading to uncertainty which makes it difficult for managers to have a clear direction, many are forced to adapt to "rapidly shifting environmental constraints" and are, therefore, under pressure which invariably leads to conflict as departments and employees within the organisation deal with changing goals.

Resource Scarcity: Competition over scarce resources by employees and departments within the organisation can also result to conflict as they try to get hold of the limited resources to meet their goals.

Reward System: This encourages employees to do their best but such also brings about rivalry and competition among groups and individuals thereby creating conflict.

Interdependence: This is when employees depend on one another to get their work done. Conflict arises when the interdependence is high as each person's goals, values and ways of doing things are different.

According to Anyebe (2015), there are three main causes of conflict on the campuses of Nigerian universities:

i.) A clash of interest: This refers to when there is perceived clash of value and interest among social groups or people within a group e.g. industrial conflict between union and government

ii.) A clash of personalities: This form of conflict implies the clash of ideals and beliefs usually arising from intellectual differences where a group tries to impose its ideals and beliefs on another group thereby resulting in a clash. e.g. conflict between ASUU and SSANU

iii.) Misunderstanding: This refers to when people put a different interpretation on a decision that has been taken. Managements in organisations are said to depend on communication to

achieve organisational objectives owing to the fact that there are various interactions among employees within an organisation which have to pass through some kind of communication channel (Robbins and Judge, 2012). The fundamental purpose of communication is not only to keep the organisation current with the internal happenings but to ensure that the employees maintain common beliefs and objectives concerning the organisation (Aulal and Siira, 2010).

Also, Fatile and Adejuwon (2011) had posited that dysfunctional conflict in higher institutions is on the increase because the parties involved, among other things, do not explore the use of effective communication. In addition, an empirical research carried out by Adeyemi and Ademilua (2012), revealed that the foremost cause of conflict was lack of communication between the management of universities and the employees as out of 3,112 respondents, 3,006 representing 96.6% claimed that communication gap was the greatest cause of conflicts within the system. Therefore, effective communication is fundamental to the management of conflicts in the Nigerian universities

2.3 Concept of Academic Infrastructure

Asiyai (2012) defined academic infrastructure 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 purposive teaching and learning experience. According to Adeboyeje (2000), academic infrastructures are the physical and spatial enablers of teaching and learning which will increase the production of results in education. Academic infrastructures are material resources that enhance teaching and learning thereby making the process of acquiring education meaningful and purposeful.

Academic infrastructures 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 textbooks, library, laboratory equipment, computer machines, supply of water and electricity, student's hostel, staff accommodation, health facilities, visual and audio visual aids and consumables among others and that 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 bad 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 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 a significant relationship between school environment and students attitude to schooling. Asiyai (2012) found that students who were taught in modernised buildings scored consistently higher across a range of standardised 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 attendants, 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, academic infrastructures are the corner stones of educational system, they are essential ingredient in an effort to realise effective teaching and learning outcomes. 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 effect of learning facility quality in a study of test scores and found out that good facilities had a major impact on learning. Eze (2010) writing on the importance of learning environment stated that people's educational life histories are influenced not only by provisions 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 inspiration to learn, their curiosity, and their desire to develop their own competence. Therefore, for individuals to be self motivating and self-imitating the environment or the setting must be amenable and responsive to human interaction.

From the analysis so far, it can be said that the quality of University's curriculum can be measured, in part, by the availability and supply of academic infrastructures. If adequate and suitable learning facilities are deployed in an academic environment, it can exert the 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 Governments to immediately address the issue of academic infrastructures in Universities in order achieve meaningful academic transformation.

2.3.1 Contributions of ASUU Industrial Conflict on Student Classroom/Lecture Theatre Facilities Development

Academic infrastructures constitute an important factor in the proper functioning of any educational system and its availability to the student can influence their academic achievement. Therefore, a classroom is the bedrock of any University for effective teaching and learning. The essence of classroom is to provide a stimulating safe learning environment that will motivate staff and improve the academic achievement of student. The influence of student classroom cannot be under estimated as any University that lacks the facilities will not be able to achieve the stated objectives as such inadequacy will lead to loss of interest on the path of both staff and student.

The decline in the number and quality of student classroom in Nigerian Universities has been one of the biggest challenges facing the Nation over time and has been a source of concern to stakeholder 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 been offered by top class Universities elsewhere in the world.

However, rather than the quality of education to continue to appreciate, it has been 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 interventions, the 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 lectures are still held under trees in some Universities in Nigeria because of inadequacy of classroom block and lectures. The few available classrooms in some Universities are in a very poor condition to allow for proper teaching and learning to take

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

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

In order to improve on the academic infrastructures 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.

Uche, Okoli and Ahunanya (2011) emphasize that students classroom contribute directly to the teaching and learning process in the educational system. Akinsolu, (2012) stated that, the availability of 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 are correlated with their classroom condition and this motivated ASUU to champion the agitation for the construction of more student classroom so as to create an enabling environment for conducive teaching and learning and thus ensure the creation of a discipline, committed, highly motivated, respected and professional teacher.

Availability of academic infrastructures has remained the focus of academics and researchers. Farthman, Cash and Berkum cited in Naz e' al (2013) in their study found that students who study in standard classroom perform better in test scores than their counterparts in substandard classrooms. 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 perform better than those in obsolete learning environment.

Naz e' al (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.

2.3.2 The Contributions of ASUU Industrial Conflict on University Library/ICT

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 Nigerian Universities includes 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 of 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. Dike (2009) reported that funding of educational institutions and Universities in particular was one of the pillars of agreement signed between ASUU and 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 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 (ABU), Bayero University Kano (BUK), University of Ibadan (UI), 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 researcher and scholarly information.

2.3.3 ASUU Intervention in Laboratory Facility Development in Nigerian Universities.

Laboratory refers to a room or building equipped and set apart for practical or experimental studies to take place. Ufondu (2009) 0bserved 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.

Iroha (2004) explained that:

> The aim of laboratory teaching is to facilitates student's 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 achievements 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 (Ihuariam, 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 standards, 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 infrastructures, 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.

2.4 Contributions of ASUU Industrial Conflicts to the provision of Academic Infrastructures

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 due to the collapse of the oil market. Odebiyi and Aina (2009) noted that prior to 1970s the Nigerian University 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 supposing infrastructure needed to maintain and sustain the facilities. Therefore, ASUU strikes help to draw the attention of government to alternatives 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, was 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 academic infrastructures 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 academic infrastructures 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 form of donation from individuals and charitable organisations, 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 items. 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, efforts at curbing the rate of vandalization of facilities by students have been instituted with various sanctions melted out to culprits.

Despite the inadequate funding of Universities, there exists waste of resources 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 with the system and these vehicles are fuelled and maintained by their respective institutions. Ekundayo and Ajayi (2009) emphasizes 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.

2.5 Empirical Review

The review of the existing related studies is necessary to determine the position of the earlier authors which would facilitate the identification of the knowledge gaps inherent in these studies and be able to do justice to it by bridging the identified gaps.

Various studies have been carried out on the issue of industrial conflict as it relates to different aspects of human endeavours.

Samuel (2018) assessed the impact of ASUU industrial strikes on the state of learning facilities in Benue state university (1999-2015) with the objectives of determining how ASUU strikes has impacted on the laboratory facilities, library, student's hostel facilities, students classroom, staff accommodation facilities with a view to suggest possible ways of using ASUU strikes to improve the availability of learning facilities in the university. The study adopted an Ex- post facto survey designed.

The findings from the study revealed that ASUU struggle's had significantly contributed to the expansion, renovation and construction of science laboratory, renovation of existing hostel facilities and construction of one new hostel block in Benue state university among others. The study recommended that ASUU strikes 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. The study also recommends proper funding of the university by the government, and that learning facilities should be provided in relation to the number of students that will make use of such facilities among others. The study was carried out in Benue State University, there is need to replicate the study in a Federal university like ABU Zaria, so as to come up with findings that can be generalised or relied on.

Akintoye and Uhunmwuangho (2018) Analysed the Effects of Frequent Strikes on Academic Performance of Students in Universities in Nigeria: Edo State as a Focal Point. The study has the following objectives: to ascertain if inadequate funding hinders effective University administration, to examine whether strikes has influence on reading habits of students in Nigerian Universities, to investigate the impact of incessant strike on academic performance of students, to ascertain the problems associated with the implementation of agreement between ASUU and Federal Government and, to examine whether strike have direct influence on students' overall academic performance in Edo state. Survey design was adopted by the study. The study revealed that frequent strikes had adverse effects on the academic performance of students. Based on the findings of the study, recommendations were made that adequate measures should be put in place by government and the Academic Staff Union of Universities (ASUU) etc to check incessant strike in the educational system; and conclusively that government owned Universities should emulated private school owners by

avoiding strikes and intensify efforts to convince ASUU on the evils of strikes to see that students would have enough time to study so that they can be able to face challenges in the Labour Market. The study concluded that all stakeholders in the education sector and federal polity should thread softly, be objective, rational, altruistic and magnanimous in order not to make the existence of true federalism a fleeting illusion and a mirage. The findings of the study are pertinent but the study focused only on the negative impacts of ASUU strikes to the students' academic performance but did not look at the contribution of ASUU strikes to the provision of academic infrastructures in University system.

Orok-Duke, et al (2016) investigated 'The Impact of Incessant Strike Actions and Industrial Disputes in Cross River University of Technology and Its Effect on Students Motivation to Learning'. According to them, The motivation of students to study is affected by all institutional components – including people, processes, rules and decision making activities involved in the administration of academic service delivery and the benefits to students in exchange for school fees paid to the University .Data was collected through questionnaires distributed to 60 students of the Institution to seek their reactions to the cycle of strikes which in the last two years [2013 to 2015] has totalled 12 calendar months of lost academic activity.

The result revealed that students are grossly de-motivated and discouraged to pursue academic studies in CRUTECH and that the strike actions have had significant negative effect on the motivational level of student to learn. Secondly lengthy stay at home makes them unqualified to partake in the National Youth Service scheme due to age constraints or barriers arising from above. Data analysis was done using Regression Analytical tool. Based on the analysis of the data, it was recommended that to reduce incessant strike actions caused by financial incapacitations, conceited efforts such as running more study programs as a means of revenue generation should be made by the school authorities to fund the school to

avert total collapse of academic activities and dearth in balanced education. The study focussed on the negative effect of ASUU strikes.

Eric and Urho (2015) studied the effects of strike actions on educational management planning of Universities in Rivers State, The objective of the study is to determine the effects of strike actions on our university education and identify the measures to eradicate strike actions in Universities in Rivers State. Survey design was adopted by the study. The findings of the study revealed irregularity of academic programmes, examination malpractices and cultism amongst students, certificate racketeering, erosion of dignity and respect of higher education are the effects of strike actions. The study recommended that previous agreement on salaries, fringe benefit and other working conditions between labour and management government should be respected as at when due.

Yusuf, et al (2015), explored the implication of the incessant industrial action by academic staff unions on the students' academic performance: ex-post-facto evidence from University of Lagos, Nigeria. With the objective of carrying out relative analysis of the students' academic performances in the pre-strike semester to post strike semester capturing the academic performance by GPA. The study developed a theoretical framework and employed ex-post-facto research design. The research revealed that strike action disrupts academic calendar which bestowed on students psyche cost, disheartenment and unable to speedily regenerate themselves towards academic exercises at the resumption, consequently, poor academic performance in the post-strike semester. The Study recommends amongst others that whatever the grievances, academic union and other bodies that operate in education sector should not resort to the strike as weapon of bargaining. Joint Consultation Committee should be set up and meet on periodic intervals to discuss impending matters that could generate dispute.

Adamu (2015) carried out a study on impact appraisal of academic staff union of universities (ASUU) strike on quality of university education in Nigeria. The study adopted descriptive survey design. The study revealed that ASUU strike has negative effect on the quality of university graduates that the country produces. The study recommended among others that, government should develop actions that will help to check incessant industrial action in Nigerian educational sector.

Omiko (2015) investigated the roles of the laboratory in students' academic achievement in chemistry in secondary schools in Ebonyi State of Nigeria. The study adopted descriptive survey research design. The data obtained were analyzed and interpreted using arithmetic mean and standard deviation. The findings of this study showed that many secondary schools surveyed in the three Education Zones in Ebonyi State of Nigeria (Abakaliki, Onueke, And Afikpo) agreed that the use of the chemistry laboratory develops scientific attitudes, such as (honesty, Patience, scepticism etc) in students among others. Based on the findings, the study recommends that, all the topics in chemistry which are practically oriented should be taught in the laboratory, using all the necessary equipment and reagents and that all the science laboratories in the school should be equipped with modern equipment and other necessary teaching aids or instructional materials. The provision of this materials/equipment will help both the teachers and the students in their teaching and learning process.

Similarly, Dike and Salisu (2015) studied inadequate laboratory facilities and utilization. The study employed 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 hypothesis. 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 schools chemistry students (SSS3) were sampled using multiple sampling procedures involving the use of stratified random sampling, questionnaire were used to collect data and analysed using the analysis of variance (ANOVA) which try to compared the mean of two variables, 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 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 students (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 student's 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.

Babatope (2010) investigated the problem of learning facilities in southwest Nigerian Universities and the way forward. The descriptive survey design was used for the study. The data collected were analyzed using frequency counts and percentage scores. The findings show that, the financial support to the universities was not adequate, the universities were not provided with adequate facilities while students and staff maintenance culture contributed to high destruction of the available facilities. Based on the findings, it was recommended that the government should provide adequate funds to the universities in its annual budgetary allocation. Besides, adequate provision of facilities should be provided while students should be well educated on how to maintain available facilities in Nigerian universities.

In the same vein, Agada (2010) investigated the challenges and prospects of utilization of library resources. The study adopted a qualitative and quantities research design. Stratified sampling technique was used to select 300 respondents for the study. Instrument 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 shows speed of the internet or poor bandwidth, lack of publicity of the available facilities, limited subscription to data bases, irrelevant data bases and poor users' skills. The study recommended increase in the ICT network, provision of adequate e-resources, and increase awareness on the available facilities and intensive user education.

Ugah (2008) undertook a study on library resources to demonstrate the challenges encountered. The survey used sample random sampling technique to selected 168 respondents and presented its analysis 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 followed by lack of e-resources or relevant databases and irrelevant materials. Some of the recommendations of the study were the provision of current high quality books and other research materials, provision of e-resources alongside books and journals improve users' skills, user education and public enlighten on the resources available in the library through current awareness services

Also Bilali (2000) used stratified random sampling technique to select sample of 52 staff 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.

The study uncovered the fact that none of the available literatures have been conducted on assessment of effect of ASUU industrial conflict on academic infrastructure in ABU, Zaria, with the combination of classroom/lecture theatre, ICT/library and laboratory/ workshop/studio. Therefore, the study sought to contribute to the existing literature by empirically investigating effect of ASUU industrial conflict on academic infrastructure in ABU, Zaria.

2.6 Theoretical Review

The significance of Industrial Relations to the economic advancement of any nation could not be over-emphasized. In order to understand the subject, it is imperative to review some of the theories of industrial relations. The proponents of conflict theory hold the basic assumption that conflict is inherent in labour/ management relationship based on the fact that these two classes have interests of conflictual nature that are diametrically opposed to each other.

According to Miliband (1969), the state stands for a number of institutions that are constantly used to harass and repress the trade unions. In the opinion of Margerison (1969), conflict is inherent in industrial society hence there is the need to resolve it through agreed rules between contending parties in order to avoid the use of violence or order non – legitimate means. Conflict theory views the organization as coalescence of sectional group with different values, interests and objectives. Thus employees have different values and aspirations from those of management, and these are always in conflict with those of management. Conflict theorists argue that conflict is inevitable, rational, functional and normal in organizations which are resolved through compromise and agreement between the

parties. The theory sees trade union as legitimate challenge to managerial rule or prerogatives and emphasizes competition and collaboration.

Studies from Marxist frame of reference remain influential in the study of industrial conflict. Those arguing from a radical perspective draw principally from the work of Karl Marx (1978), who argued that the capitalist societies were characterised by perpetual class struggle. This struggle is caused by inequalities in the distribution of wealth and the skewed ownership of the means of production. The dominant capitalist class controlled the levers of political and economic power and was forced to exploit the working class by extorting 'surplus value' from their labour. Consequently, the deepening impoverishment of workers eventually moves them to recognize their common class interests and spurs them to organize against their exploitation.

Dunlop (1958), postulated that industrial relations constitutes a sub system overlapping the others, viz, the economic, the political, ice technological socio-cultural etc in the total social system. He went further by admitting that '' an industrial relations system must comprises three groups of actors: the workers and their unions, the employers and their associations; and the government and its agencies concerned with the workplace and work community; certain contexts, namely technology, the market or budgetary constraints, and the power relations and status of the actors.

Speaking in similar vein, Ubeku (1983) observed that:

> The social system in any country has other subsystems including the economic system, the political system and the industrial relations system. An industrial relations system, therefore, overlaps with the other subsystems in the total social system.

As such, the industrial relations model by Dunlop (1958) will be used to underpin this study because it explains the industrial relations facts and practices.

2.6.1 Theoretical Framework

Industrial Relations Model by Dunlop (1958)

Dunlop (1958) presented and provided tools of analysis to interpret and to gain understanding of the widest possible range of industrial relations facts and practice. Dunlop argues that, industrial relations are best regarded as a subsystem of the wider social system. The theory proceed from the assumption that work is governed by a wide range of formal and informal rules and regulations, which covers areas such as; recruitment, performance, wages, a myriad of other details of employment matters. It asserts that these rules are what industrial actors try to determine, that their establishment is influenced by the wider environmental context in which the actors operate, and that the actors themselves share interest in maintaining the process of negotiation and conflict resolution.

On the back of these assertions, four elements are held to make up the system of industrial relations rule –making. The first is industrial actors, which consists of employers and their representatives (i.e employer associations), employees and their representatives (i.e trade unions) and external agencies with an interest in industrial relations (i.e government departments and labour courts). The second is the environmental context, which is made up of prevailing economic and technological conditions, as well as the distribution of power in wider society, each of which is thought to influence or constrain the actions of actors engaged in industrial relations. The third is a so-called 'web of rules' that governs the employment relationship and is held to be the outcome of interactions between the actors. The last is a 'binding ideology', which is a set of common beliefs and understanding that serve to encourage compromises on the part of each actor for the sake of making the system operational. An important aspect of this framework conceives the industrial relations system as self- adjusting towards equilibrium. In so far as change in one element had repercussions

for the other elements, they are held to set in motion a range of processes that invariably restores a sense of order on the system.

2.6.2 Application of the theory to the study

The industrial actors within the ASUU industrial conflicts consist of the University Management and the Federal Government of Nigeria,(representing the employers and their representatives) Lecturers and ASUU-ABU (representing the employees and their representatives), and Federal ministry of education and the industrial courts(representing the external agencies with an interest in industrial relations). The industrial actors (ASUU-ABU and Management-FGN) try to determine the rules and regulations that governed work and employment matters. The actions of actors engaged in industrial relations is thought to influence or constrain by each of the environmental context, which is made up of prevailing economic and technological conditions, as well as the distribution of power in wider society.

This can rightly be understood that economic recession or boom can play a vital role in meeting up with ASUU demands. 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 (Aidelunuoghene, 2014). 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 the academics in the university being conscious of their economic interest called for adequate funding to revitalise 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 claims as competing demands 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 financer 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 government must implement the terms of an agreement it voluntarily signed with the labour union. It resulted to industrial conflicts between ASUU and the FGN. ASUU representing the employees therefore remained in the vanguard of the struggle to ensure that the public universities in Nigeria do not collapse.

Similarly, the rules and regulations (formal and informal) that govern the employment relationship which is held to be the outcome of interactions between the actors could result to industrial conflict when it is skewed to one side. The employer seeks to maximize productivity using unions'(employees) services while the employees maximizes their utilities (e.g satisfactory wages, better conditions of services among others) by offering their services.

The 'binding ideology', of the industrial actors, (which is a set of common beliefs and understanding) serve to encourage compromises on the part of each actor for the sake of making the system operational. An important aspect of this framework is that it conceives the industrial relations system as self- adjusting towards equilibrium. That is, a change in one element had repercussions for the other elements; and that they are held to set in motion a range of processes that invariably restores a sense of order on the system.

The theory is relevant to this study in that it focuses on open disagreement between Federal Government (employer) and ASUU (representing the employee) based on unresolved issues and the non implementation of agreement reached. In this respect, ASUU industrial conflict set in motion a range of processes that invariably restores a sense of order on the system.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section outlines and explains the methodology adopted in this study under the following caption: research design, population of the study, sampling and sample size, sampling technique, source of data, instrument of administration, method of data analysis and justification for method of analysis.

3.2 Research Design

The research design adopted in this study is survey research, this consist of the use of questionnaires and interview methods. This method focuses on population of the study in which data collected were used for intensive studies and analysis. This provides the opportunity to generalize the findings of the study for the whole population of the study.

3.3 Population of the Study

The target population for this study is the ASUU members and the university management staff of Ahmadu Bello University, Zaria. A.B.U, has two thousand three hundred and fifty four (2354) registered members of academic staff (record of ASUU due deductions; October, 2018). The two thousand three hundred and fifty four (2354) academic staff members are spread across the thirteen (13) faculties in the school comprising of Art, Administration, Education, Engineering, Agricultural Sciences, Medicine, Pharmaceutical Sciences, Veterinary medicine, Environmental Design, Social Sciences, Physical Sciences and Law. The breakdown of ABU ASUU staff is as follows:

Table 3.1: The breakdown of ABU ASUU financial members,

S/N	Location of staff	Number of members
1	ABU, main/Kongo campus	2026
2	NAERLS	96
3	NAPRI	30
4	DAC	137
5	IAR	65
	Total	**2354**

Source: Field Survey, 2018

Table 3.2: The breakdown of the management staff ABU Zaria.

S/N	**Management staff of ABU Zaria**	**Number of staff**
1	The Vice Chancellor	1
2	The Deputy Vice Chancellor Administration	1
3	The Deputy Vice Chancellor Academic	1
4	The Registrar	1
5	The Bursar	1
6	The Librarian	1
7	The Dean, Postgraduate School	1
8	The Dean, Student affairs	1
9	The Director, Academic Planning & Management	1
10	The Director, Institute of Computer Information & Communication Technology.	1
11	The Director, Physical Planning &Municipal Services	1
12	The Director, Public Affairs	1
13	Chief Internal Auditor	1
14	Chief Security Officer	1
15	**Total**	**14**

Source; Field survey, 2018

3.4 Sample Size

In determining the sample size of the population for this study Taro Yamane (1967) formula for deriving sample size was used in order to arrive at the appropriate number of people to be administered questionnaire. The formula is represented thus:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = Sample size

N= Total population

I = Constant

e = Margin of error (level of significant at 5%)

Thus:

$$n = \frac{2354}{1+2354(0.05)^2}$$

$$n = \frac{2354}{1+2354(0.0025)}$$

$$n = \frac{2354}{1+5.885}$$

$$n = \frac{2354}{6.885}$$

n= 342

Three hundred and forty two (342) sample size against population of 2354 of the total population at 95% confidence level at 5% error of precision level is appropriate for the study. In order to capture respondents and provide for error that may occur by respondents, additional of 10% was added to the calculated sample size as suggested by Israel (2013). Hence the sample size of 376 was used for this study. These three hundred and seventy six

(376) samples were selected across the thirteen (13) Faculties and questionnaire was administered to these 376 academic staff members. Five (4) Management staff was interviewed out of the fourteen (14) members of the ABU, Zaria management. The management staff are, Director, Academic Planning and Management, the Director Physical Planning and Municipal Services, the Chairman, ASUU, A.B.U, the Secretary ASUU ABU, Zaria.

3.5 Sampling Technique

The simple random sampling technique was used to select some academic staff to be administered questionnaire, while purposive sampling technique was used to select some management staff to be interviewed.

The population figure= 2354

Sample size = 376

ABU, main/Kongo campus = 2026(376/2354) = 324

NAERLS = 96(376/2354) = 15

NAPRI = 30 (376/2354) = 5

DAC = 137 (376/2354) = 22

IAR = 65 (376/2354) = 10

Total = 376

Table 3.3: Sampled population of the study.

S/N	Location of Staff	No. of staff	No. of sampled respondents based on proportion allocation strategy
1	ABU, main/Kongo campus	2026	324
2	NAERLS	96	15
3	NAPRI	30	5
4	DAC	137	22
5	IAR	65	10
Total		**2354**	376

Source; Field survey, 2018.

3.6 Sources of Data

The data used for this study were collected using both primary and secondary sources

3.6.1 Primary Sources of Data

This is the first hand data generated through field work by the researcher. The primary sources were questionnaires, in-depth interview guide, and observation guide to give a greater scope of reliability of the information. For the purpose of this study, questionnaires were administered to the academic staff members and officials of the union. The researcher was assisted by two 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 October 2018. A total of 376(three hundred and seventy six) questionnaire were administered on the respondents.

A few management staff and some ASUU officials were interviewed through unstructured interview. The use of interview is to compliment the questionnaire and enable the researcher to investigate further and make follow up to seek clarification to some of the responses given in the questionnaire, and to verify some of the answer given in the questionnaire which appeared doubtful on the basis of data collected and on- the- spot assessment carried.

Interview guide was used to generate data from the respondents, the guide contain a set of questions that are based on the research objective.

Structured observation was employed in the study to assess the available academic infrastructures in ABU that came as a result of ASUU industrial conflicts by visiting the identified classroom/lecture theatre, ICT/library, and laboratory/workshop/studio. Observation checklist was used to gather information on the availability, adequacy, and functionality of the facilities in ABU, Zaria. Data collected under this method is more accurate and reliable, as it is based on first hand perception in the eyes of the researcher.

3.6.2 Secondary Sources of Data

Secondary source from which data were collected were textbooks, journal publications, seminars and conference papers, internet materials and ASUU publications and documents.

The data obtained from the secondary sources is critical to this study because most of this document provide sources of evidence to support data from the questionnaire and interview.

Secondary data was obtained from ABU-ASUU secretariat, Director Physical Planning and Municipal Services and Procurement Unit, ABU, Zaria.

3.7 Validity and Reliability

In order to minimize the chances of getting enormous errors in this research, reliability and validity were checked.

3.7.1 Validity

Collis and Hussey (2011) defined validity test of instrument as 'the extent to which the research findings accurately revealed the phenomenon under study' or simply put as the extent to which what is set to be measured is accomplished.

Therefore, validity in this research was achieved through the use of triangulation where different experts in the field of study were consulted towards ensuring that the study accurately measures what it supposes to measure.

3.7.2 Reliability

In order to ensure that our study is highly reliable we implore Cronbach's Alpha coefficient measure of the internal consistency on the questionnaire administered to sixty one (61) respondents for the pilot testing. After the data analysis the researcher arrived at high alpha level of 0.964 given a reliable value.

Table 3.4
Reliability Statistics

Cronbach's Alpha	N of Items
.864	28

Table 3.4 shows the reliability test results for the study. The result is in line with the benchmark that with coefficient of 0.060 is regarded to have an average reliability while the coefficient of 0.070 and above shows that the instrument has a high reliability standard (Litwin, 1995).

3.8 Method of data Analysis

The data collected for this study were analysed using the combination of inferential and - descriptive statistics techniques, the quantitative data was analysed with the aid of statistical package for social science (SPSS 20.0) and also for data coding, data screening and other preliminary analysis. Statistical means such as simple percentages, frequency distribution table and cross tabulations were used to reduce the raw data into manageable proportion.

3.9 Technique of Data Analysis

The study employs simple linear regression to test the hypotheses of the study. The choice of this technique can be justified on the ground that it establishes the direct relationship between the dependent and independent variables in the study.

3.9.1. Model Specification

The following formula was used in computing the simple linear regression value for the data:

We use 5% as our level of significance i.e 0.05

Academic infrastructures in ABU Zaria were regressed on the independent variable ASUU industrial conflict.

Thus, $Y= \alpha +\beta_1+ \beta_{2+} \beta_{3+} \varepsilon$……..

AI= a +C/LT+ IC/L+ L/W/S.

Where: AI = Academic Infrastructures

C/LT =Classroom/Lecture Theatre

IC/L =ICT/Library

L/W/S = Laboratory/Workshop/Studio

α=constant; β= Regression Coefficient; ε= Error term.

Decision Rule:

- We reject the null hypothesis (Ho) and accept the alternate hypothesis (H1) if the P-value is greater than our significance value of 0.05

CHAPTER FOUR

GENERAL OVERVIEW OF ORGANIZATIONAL STRUCTURE AND OPERATIONAL PATTERN OF AHMADU BELLO UNIVERSITY, ZARIA.

4.1 Introduction

This chapter present historical, organizational structure and operational pattern of ABU, Zaria. It focussed on a brief history, vision / mission, philosophy, objectives, goals, organizational structure and operational pattern of ABU, Zaria. Evolution, objectives, functions of ASUU and historical account of ASUU industrial strike (2007-2017) as well as issues in the industrial conflicts were extensively discussed.

4.2 Historical Background.

The Ahmadu Bello University, Zaria was established in 1962 by the Government of the then Northern Region of Nigeria to impart knowledge and learning to men and women of all races without distinction on the grounds of race, religious or political beliefs. The founding fathers expected the University to aspire to the highest international ideals of scholarship and to provide learning of a standard required and expected of a university of the highest standing while reflecting the needs, the traditions, and the social and intellectual heritage of the society in which it is located (www.abu.edu.ng). The University was taken over by the Federal Government of Nigeria in 1975 and has since then assumed a national mandate although its ties with the 19 states created out of the former Northern Region remain very strong.

In the over forty years of its existence, the ABU has grown to become the largest, and the most influential and diverse university in Nigeria. Consisting of ninety-six (96) Academic Departments, twelve (12) Faculties, and twelve (12) Research Institutes and Specialized Centres, the University offers undergraduate and postgraduate courses in such diverse fields as Agriculture, Public and Business Administration, Engineering, Environmental Design, Education, Biological and Physical Sciences, Medical and Pharmaceutical Sciences, the

Humanities, Law and Social Sciences(www.abu.edu.ng). The university has two campuses located on 7,000 hectares of land: Samaru (main) and Kongo in Zaria. There is pre-degree school in Funtua a few kilometres from main campus owned by the university. The Samaru campus houses the administrative offices and the faculties of physical sciences, life sciences, social sciences, arts and languages, education, environmental design, engineering, medical sciences, agricultural sciences and research facilities. The Kongo campus hosts the faculties of Law and Administration. The Faculty of Administration consists of Accounting, Business Administration, Local Government and Development Studies and Public Administration Departments. Additionally, the university is responsible for other institutions and programs at other locations. It is named after the Sardauna of Sokoto, Alhaji Sir Ahmadu Bello, the first premier of Northern Nigeria. The university runs a wide variety of undergraduate and graduate programs (and offers associate degrees and vocational and remedial programs). It has a large medical program with its own A.B.U. Teaching Hospital, one of the largest teaching hospitals in Nigeria and Africa. (www.abu.edu.ng).

4.3 Vision, Mission and Values, of ABU

Vision: Ahmadu Bello University shall be a world-class University comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi-disciplinary approaches, to men and women of all races as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large(www.abu.edu.ng).

Mission: To advance the frontiers of learning and break new grounds, through teaching, research and dissemination of knowledge of the highest quality; to establish and foster national and international integration, development and promotion of African traditions and cultures; to produce high-level human power and enhance capacity-building through retraining, in order to meet the needs and challenges of the catchment area, Nigeria and the

rest of the world. (USH 2016/2017), the Values, Vision and Mission of Ahmadu Bello University are as follows:

Values: According To ABU undergraduate student handbook (USH) ABU considers as fundamental the values of quality, excellence, diversity, equity, integrity, service, accountability entrepreneurialism; pluralism, sharing and partnering (USH, 2016/2017:18).

4.4 Philosophy, Objectives and Goals of ABU

The philosophy of ABU was clearly stated by the founding father and mentor of the University, Sir Ahmadu Bello, when he said at the first convocation ceremony in 1963, *"The first duty of every university is the search for and the spread of knowledge and the establishment of truth… But it must also serve the need of the nation"* (USH, 2016/2017:17)

The philosophy of ABU is predicated upon the *"cardinal principles of imparting knowledge and learning to men and women of all races without any distinction on the grounds of race, religious or political beliefs''* (USH, 2016/2017:17).

The objectives of the Ahmadu Bello University as articulated in Article 4 of its 1962 and 1975 Laws (USH, 2016/2017:17) are to:

(a) provide regular and liberal courses of instruction in the humanities, sciences and other spheres of learning of a standard required and expected of university of the highest standing;

(b) promote research and the advancement of science and learning;

(c) secure the diffusion of knowledge throughout Nigeria.

Further, the goals of ABU are:

1. To be an academic Centre of excellence in teaching, learning and research through the provision of the high quality learning resources and relevant curriculum.
2. To be a leader in cutting edge research through the provision of ultra-modern multi-user specialized laboratories and information resources.

3. To be a renowned and celebrated academic institution through computerization, multi-media communication and linkage programmes.
4. To have the best learning and research environment for academic work through the rehabilitation, upgrading and expansion of infrastructural, municipal, sporting, health and welfare services.
5. To build formidable resource base by enhancing the University's income generation through revenue sourcing and collection, alumni and advancement development.
6. To be the best run academic institution through transparent, accountable and prudent management of resources

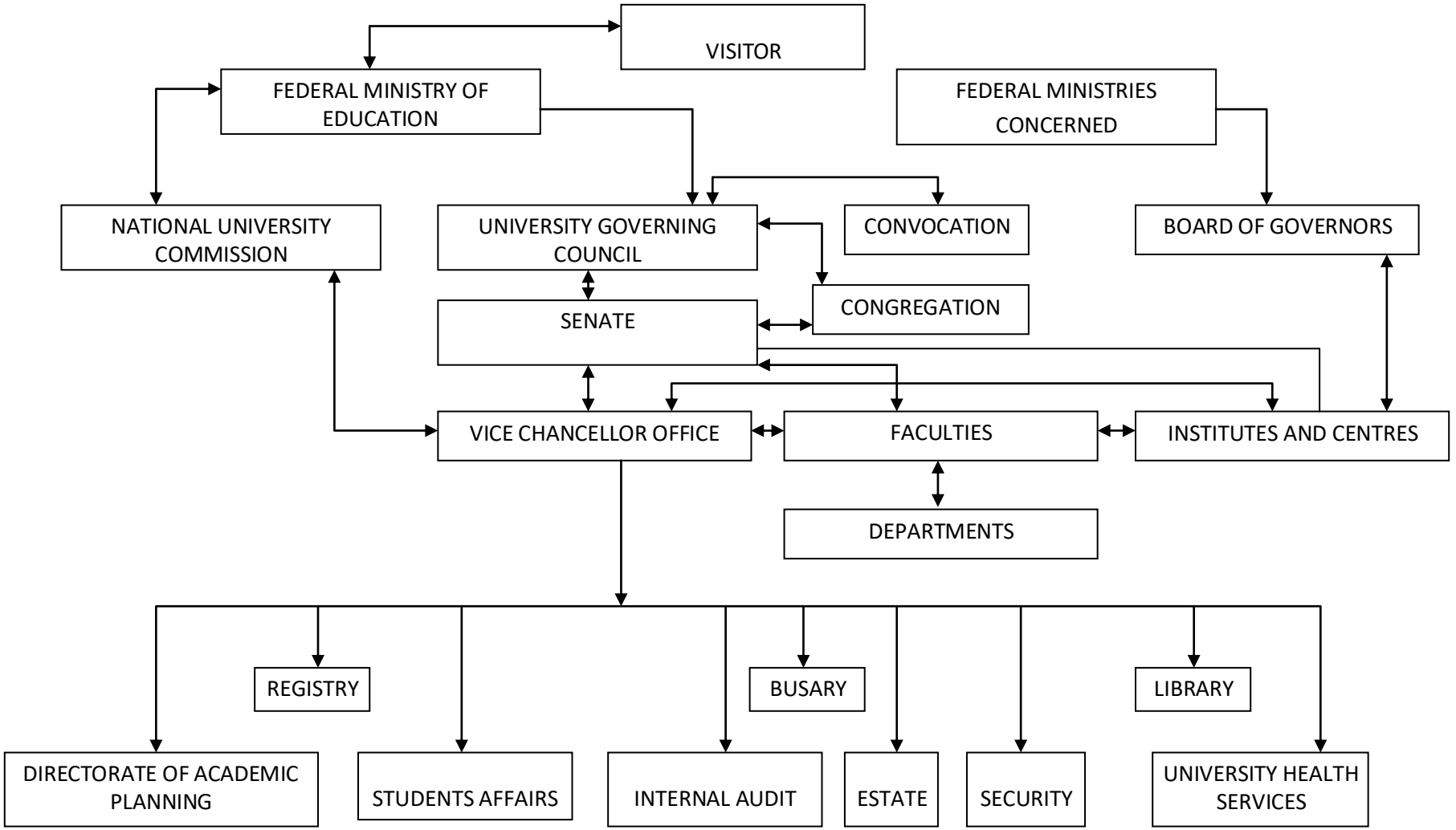
4.5 Organizational Structure of A.B.U.

The structural base of an organization shows its power relationship between the various officialdom or administrative set –up within it. The structure indicates the positions of functionaries in the organization, their power and operational pattern; it guide power (authority and responsibility) relations; shows unity of command and administrative process; and ensure a smooth flow of information.

The main features of A.B.U organizational structure are laid down in the law establishing the university. The provisions of the law are explained and enlarged upon in the statutes. The law and the statutes together establish the framework within which the university is to be run. The law and statute also establishes a number of authorities and offices, but the overall management responsibilities are allocated to three of them: the Council, the Senate and the Vice-Chancellor, each with a defined sphere of responsibilities and powers.

Most of the other organs and officers of the university are subordinate to them; this does not however, apply to the offices of Visitor and Chancellor whose powers are limited to certain special circumstances and are not involved in the normal functioning or operations of the University (Aliu, in Anyebe 2015).

Figure 4:1 Organogram of ABU



Source: Adapted from NUC (2014:4) Report of the Accreditation of Degree Programmes for B.S.c Public Administration, Ahmadu Bello University, Zaria.

4.6 Operational Pattern

The Visitor symbolizes the proprietor of the university. In the case of ABU , the visitor is the Head of State or Head of Government. The Visitor appoints the Vice-Chancellor on the recommendation of the university governing council (but this power has been delegated to the governing council). He probes into, through visitation or probe panel, and corrects any irregularities that may arise in the university. In the event of any doubt or dispute arising at any time regarding discipline or the meaning of any provisions of the university law or statutes, the matter may be referred to the Visitor for final adjudication (Aliu, in Anyebe, 2015).

The Chancellor is the head or the highest principal officer of the university. He presides at convocation ceremonies and other assemblies of the university, the conferment of degrees, diplomas, certificates and other awards of the university.

The Pro-Chancellor, as Chairman of the university governing council, is expected to be a knowledgeable person, of high integrity and has wealth of experience, able to guide the institution towards full and continued development.

The senate, chaired by the Vice-Chancellor, is responsible for all the academic affairs of the university, including the provision of courses and the approval of their syllabuses; the administration and progress of students through examination and otherwise. The great asset of any university is its students and alumni, and its reputation to a large extent depends on the performance of these students and alumni in and outside the university environment.

The convocation, comprising the principal officers, teachers and alumni of the university is a forum for interaction between the university and its alumni.

The congregation, comprising staff members holding degrees, is a good platform for discussing matters of general interest relating to the well-being of the university, and for

monitoring opinion on any issue affecting the university. It serves as an electoral college for electing some members of the council and senate.

The Vice-Chancellor is the executive and academic head of the university, the chief exponent of the educational mission of the university, the philosophy of education that underpins this mission, the goal sought, and the quality of performance that is required to attain those goals. He has specified authority to maintain the efficiency of and good order of the university with singular restraint. All the other officers of the administration are responsible to him but the administration as a whole is governed by the policy decision of council and senate and the advice emanating from the committee system.

His success in managing the human, financial and material resources of the university depends not only upon his professional skills as an academic, but also on his ability to lead, motivate and inspire administrative associates, academic and non-academic staff as well as students to work towards the central purpose of the university to advance learning and enhance talent (Banjo, in Anyebe 2015). His interpersonal relations skills are usually put to test.

The title: "chief executive" is also and perhaps even more widely used in reference to the Vice-Chancellor. However, it is worth noting that the two terms (executive head and chief executive) are not synonymous indeed, the use of one term or the other may influence a Vice-Chancellor's perception of his duties, functions and responsibilities. Within the context of the Association of Commonwealth Universities, to which all Nigerian universities belong, or should belong, the preferred term is executive head, which more accurately describes the role of the Vice-Chancellor as the head of his institution.

The distinction is important because the term chief executive is more commonly and more appropriately used in reference to profit- motivated organizations where the individual so

referred to usually wields more executive powers than a Vice-Chancellor. While, it is true therefore Vice-Chancellors are expected to run their universities as efficiently as the managing director of private companies, it would be highly misleading for them to assume that they are to run the institution in the same manner as managing director.

The university is a more democratic organization than a profit-motivated venture, and although the buck indeed stops with the Vice-Chancellor, the institution is run by a committee system and under the general supervision of governing council. A Vice-Chancellor who tries to model himself on the managing director of company, or even worse, as a garrison commander, is likely to run into trouble, on the one hand, with colleagues who expect the institution to be run democratically, though no less firmly and on the other hand, possibly with the governing council (Banjo in Anyebe, 2015).

This shows the dilemma of a Vice-Chancellor's position, and his success depends on how effectively he operates the committee system to give effect to the mission of the university and to prevent arbitrary actions. Obviously, personal traits have much to do with this, but so also does s good understanding and correct perception by the Vice-Chancellor of his proper duties, functions and responsibilities. He must give firm leadership, but must carry the university community along with him through the various committees. Given the exceptional nature of that community, this is by no means as easy task.

The Deputy Vice-Chancellor, who is a nominee of the Vice-Chancellor, endorsed by the senate and confirmed by council, is assigned specific schedule of responsibility by the Vice Chancellor, such as to allow him to continue his teaching and research and even resource mobilization. The deputy vice-chancellor (Administration) is not expected to see the registrar as a rival.

The Registrar is the principal administrative officer of the university. He is responsible to the Vice-Chancellor for the day-to-day administrative work-flow in the university and his effectiveness can be measured in terms of institutional goals and the extent to which these are met to the satisfaction of various constituencies.

He is secretary to council, senate, congregation and convocation, and sits in advisory capacity at all committees of council and senate as well as other administrative committees to guide on rules, regulations and university procedures. He is the custodian of university seal, other legal documents and records. He and his divisional heads are to see to it that the standard official university publications such as the university calendar, university prospectus, staff handbook, university gazette, handbook on administrative procedures, etc., are issued and updated on regular basis.

The Bursar is the chief-financial officer of the university. He is responsible to the Vice-Chancellor in all matters relating to finance, in particular the disbursement of funds, financial accounting and treasury services, purchasing and contracts, superannuation, pensions, gratuity, loans and insurance as well as certain planning and budgeting activities. He and his senior professional staff are to see to it that financial regulations are made, published in Manual of Financial procedures and followed to ensure efficient use of the funds allocated to or generated by the university.

The University Library is the academic heart of the university system. Its basic purpose is to provide students and academic staff members with material, assistance and an environment that facilitates teaching, learning and research. A well- equipped library is the fundamental need for the scholar, and the University Librarian is the academic head of the university library. He is responsible to the Vice-Chancellor for the development of the university library system. This includes the main university library, college, faculty and other unit libraries and

departmental reading rooms (Aliu in Anyebe2015). Other departments include physical planning and development unit, directorate of academic planning and monitoring, faculties and academic departments.

University committees are established by the university law (statutory organs) or by council, the senate or jointly, or by the Vice-Chancellor (administrative committee). The committees sometimes have powers delegated to them by law, i.e. are statutory or in other advisory. The composition, terms of reference and quorum for the meetings of the committees are set out in the university calendar or other official university publication. Some of the committees are:

i. Finance and General Purpose committee.
ii. Development committee.
iii. Appointments and Promotion committee.
iv. Admissions committee.
v. Academic Planning committee.
vi. Committee of Deans.
vii. Research Grants committee.
viii. Ceremonies committee, among others.

While some of A.B.U Administrative committees can be consolidated, generally speaking, their number was not considered a serious problem. All the council and senate committees seems to be well founded and relevant to the responsibilities they were charged. However, the tremendous burden of committee work for administrative and academic staff lay not in the number but composition and nature of the committees.

The structural formations of Ahmadu Bello University committees are administratively structured under three main bodies, viz:

i. The university council, headed by the Pro-Chancellor

ii. The Senate, headed by the Vice- Chancellor

iii. The Congregation, headed by the Vice- Chancellor.

4.7 Evolution of Academic Staff Union of Universities (ASUU)

The History of Ahmadu Bello University ASUU is the same as the history of the national ASUU. This is because it was after the national ASUU was formed, that individual Universities were given charters. The Academic Staff Union of Universities (ASUU) grew out of the Nigerian Association of University Teachers (NAUT). The NAUT was formed in 1965, covering academic staff in the University of Ibadan, University of Nigeria Nsukka, Ahmadu Bello University, Zaria, University of Ife and University of Lagos. The NAUT's orientation was mainly for improvement in the condition of service, the socio-political and economic well-being of the country.

NAUT became unsuitable for the development of the university system in Nigeria because the development of the university system was a function of the movement of the socio-political and economic direction of the country. ''NAUT hardly even took any note worthy position on national issues. Ideologically, it seemed to be a middle class fraternity with viewpoints not too divergent from those of the post- colonial state. On the few occasions that it issued public statements they tended to be conservative and sympathetic to the regime''.(Jega in Fashina O.2005).

ASUU was formed in 1978, the period of the beginning of the decline in the oil boom, when the country faced the consequences of the failure by its rulers to use the oil wealth to generate production and a social welfare system. Military dictatorship had deeply eroded the basic freedoms in the society. Academic freedom and university autonomy were casualties of military dictatorship. The funding of education, and so of universities, became poorer. The

factors required a changed orientation of the union of academics, from 1980. ASUU's orientation became radical, more concerned with broad national issues, and stood firmly against oppressive, undemocratic policies of the country (Fashina, 2005).

4.8 Union Membership

The membership of the union is open to any person who is engaged full-time in university Teaching and/ or research. No person is deprived of membership of the union on ground of sex, religious persuasion, political beliefs or ethnic origin.

Every member of the Union belongs to the branch of the union established for the university or institution in which he/ she is employed. Every member is expected to pay his contribution to the union regularly, endeavour to participate fully in the affairs of the union and refrain from acts which may bring the union into dispute (the constitution and code of practice of ASUU, 2012).

4.9 Objectives and Functions of ASUU

Rule two of the union's constitution spelt out the objectives of the union as:

i.) Organization of Academic Staff who are qualified for membership

ii.) Regulation of relations between Academic Staff and the employers and between members.

iii.) Establishment and maintenance of a high standard of academic performance and professional practice.

iv.) Establishment and maintenance of just and proper conditions of service for its members.

v.) Advancement of the education and training of its members.

vi.) Provision of benefits and other assistance to the members as provided in the constitution.

vii.) Enforcement of participation of its members in the affairs of the university system and of the nation.

viii.) Protection and advancement of the socio-economic and cultural interest of the nation; and

ix.) Such other objects as are lawful and are not inconsistent with the spirit and practice of trade unionism (the constitution and code of practice of the ASUU, 2012)

Trade union is an integral part of the society and in the pursuance of these functions at the societal level, the constitution of the union stipulates the following aims as the code of practice of the Union.

a) To encourage the positive contributions which the academic Staff of Union of Universities can make to the economic and social progress of Nigeria, her associations and interest, and to minimize and resolve the difficulties which its various operations may give rise to, having regard to the laws, regulations, public policies and practice in force in the country.

b) To ensure and encourage at all levels the conduct of industrial relations by means of collective bargaining, consultations and effective communication between employers and their organization, and a strong representative union within a voluntary and legal machinery designed for settlement of disputes;

c) To develop a vigilant, informed and active membership conscious of its rights and interests and alive to its responsibilities in the operation of any trade union programme as an effective safeguard against abuse (the constitution and code of practice of ASUU, 2012).

4.10 Historical Accounts of ASUU Industrial strike, 2007-2017.

Conflict has been observed to be in existence in all human organizations including the university system. The Nigerian university, like its counter-part anywhere in the world, is a complex organization. Just as every complex organization is characterized by various goals and objectives, the Nigerian university has to contend with numerous goals and objectives. Its

functions and or roles of teaching, research and public service are often pursued with a view to satisfying the goals of producing manpower for the wider society (Anyebe, 2015).

In the Nigerian university system, there had been chains of conflicts between ASUU and the federal government on the need to reposition the Nigerian Universities System (NUS) for effective delivery of its mandate. The Nigerian university crisis has been related to the deplorable state of facilities for teaching and learning; inadequate funding, lack of respect for university autonomy/academic freedom and poor conditions of service. These factors have jeopardized the basic objectives of excellence in teaching, research and community development associated with the university. Attempts by Nigerian intellectuals to restore the system have resulted in misunderstandings between ASUU and the government and its agencies.

For the past two decades, the rate of ASUU industrial strike in our educational sector is alarming. Below is the chronicle of ASUU strikes that have taken place in Nigeria from 2007-2017:

Table 4.1 Some Popular Strikes by ASUU

S/N	YEAR	STRIKE DURATION
1	2007	Three months strike
2	2008	One week strike
3	2009	Four months strike
4	2010	Over Five months strike
5	2011/2012	Three months strike
6	2013	Over Five months strike
7	2017	Three weeks strike

Source: Aidelunuoghene (2014); and Authors compilation.

In 2007, ASUU went on strike for three months. In May 2008, ASUU held two one-week warning strikes to press for a range of demands including improved salary scheme and reinstatement of the 49 lecturers who were dismissed in University of Ilorin. In June 2009, ASUU ordered its members in federal and state universities nationwide to proceed on an indefinite strike over agreements it reached with the union about two and a half years earlier. After about three months of strike, ASUU and other staff unions signed a memorandum with the government in October 2009. On the 1st of July, 2013, ASUU commenced another strike because the Federal Government breached the 2009 agreements. ASUU has the welfare of the generality of Nigerian's in all of her negotiations with government (Aidelunuoghene, 2014).

The incessant strikes by members of the Academic Staff Union of University (ASUU), generated a lot of concerns among stakeholders in the education sector. In fact, there was unbridled anxiety, anger, uneasiness and frustration among university students, parents, clergies, traditional rulers, business men and women, civil society groups, civil servants and politicians who were enraged at what perceived as ASUU insensitivity towards the plights of students and parents despite Federal Government offer. Unfortunately, as Government remains relentless in brainwashing the minds of the public with highly orchestrated and opulent political propaganda and other form using public media. Most Nigerians never cared hoot to hear from the side of ASUU to get balanced, accurate and fair position of the issue.

Noting that most people never bothered to know was that Government reneged on an agreement that it freely entered with the academic staff union in 2009 and equally repudiated the Memorandum of Understanding (MOU) of January 2012 which was initiated at the instance of Government. Maintaining its position and unwillingness to implement the provisions of the agreement, Government impressed it upon the public that some of the provisions in the agreement were not implementable whereas, Academic Staff Union of

Universities (ASUU) maintained that Government should show integrity by implementing the 2009 agreement and the MOU of 2012 as the only way out of the impasse

(Ineji, Bassey-Dike, and Brown, 2014). Iyayi (2002) outlined the principles that guide ASUU as a union as follows: Integrity, transparency and accountability; Professionalism, objectivity and hard work, Courage, sacrifice and total commitment, internal democracy, teamwork and group solidarity, as well as Patriotism, anti-imperialism and working class solidarity. In carrying out these principles, ASUU has been at loggerheads with both the government and university authorities.

At the level of government, the union has always based its agitation on three major issues. These are: 1. funding of the system; 2. University autonomy; and 3. Conditions of service. The issue of funding has been a source of crisis in the Nigeria education system. Various organizations, parents, labour unions, etc., have at various fora pointed the attention of government to the poor funding of the system. ASUU, for instance, has gone on strike for several times to press home its demand for increased funding for the system. The contentious issue between the government and ASUU is that of conditions of service of academics. This area covers such areas as salary and allowances, retirement and pension, appointment, discipline and promotion of staff, etc (Arikewuyo, 2014; Sanda and Awolusi, 2014;).

4.11 The 2009 FGN / ASUU Agreement

The 2009 Federal Government –ASUU agreement was conceived in the context of making Nigerian universities respond effectively to the challenges of knowledge- driven economy and development. At independence in 1960, Nigeria was at par with many of the countries called the Asian tigers where the government heavily invested in the capacities of their citizens, whereas successive Nigerian governments have merely paid lip service to education.

The accumulated neglect culminated in the sordid state of affairs in the Nigerian University System (NUS) as captured in the Nigerian Universities Needs Assessment Report. The agreement, which aimed at addressing the rot in the NUS and enhancing its overall efficiency, focuses on the following key areas:

i. Funding requirements for Revitalisation of the Nigerian Universities;
ii. Federal Government assistance to State Universities;
iii. Progressive Increase of Annual Budgetary Allocation to Education to 26% between 2009 and 2012;
iv. Earned Academic Allowances;
v. Amendment of the Pension/Retirement Age of Academics on the professorial cadre from 65 to 70years.
vi. Transfer of Federal Government landed property to Universities;
vii. Setting up of Research and Development Units by Companies Operating in Nigeria and Teaching and Research Equipment Provision to Laboratories and Classrooms.

Unfortunately, Government (Federal/State) failed to implement the agreement. The union had to embark on warning strikes and indefinite one to get Government to commence the implementation of the agreement with only the Salary component. When Government refused to commence the implementation of the other components of the Agreement (Funding, University Autonomy and Academic Freedom, Earned Academic Allowances, and other Maters), the Union had to embark on another warning strike, culminating into a total and indefinite in 2011.

To pave way for suspending the strike action, a Memorandum of Understanding (MoU) was signed between Government and ASUU in 2012 at the instance of the secretary to the Government of the Federation. The MoU did not only capture all the key areas of the 2009 Agreement, it equally provided for timelines with particular reference to the establishment of

the Nigerian Universities Pension Management Company(NUPEMCO) and restoration of the prematurely dissolved University Governing Councils.

To determine the Funding requirements for implementing the funding aspect of the MoU, Government set up the committee on the Needs Assessment of the Nigerian Universities (CNANU) with Prof. Mahmud Yakubu, then Executive Secretary of TETFund, as Chairperson. Also, Government mandated the Implementation Monitoring Committee (IMC) of the 2009 Agreement under Dr. Wale Babalakin, SAN, then Chairperson, Committee of Pro- Chancellors, to work out modalities for implementing other aspects of the MoU such as registration of NUPEMCO; Amendment of Pension Retirement Age of Academics in the Professorial cadre; Federal Assistance to State Universities; Earned Academic Allowances; and transfer of FGN Landed Property to Universities. The CNANU submitted its report in july 2012 while the IMC made its submission in February, 2013.

4.12 Outstanding Issues in the Memorandum of Action (MoA) of 2017.

ASUU went on strike in August, 2017 to press for the implementation of the 2009 ASUU/FGN Agreement and the 2013 Memorandum of Understanding (MoU) signed between ASUU and the Federal Government. The strike culminated in the signing of a MoA and subsequent suspension of a six- week nationwide strike action in September, 2017. The major issues in the 2017 MoA include:

1. Release of 20 billion revitalisation fund for public universities in Nigeria:

The government promised that a total sum of 20 billion shall be released by the Honourable Minister of Finance, made up of 10 billion in September 2017 and another 10 billion in October 2017.

2. Release of the Forensic Audit Report on Earned Academic Allowance (EAA).

This is meant to offset the balance of the EAA arrears for 2009-2012 and the mainstreaming of EAA into annual budget starting with a supplementary budget in 2018. In September 2017, government informed the Union that it had started the forensic audit of the 30 billion released for EAA in 2013 and that the exercise would be conducted within a time frame not exceeding six months, and further disbursement would be made after the completion of the forensic audit. However, government has made no statement whatsoever about the forensic audit, and, consequently, has avoided further payment due to ASUU members as promised.

3. Payment of all Arrears of Short-fall in Salary, to all Universities:

Though government promised to address this concern within one week of suspension of the strike action by ASUU in September, 2017, the issue of outstanding arrears of salary and third party deductions for many universities that have fulfilled all requirements has not been fully addressed.

4. Release of NUPEMCO's Operational License

The non release of the operational license for Nigerian Universities Pension Management Company (NUPEMCO) has been a serious concern to the generality of ASUU members, especially those who are close to their retirement or have retired but are yet to register with a Pension Fund Administrator (PFA).

5. Poor Funding and Proliferation of State Universities.

Recognising the concurrence of education in the Constitution of the Federal Republic of Nigeria, the government promised to present a memo to National Economic Council (NEC) and National Council of States (NCS) in order to draw the attention of the State Governors to the problems in the education sector regarding the proliferation of new tertiary institutions, especially universities, without adequately funding the existing ones. Glaring examples of this disturbing phenomenon are states like Ogun, Ondo, Edo,Gombe and, currently,Bayelsa

It is noteworthy that all these agreements have been breached by the government. However, ASUU has worked hard to achieve some minimal gains that have helped to sustain Nigeria's public universities in the last three decades. For example, TETFUND is the brain child of ASUU which today is virtually funding all Nigerian tertiary institutions. Agreements and memoranda have provided ASUU with the framework for monitoring the actualization of all agreements and understandings reached with the Government of Nigeria. ASUU strongly believed that relevant aspect of the existing agreement and memoranda should be reviewed and improved upon in the best interest of the Nigerian people.

CHAPTER FIVE
DATA PRESENTATION AND ANALYSIS

5.1 Introduction

In this chapter, analysis of all data collected from the questionnaires is presented in tables to show frequencies, percentages, mean and standard deviation of the respondents. it is concerned with data presentation for each item on the questionnaire using descriptive statistics and inferential statistics.

5.2 Presentation of Data and Analysis

5.2.1 Analysis of questionnaire administered

The analysis and interpretation of the findings collected from the questionnaires administered are given below.

Three hundred and seventy six (376) copies of questionnaire were administered to respondents and three hundred and fifty six were returned out of which three hundred and twenty (320) were valid. This indicated 85.2% response rate which is considered an excellent response rate and sufficiently representative for the analysis. Thirty six out of the returned questionnaire were rejected as a result of errors that occurred during the filling of the questionnaire. This was to avoid distortions in the data presentation and analysis.

5.2.2 Gender of Respondent

Table 5.1: Distribution of Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	256	80.0	80.0	80.0
	Female	64	20.0	20.0	100.0
	Total	320	100.0	100.0	

Table 5.1 depicts that more than average of the respondents are males with 80% while the least proportion of the respondents are females with 20%,

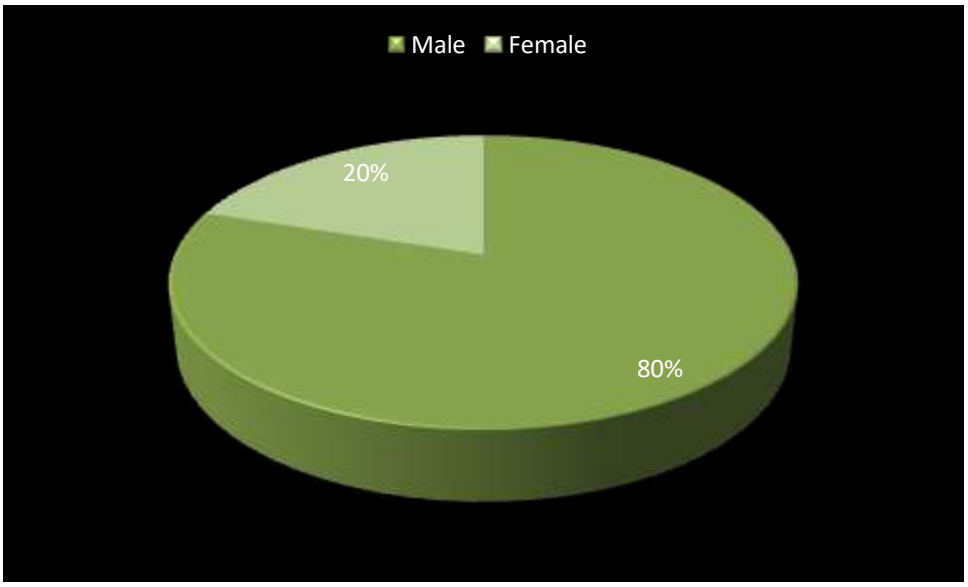


Fig. 5.1: **Distribution of the Respondents by Gender**

Figure 5.1 shows the gender distribution of the respondents. From the pie chart, it is crystal clear that the male respondents are the majority with 80% value while the female respondents are the minority with 20% value.

5.2.3 Educational Qualification

Table 5.2: Educational Qualification of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA/BSc	23	7.2	7.2	7.2
	MA/MSc	195	60.9	60.9	68.1
	PhD	102	31.9	31.9	100.0
	Total	320	100.0	100.0	

Table 5.2 depicts that more than average of the respondents are MA/MSc holders with 60.9%, 31.9% are PhD holders, while the least proportion of the respondents are BA/BSc holders.

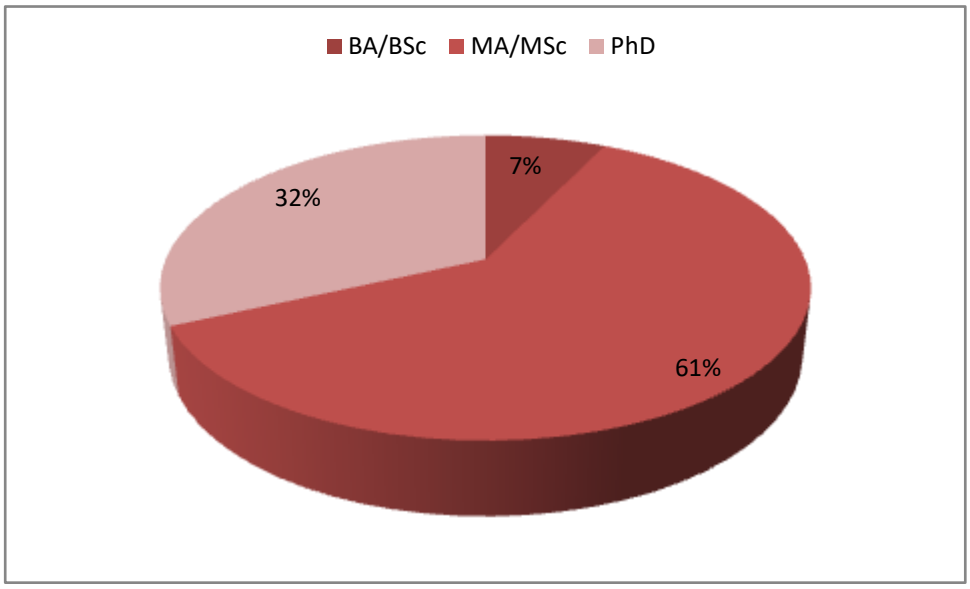


Fig. 5.2: **Educational Qualification of the Respondents**

Figure 5.2 shows MA/MSc holders with 60.9% as the majority respondents in our study 31.9% are PhD holders, while the least proportion of the respondents are BA/BSc holders with 7% value.

5.2.4 Rank of the Respondents

Table 5.3: Distribution of the Rank of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduate assistant	90	28.1	28.1	28.1
	lecturer 2	95	29.7	29.7	57.8
	lecturer 1	56	17.5	17.5	75.3
	senior lecturer	60	18.8	18.8	94.1
	Reader	19	5.9	5.9	100.0
	Total	320	100.0	100.0	

Table 5.3 depicts that more than average of the respondents are lecturer 1 with 29.7%, 28.1% are graduate assistant, 18.8% are senior lecturers, 17.5% are lecturer 2 and the least proportion of the respondents are readers with 5.9%

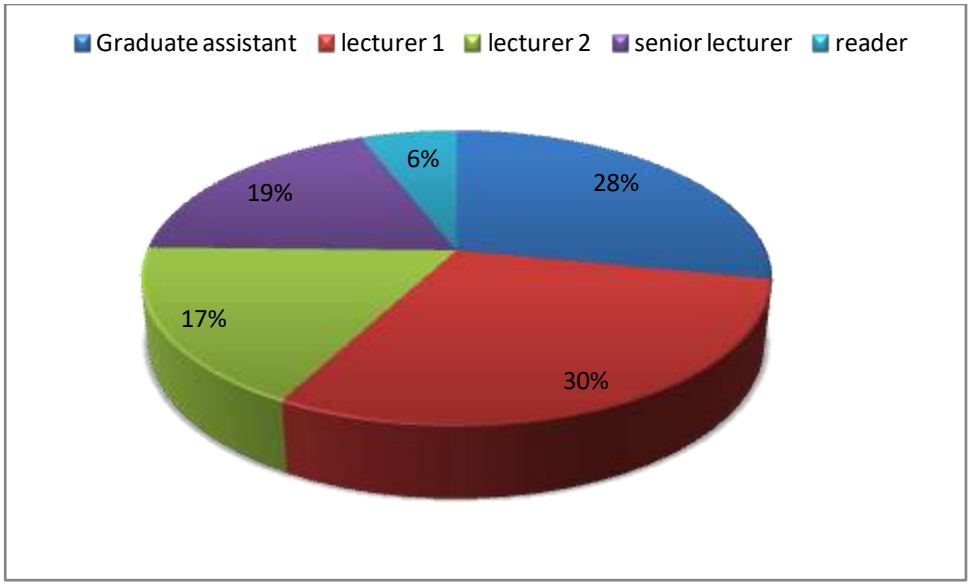


Fig. 5.3: **Distribution of the Rank of the Respondents**

Figure 5.3, indicates that lecturer 2 respondents with 30.%, 28.1% are graduate assistant, 19% are senior lecturers, 17% are lecturer 1 and the least proportion of the respondents are readers with 6% value.

5.2.5 Length of Service

Table 5.4: Distribution of Length of Service of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 years and below	296	92.5	92.5	92.5
	11-20 years	18	5.6	5.6	98.1
	21-30 years	6	1.9	1.9	100.0
	Total	320	100.0	100.0	

Table 5.4 depicts that more than average of the respondents are within 10 years of service and below with 92.5%, 5.6% are 11-20 years while the least proportion of the respondents are within 21-30 years of service with 1.9%

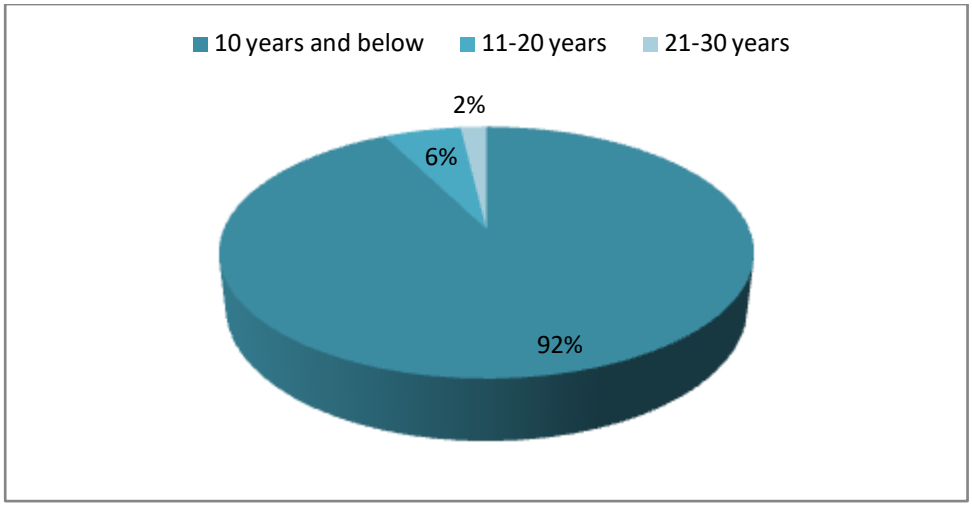


Fig. 5.4: **Distribution of Length of Service of the respondents**

Figure 5.4, shows that more than average of the respondents are within 10 years of service and below with 92.5%, 5.6% are 11-20 years while the least proportion of the respondents are within 21-30 years of service with 1.9%

5.2.6 Classroom/ Lecture Theatre in the Faculty/ Department in ABU Zaria.

Table 5.5: Item Statistics

	N	Mean	Std. Deviation	Remark
1. There is provision of student classroom/ lecture theatre in the faculty in ABU Zaria.	320	3.61	.501	Significant
2. The students' classroom/ lecture theatre is sufficient to student during lectures/examinations in ABU, Zaria.	320	3.07	.937	Significant
3. The facilities in the students classroom/lecture theatre, in the faculty/department are functionally effective	320	2.79	1.145	Significant
Valid N (listwise)	320			

Source: SPSS OUTPUT 2019

Table 5.5 revealed that more than average of the respondents agreed that there is provision of student classroom/lecture theatre in the faculty/departments in ABU Zaria. The same was revealed in number two statements by confirming that the students' classroom/ lecture theatre is sufficient to student during lectures/examinations in ABU, Zaria as a result of ASUU industrial conflict. The third statements also confirm that ABU classrooms/lecture theatres are not only sufficiently provided but functionally effective as a result of ASUU industrial conflict. A good condition of classroom and lecture theatre in any university is very important for effective teaching and learning activities. This is one of the reasons why Nigerian public universities struggle so hard to ensure that these academic indispensability areas are met with the hope of producing graduates who can strive and compete intellectually, nationally and internationally. The research of Farthman, Cash and Berkum cited in Naz e' al (2013) found that students who study in standard classroom perform better in test scores than their counterparts in substandard classrooms.

5.6 ICT/ Library in the Faculty/ Department in ABU Zaria

	N	Mean	Std. Deviation	Remark
There is provision of ICT/ Library in the faculty/ department in ABU, Zaria.	320	2.15	.028	Insignificant
There is internet connectivity in the faculty/department library in ABU, Zaria.	320	1.89	.106	Insignificant
The library in the faculty/department is well stocked with current books and journals in ABU, Zaria	320	2.45	.237	Insignificant
Valid N (listwise)	320			

Source: SPSS OUTPUT 2019

From table 5.6, it is clear that majority of the respondents are of the opinion that the provision of ICT/library in the faculty/department in ABU through the effort of ASUU industrial conflict is insignificant. The table also shows that the internet connectivity in the university has been ensured but it is bellow standard expected of the university. The table implies that ASUU through their struggles has not been able to ensure reliable internet connectivity in ABU Zaria and well -stocked university library with current books and journals. A study by Afebende and Ebaye, (2008) contended that most university libraries are not updated with current books and other academic materials. This was one of the reasons for ASUU struggles. The provision of current high quality books and provision of e-resources alongside books and journals improve users' skills, user education and public enlightenment.

5.7 Laboratory/Workshop/Studio in ABU Zaria

Table 5.7: Item Descriptive Statistics

	N	Mean	Std. Deviation	Remark
Laboratory/workshop/studio is provided in the faculty/department in ABU, Zaria.	320	3.54	.637	Significant
The capacity of the laboratory/workshop/studio facility is enough for students use in ABU, Zaria.	320	3.44	.817	Significant
The equipment in the laboratory/workshop/studio is functioning well.	320	3.54	.627	Significant
Valid N (listwise)	320			

Source: SPSS OUTPUT 2019

Table 5.7 shows that all the responses in the table are above the average. This implies that majority of the respondents agreed that ASUU industrial conflict has greatly influenced the university laboratory/workshop/studio by ensuring their provision, adequacy, and functionality. Enofe, (2009) posited that ASUU industrial conflict 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. Samuel (2018) also supported this with the findings that ASUU industrial strikes has impacted positively on the laboratory facilities, library, student's hostel facilities, students classroom, and staff accommodation facilities in Benue State university.

5.8 Effect of ASUU Strikes

Table5.8: Item Descriptive Statistics

Effect of ASUU Strikes	N	Mean	Std. Deviation	Remark
ASUU Industrial conflict has assisted in revitalization of the University system	320	3.70	.596	Significant
ASUU industrial conflict has assisted in building graduates capable of taking up the task of National development and globally competitive.	320	3.71	.550	Significant
ASUU industrial conflict has brought about improvement in the academic infrastructure	320	3.59	.581	Significant
Valid N (listwise)	320			

Source: SPSS 2019

Table 5.8 revealed that more than average of the respondents agreed that ASUU industrial conflict has assisted in revitalization of the university system, building of graduates capable of taking up the task of National development, and brought about improvement in the academic infrastructure.

5.3 Test of Hypotheses

Hypothesis One

H_0: There is no significant relationship between ASUU industrial conflict and provision of classroom and lecture theatre in ABU, Zaria.

Table 5.9: Simple Linear Regression Result (Model summary) between ASUU industrial conflict and provision of classroom and lecture theatre in ABU, Zaria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630[a]	.397	.395	.46091

a. Predictors: (Constant), ASUU industrial conflict

Table 5.9 shows that ASUU industrial conflict in ABU can explain the nature of provision of classroom/lecture theatre at 39%. This implies that the remaining percent can be explained by other independent variables not considered in this research. The coefficient of correlation ® is 63% which is strong enough to explain the level of relationship that exist between the variables. The table also shows that the model is not nicely fitted but with a high correlation value.

Table 5.10: Simple Linear Regression Result (Anova) between ASUU industrial conflict and provision of classroom and lecture theatre in ABU, Zaria.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.484	1	44.484	209.401	.000[b]
	Residual	67.554	318	.212		
	Total	112.039	319			

a. Dependent Variable: classroom/lecture theatre

b. Predictors: (Constant), ASUU industrial conflict

Table 5.10 shows that F statistic of the regression between ASUU industrial conflict and provision of classroom/lecture theatre in ABU gives 209.401 with a significant P-value of 0.000 less than 0.05.

Table 5.11: Simple Linear Regression Result (Anova) between ASUU industrial conflict and provision of classroom and lecture theatre in ABU, Zaria.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.696	.179		9.483	.000
	Asuu	.601	.042	.630	14.471	.000

a. Dependent Variable: classroom

Table 5.11 shows a beta value of 63 percent level of correlation between the variables and a positive significant value of 0.000 less than confidence level. This means that we fail to accept the null hypothesis which says that there is no significant relationship between ASUU industrial conflict and the provision of classroom and lecture theatre in ABU, Zaria and we

failed to reject the alternate hypothesis which says that there is significant relationship between ASUU industrial conflict and provision of classroom/lecture theatre in ABU Zaria.

Hypothesis Two

H_0: There is no significant relationship between ASUU industrial conflict and provision of ICT and Library facilities in ABU, Zaria.

Table 5.12:Simple Linear Regression Result (Model Summary) between ASUU industrial conflict and provision of ICT and Library facilities in ABU, Zaria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598[a]	.357	.355	.49859

a. Predictors: (Constant), ASUU industrial conflict

The coefficient of correlation ® is 0.598 indicating a relationship between the variables. The coefficient of determination $r^{2,}$ stood at 0.35 indicating that ASUU industrial conflict can explain 35% of the variations in the provision of ICT and Library facilities in ABU, Zaria.

Table 5.13: Simple Linear Regression Result (Anova) between ASUU industrial conflict and provision of ICT and Library facilities in ABU, Zaria.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	43.976	1	43.976	176.901	.000[b]
	Residual	79.052	318	.249		
	Total	123.027	319			

a. Dependent Variable: ICT/library

b. Predictors: (Constant), ASUU industrial conflict

Table 5.13 shows the F statistics of the regression between ASUU industrial conflict and provision of ICT and Library facilities in ABU, Zaria with a coefficient of 176.901 with a significant p-value of 0.000.

Table 5.14: Simple Linear Regression Result (Coefficients) between ASUU industrial conflict and provision of ICT and Library facilities in ABU, Zaria.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.016	.245		4.140	.000
	ASUU Industrial conflict	.412	.638	.598	.646	.119

a. Dependent Variable: ICT/ library

The coefficient of ASUU industrial conflict as shown is 0.598 which is positive with a t-value of 0.646 having an insignificant p-value of 0.119. The result shows that we have enough statistical evidence to accept our null hypothesis H_{01}which states that there is no significant relationship between ASUU industrial conflict and the provision of ICT/Library facilities in ABU Zaria. What we can infer from the result is that the impact of ASUU in terms of ensuring effective ICT/library services in ABU has not been well felt.

Hypothesis Three

H_0: There is no significant relationship between ASUU industrial conflict and provision of Laboratory/workshop/studio facilities in ABU, Zaria.

Table 5.15: Simple Linear Regression Result (Model Summary) between ASUU industrial conflict and provision of Laboratory/workshop/studio facilities in ABU, Zaria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.518[a]	.268	.266	.50784

a. Predictors: (Constant), ASUU industrial conflict

The coefficient of correlation in table 5.14 is 0.51 indicating a fairly relationship between the variables. The coefficient of determination $r^{2,}$ stood at 0.26 indicating that ASUU industrial conflict can explain 26% of the variations in the provision of Laboratory/workshop/studio facilities in ABU, Zaria.

Table 5.16: Simple Linear Regression Result (Anova) between ASUU industrial conflict and provision of Laboratory/workshop/studio facilities in ABU, Zaria.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.027	1	30.027	116.427	.000[b]
	Residual	82.012	318	.258		
	Total	112.039	319			

a. Dependent Variable: laboratory

b. Predictors: (Constant), ASUU industrial conflict

From the Anova table in 5.15 shows a significant p-value of 0.00. This is less than the 5% level of confidence and F statistics value of 116.427. This means that we fail to accept the null hypothesis and the alternate hypothesis is accepted.

Table 5.17: Simple Linear Regression Result (Coefficients) between ASUU industrial conflict and provision of Laboratory/workshop/studio facilities in ABU, Zaria.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.577	.250		6.309	.000
	ASUU	.645	.060	.518	10.790	.000

a. Dependent Variable: Laboratory/workshop/studio

The coefficient of ASUU industrial conflict is 0.51 which is positive with a t- value of 10.790 having a significant p-value of 0.000. The result shows that we have enough statistical evidence to reject our null hypothesis H_{01}which states that there is no significant relationship between ASUU industrial conflict and provision of Laboratory/workshop/studio facilities in ABU, Zaria.

5. 4. Synthesis of the Interview Report and Observation on the Assessment of the Effect of ASUU Industrial conflict on Academic infrastructure in ABU Zaria.

Table 5.18 List of Interviewees and Responses

s/n	**Interviewees**
1	Director, Academic Planning and Monitoring
2	Director, Physical Planning & Municipal Services
3	Chairman ASUU, ABU
4	Secretary ASUU, ABU

Source: Field survey, 2019

The key respondents were selected based on their relevant positions to the study. The researcher interview the Director Academic Planning and monitoring to understand and appreciate the Presidential visitation panel as well as subsequent presidential intervention projects. We interview ASUU officials who are the major stakeholders in the move for presidential visitation panel and indeed the presidential intervention projects. While the Director, Physical Planning and Municipal services was engaged to ascertain the actual presidential intervention projects in ABU, Zaria.The following interview questions were asked and answers were provided.

1. Please can you tell me whether ASUU struggle has improved the provision of student classroom/lecture theatre in ABU Zaria?

The responses gathered were similar, with the opinion that ASUU industrial conflict has had enormous impact on classroom/lecture theatre in ABU Zaria. A lot of new lecture theatres have been observed in various faculties in ABU as well as teaching equipment which contributes directly to the teaching and learning process. The researcher was also made to understand that these lecture theatres were not just provided but were also adequate and functional for effective teaching and learning activities. This was also evident in the mean descriptive statistics with a value of 3.07.

2. In your opinion, how has ASUU industrial conflict impacted on ICT and University Library facility in ABU, Zaria.

The responses gathered showed that the university ICT infrastructure have been provided with several ICT units to ensure its functionality. Such units are: Management Information System (MIS) Unit, Network Infrastructural Services (NIS), Research and Development, (R & D), Information Technology Academy (ITA), Computing and Academic Support Services (CASS), and Software Development Unit (SDU) to make access to e- materials in the university library easy. Despite the provision of these units for effective ICT services, the respondents were of the opinion that access to ABU internet services is still poor. This will call for more researches on the causes. The interview and observation also revealed that there is library in every department in ABU.

However, the study discovered that the library lack adequate current literatures to satisfy users demand especially the academic staff who are regularly involved in highly intellectual exercise resulting in academics patronising more of the internet for their wo rk 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 need. Similarly, Afebende and Ebaye (2008) found

that only 12.6% of the academic makes effective use of the library resources in Cross River State University of Technology Calabar Nigeria.

This necessitated Tommy (2009) to point out that library 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 utilisation 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 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 stuck. This is in line with the library research service (2002) which opined that, the number of books in the 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 resources is not easily available in University library and that users are not satisfied with information accessibility in Michael Okpara University Nigeria.

3. Please can you tell me whether ASUU struggle has improved the provision of Laboratory/Workshop/Studio in ABU Zaria?

The researcher got similar answer from the respondents that, ASUU industrial conflict has significantly contributed to the expansion, renovation, and construction of science laboratory in ABU, Zaria.

Despite the provision of laboratory facilities, the interview also revealed that there is inadequate supply of chemicals and re-agents while most of the equipment in the laboratories are not functioning as expected. 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 students 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) emphasised that, due to the fact that majority of schools lack the essential resources for impacting the knowledge of science concept to students, many students learn little science and learning tends to be by route, while many students find science not interesting and boring. Omorogbe and Ewansiha 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 gives 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.

4. How did ASUU industrial conflict translate into helping the university system?

The researcher was made to understand that ABU has benefited from ASUU industrial conflict in 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 agreed to give special intervention to public Universities in Nigeria to the tune of 100

billion naira which will be built up to 400 billion naira before the end of year 2012 and the gesture sustained in subsequent years to the sum of 1.2 trillion naira. This sum was agreed and used to work towards the restoration and repositioning of the Universities so that 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 FGN. ABU is one of the Universities visited and benefited from the special intervention. The following are some of the projects and equipment benefitted from the Needs Assessment Special Intervention in ABU, Zaria.

5.5 Pictorial Presentation of Observed Projects

Figure 5.5: Exterior View of Twin Lecture Theatre for the Department of Local Government Studies Kongo Campus



Source: Field survey 2019(see Appendix vii)

Figure 5.6: Interior View of Twin Lecture Theatre for the Department of Local Government Studies Kongo Campus



Source: Field survey 2019(see Appendix vii)

This is the interior view of the twin lecture theatre of the department of Local Government Studies, Kongo Campus, which is part of the Presidential intervention projects

Figure 5.7: Exterior View of Medical Laboratory Lecture Theatre Phase II Faculty of Medicine Ahmadu Bello University Teaching Hospital ABUTH Zaria



Source: Field survey 2019(see Appendix vii)

This is the exterior view of the Medical Laboratory phase II, Faculty of Medicine, (ABUTH) Zaria, which is part of the Presidential Intervention Projects.

Figure 5.8 : Interior View of Medical Laboratory Phase II Faculty of Medicine ABUTH Zaria



Source: Field survey 2019(see Appendix vii)

This is the interior view of the Medical Laboratory (Lecture Theatre), Phase II Faculty of Medicine ABUTH, Zaria. This lecture theatre has the capacity to take 250sitting capacity.

Figure 5.9. Exterior View of kashim Ibrahim Library



Source: Field survey 2019(see appendix Vii)
Kashim Ibrahim Library is part of the Presidential Intervention project for rehabilitation of Library and its facilities

Figure 5.10: Interior View of Kashim Ibrahim Library



Source: Field survey 2019(see Appendix Vii)

Figure 5.11: Exterior View of Law Library



Source: Field survey 2019(see Appendix Vii)
Law library is part of the Presidential Intervention project for rehabilitation of Library and its facilities

Figure 5.12: Interior View of Law Library



Source: Field survey 2019(see Appendix Vii)

Figure 5.13: Exterior View of laboratory Department of Biochemistry



Source: Field survey 2019(see Appendix vii)
This is the exterior view of Biochemistry Laboratory which is part of Presidential

Intervention projects for rehabilitation and equipping.

Figure 5.14: Interior View of laboratory Department of Biochemistry



Source: Field survey 2019(see Appendix vii)

This is the inside view of Biochemistry Laboratory which is part of Presidential Intervention projects for rehabilitation and equipping.

Table 5.19: NEEDS ASSESSMENT PRESIDENTIAL INTERVENTION PROJECTS

S/N	Project Title/Location	Remark
1	Rehabilitation of Biochemistry Department	Completed
2	Construction of Foundry Workshop , Department of Metallurgical Engineering	Completed
3	Renovation and Furnishing of Chemical Engineering old building	Completed
4	Supply, Installation and Training of Varian Range of Equipment for Multi- User Science Research Laboratory, Main Campus.	Completed
5	Construction of Medical Laboratory Phase II, Faculty of Medicine ABUTH, Zaria	Completed
6	Construction and equipping of laboratory for the department of physical and health education for faculty of health education main campus	Completed
7	Rehabilitation of Twin Lecture Theatre for the Department of Local Government Studies, Kongo Campus.	Completed
8	Completion and conversion of Faculty of Arts Lecture Theatre to Directorate of Research and Development.	Completed
9	Expansion of Electrical Engineering (Department of Computer and Control Engineering).	Completed
10	Construction and Furnishing of university Central Museum, Department of Archaeology.	Completed
11.	Expansion of Faculty of Arts.	Completed
12	Construction, Equipping and Furnishing of Studio, Department of Mass Communication.	Completed
13	Construction of 2-Storey Block of Male Student Hostel.	Completed

14	Construction of 2Storey Block of Female Students Hostel	Completed
15	Construction of Block of Offices, Department of Geology	Completed
16	Construction & Furnishing of 180 Twin seating Capacity and 60 Seating Capacity Hall	Completed
17.	Construction& Furnishing of Faculties of Physical Science and Life Sciences	Completed
18	Construction of 1.95km Road from Estate Junction to Area G gate.	Completed
19	Rehabilitation of Amina Hall Block A1, LOT B1	Completed
20	Rehabilitation of Amina Hall Block A2, LOT B2	Completed
21	Rehabilitation of Amina Hall Block A3, LOT B3	Completed
22	Rehabilitation of Amina Hall Block A4, LOT B4	Completed
23	Rehabilitation of Amina Hall Block A5, LOT B5	Completed
24	Rehabilitation of Amina Hall Block A6, LOT B6	Completed
25	Rehabilitation of Amina Hall Block A7, LOT B7	Completed
26	Rehabilitation of Amina Hall Block A8, LOT B8	Completed
27	Rehabilitation of Amina Hall Block A9, LOT B9	Completed
28	Rehabilitation of Cafetaria &Estate Workshop(Amina Hall), LOT B10	Completed
29	External Works(Drainages &Fence) of Amina Hall, LOT B11	Completed
30	Rehabilitation of Links (Amina Hall)	Completed
31	Rehabilitation of MSS Block, Sarror Toilets and Workways (Amina Hall)	Completed
32	Rehabilitation of MT Block, PG Common Room and Hall Admin. Offices(Amina Hall)	Completed
33	Rehabilitation of WH Block (Amina Hall).	Completed

Source: Field Survey 2019 (see Appendix V)

Table 5.20: TETFUND LIBRARY DEVELOPMENT FUND 2013/2014/2015/2016

S/N	Project Title/Location	Remark
1	Procurement of ICT	Completed
2	Procurement of Electronics	Completed
3	Procurement of Bindery and Furniture	Completed
4	Procurement of Books for the Faculty of Engineering and Reference.	On-going
5	Procurement of Assorted Journals for the Faculties	On-going
6	Procurement and Installation of Library and Information Resources for Physically Challenged	On-going
7	Procurement of Books and Library Equipment for Nursing Department.	On-going
8	Procurement of Books for Community Medicine, Pre-clinical Library College of Health Sciences, Dental Surgery, Human Anaesthesia, Ophthalmology and Psychiatry	On-going
9	Procurement of Books for the Faculties of Admin, Arts, Law, Agric, Education And Social Science	On-going
10	Procurement of Books for the Faculties of Environmental Design, Medicine, Pharmacy, Science and Vet. Medicine.	On-going
11	Procurement of Books for College of Health Sciences and Subscription to Various E- Books and Information Resources	On-going
12	Procurement of Books for Department of Pathology, Haematology& Archaeology	On-going

Source: Field Survey 2019(See Appendix VI)

Table 5.21: TETFUND ZONAL INTERVENTION PROJECTS

S/N	Project Title/Location	Remark
1	Supply and installation of equipment for department of Chemical, Mechanical and Communication Engineering.	On-going
2	Supply and installation of equipment for department of Metallurgical and Material Engineering, Automotive Engineering.	On-going
3	Supply and installation of equipment for department of Geology and Agricultural Extension	On-going
4	Supply and installation of equipment for department of Archaeology and Theatre and Performing Art	On-going
5	Supply and installation of equipment for department of Pathology ,Radiology, Oncology and Histopathology	On-going
6	Supply and installation of equipment for department of Microbiology and Chemical Pathology.	On-going
7	Supply and installation of equipment for department of Haematology and Pharmaceutical Science	On-going
8	Construction of six ABU Modern Toilets and Rehabilitation of Old TETFund Toilets at Various Faculties	On-going
9	Supplies of Field Trip Vehicles and Teaching & Research Equipment	On-going

Source: Field Survey 2019(see AppendixV)

Undoubtedly, these interventions has gone a long way in the overall transformation of ABU while improving its capacity to positively and appropriately respond to the challenges associated with the production of quality manpower in the 21th century.

5.5 Discussion of Major Findings of the Study

University education is considered indispensable to the building of a strong and viable economy. There is no doubt that the most important and crucial component in human capital

development is education. This study was carried out to assess the effect of ASUU industrial conflict on academic infrastructure in ABU, Zaria.

Hypothesis One

H_0: There is no significant relationship between ASUU industrial conflict and provision of classroom and lecture theatre in ABU, Zaria.

The study revealed that there is a positive significant relationship between ASUU industrial conflict and provision of classroom and lecture theatre in ABU Zaria. This is supported by simple linear regression result (Coefficient) between ASUU industrial conflict and provision of classroom/lecture theatre in ABU, Zaria which shows beta value of 0.630 level of correlation between the variables with a T-value of 14.471and a positive significant value of 0.000 less than confidence level. Available secondary data on the constructed, rehabilitated and renovated classrooms and lecture theatres benefited by ABU, Zaria on Needs Assessment Intervention projects also complements the statistical findings. In addition, the interviewee made the researcher to understand that the lecture theatres were not just provided in the faculties and departments, but were also adequate and functional for effective teaching and learning activities. Therefore ASUU industrial conflicts which inform the presidential intervention projects have indeed led to the construction, rehabilitation, and renovation of classroom and lecture theatre in ABU, Zaria.

Hypothesis Two

H_0: There is no significant relationship between ASUU industrial conflict and provision of ICT and Library facilities in ABU, Zaria.

The study revealed that there is an insignificant relationship between ASUU industrial conflict and the provision of library/ ICT in ABU, Zaria though; the struggle has led to the provision of library and ICT in Faculty and Department. The coefficient of simple linear regression result between ASUU industrial conflict and ICT/Library facilities in ABU, Zaria

is 0.598, which is positive with a T-value of 0.646 having an insignificant p-value of 0.119. Similarly, available secondary data on TETfund Library Development fund (2013/2014/2015/2016), on procurement of library and ICT facilities in Faculties and departments in ABU, Zaria also confirm the statistical result. Similarly, the interview report corroborate the statistical finding that the impact of ASUU in terms of ensuring effective ICT/library services in ABU has not been well felt. Therefore, the effect of ASUU struggles for improved library facilities in ABU, Zaria, is insignificant.

Hypothesis Three

H_0: There is no significant relationship between ASUU industrial conflict and provision of Laboratory/workshop/studio facilities in ABU, Zaria.

The study established that there is a positive significant relationship between ASUU industrial conflict and provision of Laboratory/workshop/studio facilities in ABU, Zaria. The statistical result of simple linear regression between ASUU industrial conflict and provision of Laboratory/workshop facilities in ABU, Zaria showed a beta value of 0.518 with a T-value of 10.790 and significant p-value of 0.000. Also, available secondary data on TET fund Zonal Intervention Projects on procurement and installation of Laboratory/workshop/studio equipment and facilities in ABU, Zaria, corroborates our statistical findings. In the same vein, the researcher got similar response from the interviewee that, ASUU conflicts has significantly contributed to expansion, renovation and expansion of science laboratory/workshop and studio facilities. Therefore, ASUU industrial conflicts has indeed improve the Laboratory, workshop and studios facilities which are critical infrastructure for effective teaching and learning in ABU, Zaria

5.6 Contribution to Knowledge.

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

The study established empirically various ways ASUU agitations, demand and industrial actions have contributed towards improved provision of infrastructural facilities in the Nigeria university system.

Also, the industrial relation model by Dunlop (1958) used in this study has been able to explain the industrial relations facts and practices. This is because, the underlying assumption of the model that, work is governed by a wide range of formal and informal rules and regulations which covers areas such as recruitment, performance, wages, a myriad of other details of employment matters is the fact and practices in every organization. The model asserts that these rules are what the industrial actors try to determine, and that the actors themselves share interest in maintaining the process of negotiation and conflict resolution. It is on record that, ASUU has over times, experienced series of conflicts with the Federal government of Nigeria. The conflicts are usually resolved by the parties through collective bargaining and negotiations during which the binding ideology of each actor serve to encourage compromises for the sake of making the system operational. And of course, the environmental context, which is made up of prevailing economic and technological conditions, as well as the distribution of power in wider society play a vital role in meeting up with ASUU demands when engaged in collective bargaining. In this respect, the theory has been able to explain that ASUU industrial conflict set in motion a range of processes that invariably brought about constructions, rehabilitations of academic infrastructures thereby transforming the university system in Nigeria.

CHAPTER SIX
SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter present a general summary of the study carried out by the researcher, it draws conclusion on the study and made relevant recommendations based on the findings on the assessment of the effect of ASUU industrial conflict on the academic infrastructure in ABU, Zaria.

6.2 Summary

The study assessed the effect of ASUU industrial conflict on academic infrastructures in ABU, Zaria with the specific objective of discovering the extent of relationship between ASUU industrial conflict and provision of classroom/lecture theatre, ICT/Library, and laboratory/workshop/studio facilities in ABU, Zaria. The persistent ASUU strikes according to the union is necessitated by 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 underperformance of the system. ASUU industrial conflict according to the union is aimed at transforming the university system. Therefore assessing the effect of ASUU industrial conflict over the years on classroom/lecture theatre, ICT/library, and Laboratory/workshop/studio has brought enormous improvement into the University system in Nigeria which ABU is among.

The ample literature reviewed in this study revealed that industrial conflict is indeed inevitable to every institution of Higher learning especially the University institution. The study also revealed several achievements made by academic staff union of University without which effective learning; teaching would have been difficult if not impossible. The study employed survey research design so as to achieve the aim of the study. The industrial

relations model by Dunlop (1958) used in this study clearly explained that industrial relations system is self- adjusting towards equilibrium. That is, a change in one element has repercussions for the other elements; and that they are held to set in motion a range of processes that invariably restores a sense of order on the system.

6.3 Conclusion

Quality education depends on the availability, adequacy, and functionality of academic infrastructure for the smooth running of the institution thereby, making the process of acquiring education meaningful to staff and students. However the gradual decline and deterioration of academic infrastructure in Nigerian Universities over the years have led to under-performance of students, a bad reputation for the system, and industrial conflict between ASUU and FGN. In an effort to overcome the challenge experienced, ASUU have embarked on several industrial actions to draw the attention of the government to solve this problem. This struggle for the revitalisation of the university system by ASUU has largely impacted positively on the institutions academic infrastructures and staff welfare.

Unfortunately, the impact has not reflected into a complete transformation of all aspects of the facilities the researcher investigated due to inadequate funding of the university system leading to a situation where the institution cannot maintain the available facilities.

This is because adequate funding will enable the university to procure more academic infrastructures, effectively maintain the existing ones and provide qualitative education to be impacted on students, thereby, revitalising the system for efficiency.

From the findings therefore, the study concludes that there is obvious deficit in academic infrastructural needs of ABU, Zaria which is undermining effective teaching and learning prior to Presidential intervention. Consequently, ASUU effort to pressurising for presidential intervention on academic infrastructural development of the Nigerian university system is imperative.

6.4 Recommendations

Based on the findings, and conclusion of the study, the following recommendations are made;

1. Since the findings on the provision of classroom and lecture theatre in ABU showed a positive significant relationship with ASUU industrial conflict, it is therefore, recommended that the management of ABU, Zaria should make adequate provision in the recurrent budget for a regular maintenance of classroom and lecture theatre.
2. The study recommends that the management of ABU, Zaria, should give priority to updating the university library with current literatures, and strengthening of the internet connectivity in the university by making adequate provision in her annual budget line specifically on the facilities required in the library.
3. It is also recommended that the university laboratory, workshop and studios facilities should be properly maintained to withstand the test of time by educating students on how to maintain the available facilities in the Laboratories/workshops/and studios in ABU, Zaria. In addition, the management of ABU, Zaria should make adequate provision for regular supply of needed re-agents to carry out necessary research in the Laboratory as well as ensuring that facilities necessary for practical works are made available to students and lecturers in workshops and studios, towards enhancing teaching and learning.

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APPENDIX I

LETTER TO RESPONDENTS

Department of Public Administration,

Faculty of Administration,

Ahmadu Bello University,

Zaria.

15th July, 2019 .

Dear Respondent,

I am a post graduate student of the above named Department, undertaking a Research on the ***Assessment of effect of ASUU Industrial Conflict on academic Infrastructures in Ahmadu Bello University Zaria*** as part of the requirement for the award of M.Sc degree in Public Administration.

I will be glad if you can fill the attached copies of questionnaire to enable me generate data for my dissertation. Please be assured that all information provided by you will be used strictly for academic purpose and shall be treated with confidentiality. Please tick (√) as appropriate any option you consider to be correct to you and feel free to comment, where necessary.

Thank you for your co-operations..

Yours faithfully,

Fausat Fadeke SALAMI.

QUESTIONNAIRE FOR THE ACADEMIC STAFF.

Section A

Bio Data of Respondent

1. Gender: Male ( ) Female ( )

2. Highest Qualification: BA/B.Sc ( ), M.A. / M.Sc ( ), PhD ( )

3. Designation/ Rank: Graduate Assistant ( ) Assistant Lecturer ( )

Lecturer II ( ) Lecturer I ( ) Senior Lecturer ( ) Reader ( ) Professor ( )

4. Length of Service:10 and Below ( ) 11-20 ( ) 21-30 ( ) 31 and above

Key **to options: Strongly Disagree (SD) Disagree (D), Agree (A), Strongly Agree (SA).**

S/N	Section B: Effect of ASUU Industrial Conflict on Classroom/Lecture Theatre	SD	D	A	SA
5	There is provision of student classroom/ lecture theatre in the faculty/ department in ABU Zaria.				
6	The students' classroom/ lecture theatre is sufficient to student during lectures/examinations in ABU, Zaria.				
7	The facilities in the students classroom/lecture theatre, in the faculty/department are functionally effective				
	Section C: Effect of ASUU Industrial conflict on ICT/Library facilities in ABU, Zaria.	**SD**	**D**	**A**	**SA**
8	There is provision of ICT/ Library in the faculty/ department in ABU, Zaria.				
9	There is internet connectivity in the faculty/department library in ABU, Zaria.				
10	The library in the faculty/department is well stocked with current books and journals in ABU, Zaria				
	Section D: Effect of ASUU Industrial conflict on Laboratory/ Workshop/Studio Facilities in ABU, Zaria.	**SD**	**D**	**A**	**SA**
11	Laboratory/workshop/studio is provided in the faculty/department in ABU, Zaria.				
12	The capacity of the laboratory/workshop/studio facility is enough for students use in ABU, Zaria.				
13	The equipment in the laboratory/workshop/studio is functioning well.				
	Section E: ASUU Industrial Conflict in ABU, Zaria.`	**SD**	**D**	**A**	**SA**
14	ASUU Industrial conflict has assisted in revitalization of the University system				
15	ASUU industrial conflict has assisted in building graduates capable of taking up the task of National development and globally competitive.				
16	ASUU industrial conflict has brought about improvement in the academic infrastructure				

APPENDIX II

INTERVIEW GUIDE ON THE EFFECT OF ASUU INDUSTRIAL CONFLICT, FOR THE UNIVERSITY MANAGEMENT, AHMADU BELLO UNIVERSITY, ZARIA

1. Please can you tell me whether the provision of student classroom/lecture theatre in ABU was the effort of ASUU struggle?

2. In your opinion, how has ASUU industrial conflict impacted on ICT and University Library facility in ABU, Zaria?

Probe

Is internet services provided in the University library?

3. Please can you tell me whether ASUU struggle has improved the provision of Laboratory/Workshop/Studio in ABU Zaria?

4. How did ASUU industrial conflict translate into helping the university system?

APPENDIX III

INTERVIEW GUIDE ON THE EFFECT OF ASUU INDUSTRIAL CONFLICT, FOR THE ASUU OFFICIALS, AHMADU BELLO UNIVERSITY, ZARIA

1. Please can you tell me whether ASUU struggle has improved the provision of student classroom/lecture theatre in ABU Zaria?

Probe

How adequate do you think is the classroom/lecture theatre?

If yes, how functional are the facilities?

2. In your opinion, how has ASUU industrial conflict impacted on ICT and University Library facility in ABU, Zaria.

Probe

How would you describe the stock of books and Journals in the Library?

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

3. Is internet services provided in the University library?

Probe

If yes, can library users easily access the internet services?

4. Please can you tell me whether ASUU struggle has improved the provision of Laboratory/Workshop/Studio in ABU Zaria?

Probe

How adequate do you think is the Laboratory/Workshop/Studio?

If yes, how functional are the facilities in the Laboratory/Workshop/Studio?

5. How did ASUU industrial conflict translate into helping the university system?

Appendix iv

OBSERVATION CHECKLIST OF ACADEMIC INFRASTRUCTURES

Observation Checklist for Assessing academic Infrastructures in ABU, Zaria

Design to be completed by the researcher. Answer Yes, No, or Ok for each State of the facilities.

S/N	Infrastructure	Availability	Adequacy	Functionality	Current State	Usage	Comment
1	Classroom						
2	Lecture Theatre						
3	ICT						
4	Library						
5	Laboratory						
6	Workshop						
7	Studio						