

What is the Perceived Impact of Academic Staff Union of Universities' Strikes on Management of Public Universities in North East Geo-Political Zone, Nigeria?

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Abstract

This study investigated the perceived impact of Academic Staff Union of Universities' strikes on management of public universities in North East geo-political Zone of Nigeria. Two research questions and two hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of the study consisted of four thousand, nine hundred and ninety-two (4,992) academic staff from the eleven (11) public universities in the study area. Seven hundred and forty-nine (749) respondents were selected for the study using multi-stage sampling technique. A 12-item researcher-structured questionnaire tagged "Academic Staff Strike Actions and Universities' Management Questionnaire (ASSAUMQ)" was used for data collection. The instrument was validated by 6 experts in Educational Management and Test and Measurement of the Faculty of Education, Benue State University, Makurdi and University of Agriculture, Makurdi. The instrument was trial-tested using 50 academic staff and yielded a reliability coefficient value of 0.90 using Cronbach Alpha. The coefficient signified high internal consistency and reliability. Data were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, while independent t-test was used to test the hypotheses at 0.05 level of significance. The findings indicated that strike actions by Academic Staff Union of Universities have perceived positive impact in the areas of universities' autonomy and funding in North East geo-political Zone, Nigeria. It was recommended that strike actions by ASUU should be sustained to enhance the autonomy of public universities in Nigeria. The universities on the other hand should be granted autonomy in order to dissuade ASUU from further strike actions. Strike actions by ASUU should be sustained to enhance adequate funding of public universities in Nigeria. The government on the other hand should ensure that public universities are adequately funded to dissuade ASUU from further strike actions.

Keywords: *Impact, Academic Staff Union of Universities, Management, Universities' Autonomy, Funding, Impact*

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Background to the Study

All over the world, academic staff are recognized as the personnel whose primary assignments are instructional delivery, research and public service (Abiodun-Oyebanjo, 2010). They include personnel who hold an academic rank with titles such as Professor, Associate Professor, Lecturer or the equivalent of any of the academic ranks. It includes personnel with other titles such as Deans, Directors, Associate Deans, Assistant Deans, Chair or Heads of Department (Education System Data, 2001). Arogundade (2010) regards an academic staff as a member of an institution of higher learning (in this case, a university) who has an academic view point or a scholarly background. The National Policy on Education (FRN, 2014) attributes the success of any educational institution to the academic staff. The academic staff are very essential in any educational system; they interpret the aims, goals and plans of education and ensure that students are educated in the direction of those aims and goals.

Strike, according to Edinyang and Ubi (2013), refers to workers' refusal to work as protest for inadequate service or poor conditions of service. Otobo (2005) asserts that the general effect or impact of strikes and lock out on workers and management (private and public) may be usefully examined at three levels, all of which would be affected by actual conduct situation, duration of conflict, and the agreement reached. These three levels are the social-psychological, political and economic effect. Amadi and Precious (2015) state that strike is an aspect of industrial conflict used by workers to express their grievances. It is a collective, organized, cessation or shut down of work by employees, to force acceptance of their demands by the employers.

According to Badekale, Ngige and Hammanjoda (2016), the causes of industrial dispute in Nigerian tertiary institutions with the staff unions, include factors related to poor infrastructure, poor funding, poor salaries and failure on the part of the federal government and management to implement the agreement between it and the unions. Other factors are deterioration of academic facilities and poor working conditions. Badekale et al add that, underfunding of educational system is one of the major factors responsible for industrial dispute in Nigerian institutions.

“Management”, according to Akpakwu (2008), comes from the verb “to manage”, which can mean to handle, to control, to make and keep submissive, to organize, to alter by manipulation and to carry out for a purpose. Akpakwu goes further to define educational management as the ability of the educational manager or administrator to judiciously manipulate both human, material, financial and time resources towards achieving the goals or objectives of educational institutions.

In the view of Ijov (2018), management is a specialty in dealing with matters and human relationships as they arise in organizations. According to the authors, management is an attempt to create a desirable future, keeping the past and the present in mind. It is also practiced in a reflection of a particular historical era. It is also a practice that produces consequences and effects that emerge overtime. Management in this context entails planning, supervision, delegation of powers, evaluation of staff and students' performance, decision making, allocation of resources (funding), autonomy to unions such as Academic Staff Union of Universities.

University autonomy, according to Mukoro (2013), refers to the right of universities to govern themselves without external control. It therefore denotes self-governance or independence and academic freedom of universities to pursue their work within the limit of the law establishing them. Indeed, the overriding challenge of the university, particular by the Nigerian universities, is how to have full autonomy and academic freedom. It is difficult to harness and consolidate the Nigerian universities' capacity to admit their own staff, admit their students, determine the balance between teaching and research, establish and maintain their own standard without any external interference. In the researcher's opinion, autonomy allows the university to stand as an independent legal entity, without undue interference and influence from government and its agencies. In order to achieve this, universities are expected to be adequately funded. It is however observed that universities in Nigeria generally and the North East Zone in particular, may not be adequately funded in order to meet the relevant needs of the universities.

The issue of funding and facilities have been the cause of friction between ASUU and the government in almost all instances. This is because, the union at different periods have been finding it difficult to teach in an environment without the expected amenities or with poor facilities (Pemedede, 2007). On why the government does not release funds to the universities, Odoziobodo (2015) queries; what explanation does government give to the people over unemployment, poverty, over lack of electricity, corruption, poor health statistics that we have, do they have any explanation? They have no explanation other than to say there is no money. Where do the funds generated from taxes and oil revenue go? They are applied to the wrong priority; that is why you find Nigerians are now buying private jets. Nigeria is the biggest destination now for aircraft manufacturing in the world. You can imagine where the monies go to; they are stolen by the ruling elites who have no interest in the destiny of this country.

It has therefore been observed by the relevant stakeholders such as educationists, students and the general public that the Academic Staff Union of Universities' strike actions may be impacting either positively or negatively on the management of Federal and State universities in North East geo-political Zone of Nigeria, in the areas of university autonomy and funding among other issues. This is because, the university system as a citadel of learning may not function effectively if it is not autonomous and adequately funded by the government. This may therefore affect the effective and efficient management. It is against this background that the researchers were motivated to carry out a study to investigate the Academic Staff Union of Universities' strike actions and the management of public Universities in North East Zone of Nigeria.

Statement of the Problem

In North East geo-political Zone, incessant strikes by the Academic Staff Union of Universities due to non-fulfillment of one need or the other by the management and proprietors of these universities, which have disrupted the school calendar and academic excellence are fast paving way for mediocrity and academic backwardness. In the study area, there is hardly a full academic session that students and staff crises may not result in loss of

study periods, delayed graduation for students and economic waste for students, parents, and the country as a whole (Dzurgba, 2010). There is no doubt that education is so vital for the survival of any nation, that it should be treated as a subject beyond politics or evasive polemics.

The incessant strikes by the Academic Staff Unions of Universities in North East geo-political Zone, have been observed by the researchers to have impacted either positively or negatively on both teachers and students in public universities. These speculative impact about ASUU strikes is observed to be weighty enough to warrant an empirical investigation with a view to find out the perceived impact of the Academic Staff Union of Universities' strikes on management of public universities in the study area, especially on how the strike actions impact on universities' autonomy and funding of federal and state universities. The problem of this study is therefore, put in a question form as; what is the perceived impact of Academic Staff Union of Universities Strikes on management of public Universities in the North East geo-political Zone of Nigeria?

Purpose of the Study

The purpose of this study was to investigate the perceived impact of Academic Staff Union of Universities' strikes on management of public universities in North East geo-political Zone of Nigeria. The study specifically sought to;

1. Examine the perceived impact of Academic Staff Union of Universities' strikes on universities' autonomy in public universities in North East geo-political Zone of Nigeria.
2. Ascertain the perceived impact of Academic Staff Union of Universities' strikes on funding of public universities.

Research Questions

This study was guided by the following research questions;

1. What is the perceived impact of Academic Staff Union of Universities' strikes on universities' autonomy in public universities in North East geo-political Zone of Nigeria?
2. What is the perceived impact of Academic Staff Union of Universities' strikes on funding of public universities?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance;

1. There is no significant mean difference in the perceived impact of Academic Staff Union of Universities' strikes on universities' autonomy between Federal and State universities in North East geo-political Zone of Nigeria.
2. There is no significant mean difference in the perceived impact of Academic Staff Union of Universities' strikes on funding between Federal and State universities.

Conceptualization

The conceptual framework is reviewed under the following subheadings;

Concept of Academic Staff Union of Universities' Strike Actions

Strike action, is an effort by employees to withhold work so that the employer will make greater concessions at the bargaining table. It is opined that it is a major bargaining weapon used by the labour union. It is varied from economic strike, where the employees stop work until the demand for better condition of employment is met, to sit-down strike, where employees strike but remain at work place. Yusuf, Salako, Adedina and Ayelotan (2015) assert that, strikes are most politically charged of all the features of industrial relation. Strikes are too often a weapon of first rather than last resort.

Strike is seen as collective organized, cessation or slowdown of work by employees, to force acceptance of their demands by the employer. The legality of the strike action requires; approval by the majority of employees by ballots; independent verification to ascertain that majority support the vote; the notice of impending strike must be given to employer in advance; the employer must be provided with the result of the ballot; final notice to embark on the strike must be issued to the employer (Business Dictionary, 2015). Strike is known as the period for which workers, as a result of disagreement with their employers, decide to withhold or withdraw their services (Ohiwerei & Onimawo, 2016). Ohiwerei and Omo-Ojugo (2008) says that conflict has acquired varied meanings as a result of its uses in many different disciplines. It may be used to refer to disputes in a war to the personal choice of a television programme. The authors adds the following as subject for which strike could be inevitable; “negotiation, procedural matters, probationary period of service, disciplinary procedure, principles of redundancy, professional examinations, various unpaid claims, staff loan, pension and gratuity scheme; salaries and wages, leave, acting allowances, inconveniences allowance, out of station expenses, medical scheme, sickness benefits” and so on (Ohiwerei & Onimawo, 2016).

Strike according to Edinyang and Ubi (2013), is the refusal to work as protest for inadequate service or poor condition. In the education sector, teachers' strike can be compared to students' examination malpractice, corruption and other social vices in the society. Strike is a social ill not different from corruption because it eats into students' time which makes it difficult for students to be fully and properly 'baked' within the designated educational time frame. As a result, 'products' that are ill-equipped in both character and learning are turned out to the society. Strike is a period of time when an organized group of employees of a company stops working because of a disagreement over payment of certain conditions. Those that are often involved in these strike actions are described as strikers (Edinyang & Ubi, 2013). Though strike is recognized in the Nigerian legal system, but its use is acceptable to the extent that it is properly used for the furtherance of legitimate union objectives. Strike becomes illegal in the following circumstances;

- i. When it deviates from the proper objective of settling trade dispute between employers and workers;
- ii. When the method adopted for the strike is contrary to public order, such as arson or assault. Those involved could be charged under Criminal Code, and
- iii. When the means for the peaceful settlement of the disputes have been established by agreement or legislation, and the union fails to use these or embarks on a strike action without first exhausting these procedures (Clark, 2012).

Concept of Management of Public Universities

Education and management are complex concepts that have attracted a plethora of definitions in the international literature. They lay the foundation for thinking about management of a college or school as an organization and education of young people which educational establishments exist to provide. Though no single definition of education or that of management attracts universal acceptability, a review of the concepts of educational management for the purpose of this study is imperative.

Educational management is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. This is an attempt to use carefully (that is, to manage or economize) available scarce resources through co-operative efforts when establishing institutions of learning, enrolling learners, attracting best staff, conducting teaching, learning and research, as well as graduating learners at all levels of education in an efficient and effective manner (Babalola, 2006).

According to Okwori and Ede (2012), educational management is a very good example of attempting to apply industrial and commercial practice of the past in education. Nevertheless, educational management is uniquely different from industrial management owing to the labour-oriented and child-centred nature of the education industry. Dash (2000) says management in education means deciding the goals of an educational institution and the activities to be conducted to achieve these goals. Educational management as deciding the goals of an educational institution and the resources and activities to be carried out to achieve the goals.

In the same vein, Akpakwu (2008) maintains that educational management is the ability of the educational manager to judiciously utilize the human, material, financial and time resources towards the efficient and effective achievement of the objectives of educational institutions. Ogbonnaya (2009) submits that, educational management is being concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals. Ogbonnaya adds that, alternatively, educational management can be defined as the application of the process of planning, organizing, coordinating, controlling and evaluating human and material resources. Indeed, the application of all these resources to attain the goals of imparting and acquiring knowledge and skills is technically called education.

University management in Nigeria, according to Onuseluogu, Okaforocha and Okeke (2017) behaves around the Vice Chancellor, who is ably assisted by the principal officials, recruited through internal and external advertisement in order to select best hands that include the deputy Vice Chancellors, University Librarian, Bursar and the Registrar. Ajayi and Ekundayo (2006) note that there are two major dimensions of management of Nigeria University, which are the external and internal influence. The external influence is major by the control of federal government through the National Universities Commission (NUC). The internal management influence of university is represented by a simple organogram, beginning with the visitor to the senate (Onuseluogu, Okaforocha & Okeke, 2017).

The external influence of university management, according to Onuseluogu et al (2017), is major by the control of the federal government through the National Universities Commission (NUC), a body charged with the co-ordination of university management in the country. The main objectives of the National Universities Commission are to ensure the orderly development of university education in Nigeria, to maintain its high standard and to ensure its adequate funding. Okojie (2007) posits that the National Universities Commission activities in improving quality of university education in the country include; accreditation of courses ; approval of courses and programmes; maintenance of academic standards; monitoring of universities; giving guidelines for setting up of universities; monitoring of private universalities; prevention of the establishment of illegal campuses; implementing appropriate sanctions.

The internal management influence of each university is represented by a simple organogram. The first is the visitor, who is usually the Head of State or the Head of Government that established it (the President, in case of federal universities and the Governors, in case of state universities). He usually comes to grace the convocation ceremonies where he uses the occasion to address the academic communities on matters of the moment. The second is the Chancellor, who is the titular head of the university, who by law in relation to the university, takes precedence before staff of the university and when he is present, presides at meetings of the convocation held for conferring degrees. Besides, at the apex of management structure within each university is the Governing Council, headed by the Chairman (Pro- Chancellor) who is charged with the administrative functions in the areas of goal setting, policy formulation, staff development, general discipline, budget approval and liaison activities with the government. In addition to this, there is the Senate, headed by the Vice- Chancellor and Registrar as the secretary. The Senate regulates the academic activities of the university, following the general guidelines provided by the National Universities Commission (Onuseluogu, et al, 2017).

The management of public universities in Nigeria, according to Mgbekem (2004), is run through committee systems, which are either responsible to the Council or the Senate. Among these are; Finance and General Purpose Committee; Development Committee; Appointments and Promotion Committee; Academic Planning Committee; Committee of Deans; Admission Committee; Research Grants Committee and Ceremonies Committee, among others. Mgbekem adds that the successful achievement of effective management of public universities in Nigeria, is dependent on the attitude and intervention of its owners (Federal and State government); which has been criticized by different associations which include Senior Staff Association of Nigerian Universities (SSANU), Academic Staff Union of Universities (ASUU), Non- Academic Staff of Nigerian Universities (NASU), Nigerian Labour Congress (NLC), and Trade Union Congress (TUC). This criticism is as a result of politicians using the universities in achieving their political agenda, rather than improving on the management and growth of the universities. These may account for the reasons for frequent industrial actions in public universities in Nigeria.

Methodology

The study adopted descriptive survey design. A descriptive survey design involves the collection of data from a small sample of a large population to enable the researcher to describe and interpret in a systematic manner, the characteristic features and facts about things that exist in the population without manipulation (Oso & Onen, 2008). The study is confined to the North East geo-political Zone of Nigeria. North East Zone comprises six (6) of the thirty six (36) states that currently make up the Federal Republic of Nigeria and together form the six (6) geo-political Zone of the country. The population of the universities under the current study was eleven (11) made up of all the six (6) federal universities and five (5) state-owned universities in the North East Zone of Nigeria. The population of this study was four thousand, nine hundred and ninety two (4,992) academic staff in federal and state universities in the North East Zone of Nigeria.

The sample consists of seven hundred and forty nine (749) respondents drawn from the six (6) federal universities and five (5) state owned universities representing 15% of the 4,992 population of academic staff in federal and state universities in the North East geo-political Zone of Nigeria. The respondents were selected using multi-stage sampling technique. The instrument for data collection was a researcher-structured questionnaire. The questionnaire was titled "Academic Staff Strike Actions and Universities' Management Questionnaire (ASSAUMQ)". The instrument was structured on a four-point rating scale with the response mode of Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) – 1 for positively framed statements. However, the scoring was however reversed for item statements that were negatively skewed. In order to ensure the validity of the instrument, it was validated by two (2) experts in Measurement and Evaluation, three (3) experts in Educational Management and one (1) expert in Language Education from the Faculty of Education, Benue State University, Makurdi and Federal University of Agriculture, Makurdi.

In order to determine the reliability of the instrument for the study, the researchers administered the questionnaire to fifty (50) academic staff. The completed questionnaires were analyzed for reliability using Cronbach Alpha Coefficient test. The test yielded a Cronbach alpha coefficient of 0.90. The reliability of the instrument was considered high enough as being reliable for the study. This is justified in accordance with the recommendations of Amin (2005) who states that a questionnaire should be considered reliable if the coefficient yielded were above 0.50. The data were collated, organized and analyzed. The descriptive statistics of mean scores and standard deviations was used to answer the research questions. The benchmark for decision making was based on the real limits of numbers as follows; 3.50 – 4.00 Strongly Agree (SA), 2.50 – 3.49 Agree (A), 1.50 – 2.49 Disagree (D) and 0.00 – 1.49 Strongly Disagree (SD) respectively, while t-test was used to test the hypotheses at 0.05 level of significance. The t-test was suitable for this study because it helped to estimate the effect sizes of the mean differences at 95% confidence interval with the upper and lower bound limits between the dichotomous variables investigated (Okorodudu, 2013).

Presentation of Results

Research Question 1:

What is the perceived impact of Academic Staff Union of Universities' strike actions on universities' autonomy in public universities in the North East geo-political Zone of Nigeria?

Table 1: Mean Ratings and Standard Deviation of the Perceived Impact of Academic Staff Union of Universities' Strike Actions on University Autonomy in Public Universities in the North East geo-political Zone of Nigeria

Item No	Item Description	N	SA 4	A 3	D 2	SD 1	X	SD	Decision
1.	Academic staff strikes actions in my/our university helps to ensure that the university is free from undue interference from external forces.	740	340	200	109	91	3.07	1.05	High Extent
2.	Academic staff strike actions in my/our university discourages the university from undue interference from external forces in the recruitment process.	740	101	102	264	273	2.04	1.03	Low Extent
3.	Strike actions by academic staff enhances the financial autonomy in my/our university	740	315	215	111	99	3.01	1.06	High Extent
4.	Strike actions by academic staff hinders my/our university from financial autonomy	740	71	80	290	299	1.90	0.94	Low Extent
5.	Strike actions by academic staff enhances academic freedom in my/our university	740	266	263	107	104	2.93	1.03	High Extent
6.	Strike actions by academic staff encourages academic freedom in my/our university	740	399	140	112	89	3.15	1.07	High Extent
Cluster Mean and Standard Deviation							2.68	1.03	High Extent

Source: Research Field Survey (2018).

Decision Rule: 1.00-1.49=SA, 1.50-2.49=A, 2.50-3.49=D, 3.50-4.00=SD

Table 1 shows the mean and standard deviation of the impact of Academic Staff Union of Universities' strike actions impact on university autonomy in public universities. The result on items 1-6 shows mean scores of 3.07, 2.04, 3.01, 1.90, 2.93 and 3.15 with the corresponding standard deviations of 1.05, 1.03, 1.06, 0.94, 1.03 and 1.07 respectively. Based on the boundary criteria for decision making, it means the mean scores for items 1, 3, 5, and 6 were above the cut-off point of 2.50, while the mean scores for items 2 and 4 were rated below the cut-off point of 2.50. This means that the respondents agreed that academic staff strikes actions in their university helps to ensure that the university is free from undue interference from external forces. They also disagreed that academic staff strike actions in their university

discourages the university from undue interference from external forces in the recruitment process. They agreed with the statement that a strike action by academic staff enhances the financial autonomy in their university. The respondents disagreed that strike actions by academic staff hinders their university from financial autonomy. They also agreed with the statement that strikes by academic staff enhances academic freedom in their university. Moreover, they agreed that a strike action by academic staff encourages academic freedom in their university. The cluster mean of 2.68 with standard deviation of 1.03 was also found to be above the cut-off point of 2.50. This implies that Academic Staff Union of Universities' strike actions positively impact on universities' autonomy in public universities in North East geo-political Zone of Nigeria.

Research Question 2

What is the perceived impact of Academic Staff Union of Universities' strikes on funding of public universities?

Table 2: Mean Ratings and Standard Deviation of the Perceived Impact of Academic Staff Union of Universities' Strikes on Funding of Public Universities

Item No	Item Description	N	SA 4	A 3	D 2	SD 1	X	SD	Decision
1.	Inadequate funding in my/our university contributes to brain drain of experienced academics due to strike actions.	740	391	294	31	24	3.4 2	0.7 2	High Extent
2.	Strike actions by academic staff leads to improved the funding in my/our university by the government	740	277	202	131	130	2.8 5	1.1 1	High Extent
3.	The strike actions by academic staff discourages the funding in my/our university by the government	740	113	116	251	260	2.1 1	1.0 5	Low Extent
4.	Regular strike actions by academic staff ensures that funds generated through internally generated revenue are used for the development of the university	740	290	282	86	82	3.0 5	0.9 8	High Extent
5.	Strike action has helped the university to diversify revenue sources.	740	199	185	179	177	2.5 5	1.1 3	High Extent
6.	Strike action by academic staff enhances prudent utilization of funds in my/our university	740	218	207	159	156	2.6 6	1.1 1	High Extent
Cluster Mean and Standard Deviation							2.7 7	1.0 1	High Extent

Source: Research Field Survey (2018).

Decision Rule: 1.00-1.49=SA, 1.50-2.49=A, 2.50-3.49=D, 3.50-4.00=SD

Table 2 shows the mean and standard deviation of the impact of Academic Staff Union of Universities' strikes impact on funding of public universities. The result on item 7-12 had mean scores of 3.42, 2.85, 2.11, 3.05, 2.55 and 2.66 with the corresponding standard deviations of 0.72, 1.11, 1.05, 0.98, 1.13 and 1.11 respectively. Based on the boundary criteria for decision making, it means that the mean scores for items 7, 8, 10, 11 and 12 were above the cut-off point of 2.50 while the mean scores for items 9 was rated below the cut-off point of 2.50. This means that the respondents agreed that inadequate funding in their university contributes to brain drain of experienced academics due to strike actions. They also agreed that strike actions by academic staff leads to improved funding in their universities by the government. They disagreed with the statement that the strikes by academic staff discourages the funding in their universities by the government. They agreed that regular strike actions by academic staff ensures that funds generated through internally generated revenue are used for the development of their universities. They agreed with the statement that strike action has helped the universities to diversify revenue sources. In addition, they agreed that to a high extent, strike action by academic staff enhances prudent utilization of funds in their universities. The cluster mean of 2.77 with standard deviation of 1.01 was also found to be above the cut-off point of 2.50. This implies that Academic Staff Union of Universities' strikes impact positively on funding in public universities in North East geo-political Zone of Nigeria.

Test of Hypotheses

Hypothesis 1

There is no significant mean difference in the perceived impact of Academic Staff Union of Universities' strikes on universities' autonomy between Federal and State universities in North East geo-political Zone of Nigeria.

Table 3: Summary of t-test Analysis on the Mean Difference of the Perceived Impact of Academic Staff Union of Universities' Strikes on Universities' Autonomy Between Federal and State Universities

Variables	Group	N	X	SD	t	Df	Sig	Dec.
Difference between Academic Staff Union of Universities' strikes actions and university autonomy	Federal Universities	528	3.28	0.96	6.24	738	.000	Sig
	State Universities	212	2.80	1.12				

Source: ResearchField Survey (2018)

Table 3 revealed t-test of 6.24 at $df = 738$, $p = 0.00 < 0.05$. Based on this result, the null hypothesis is rejected. The result also revealed that federal universities had ($x = 3.28$, $SD = 0.96$) while state universities had ($x = 2.80$, $SD = 1.12$). This result implies that there is significant mean difference of the impact of academic staff union of universities' strike actions on universities' autonomy between federal and state universities in North East geo-political Zone of Nigeria.

Hypothesis 2

There is no significant mean difference in the perceived impact of Academic Staff Union of Universities' strikes on funding between Federal and State universities.

Table 4: Summary of t-test Analysis on the Mean Difference of the Perceived Impact of Academic Staff Union of Universities' Strikes on Funding Between Federal and State Universities

Variables	Group	N	X	SD	t	Df	Sig	Dec.
Difference between Academic Staff Union of Universities' strikes actions and funding	Federal Universities	528	3.24	0.70	8.51	738	.000	Sig
	State Universities	212	2.54	1.30				

Source: Research Field Survey (2018)

Table 4 revealed t-test of 8.51 at $df = 738$, $p = 0.00 < 0.05$. Based on this result, the null hypothesis is rejected. The result also revealed that federal universities had ($x = 3.24$, $SD = 0.70$) while state universities had ($x = 2.42$, $SD = 1.30$). This result implies that there is significant mean difference of the impact of academic staff union of universities' strikes on university funding between federal and state universities in North East geo-political Zone of Nigeria.

Discussion of Findings

The first finding of the study revealed that there is significant perceived positive impact of academic staff strike actions on universities' autonomy in North East geo-political Zone of Nigeria. The result of the hypothesis also shows that there is significant mean difference of the impact of Academic Staff Union of Universities' strike actions on universities' autonomy between Federal and State universities in North East Zone of Nigeria. The result of this study is in line with Abubakar (2014) whose study found that institutional autonomy and underfunding had significant impact on academic staff seminar with high impact coming from the component of underfunding. The study also found that institutional autonomy affected the component of academic staff workload; the underfunding component on the other hand had no significant impact on academic staff workloads. In the researcher's view, there is significant impact of Academic Staff Union of Universities Strike actions on universities' autonomy in public universities.

The second finding of the study showed that there is significant perceived positive impact of Academic Staff strike actions on funding of public universities in North East geo-political Zone of Nigeria. The result of the hypothesis also shows that there is significant mean difference in the impact of Academic Staff Union of Universities' strike actions on funding between Federal and State universities. This finding is in line with Oyetakin, Alabi and Kayode (2012) whose study showed that there was significant relationship between incidence of conflict and university funding pattern. Their study also found that there was significant difference in the funding pattern and staff needs between the federal and state universities. The

result is also in line with Abiodun-Oyebanjo (2015) whose study showed that many factors among which were funding, interference with university autonomy and poor conditions of service were responsible for strike actions by academic staff of Nigerian universities. The finding is also consistent with Ololube (2016) whose study showed that the declining quality of higher education in Nigeria was as a result of inadequate funding. Similarly, education funds misappropriation and mismanagement was also found to be a major reason for the deteriorating quality of Nigerian higher education. In the researcher's opinion, there is significant positive impact of ASUU strike on the funding of public universities.

Conclusion

Based on the results of this study, it has been established that Academic Staff Union of Universities' strike have perceived positive impact on university autonomy and funding in public universities in North East geo-political Zone of Nigeria. It can therefore be concluded that, Academic Staff Union of Universities' strike actions have perceived positive impact on the management of public universities in North East geo-political Zone of Nigeria.

Recommendations

The following recommendations were made:

1. Strike actions by ASUU should be sustained to enhance the autonomy of public universities in Nigeria. The universities on the other hand should be granted autonomy in order to dissuade ASUU from further strike actions.
2. Strike actions by ASUU should be sustained to enhance adequate funding of public universities in Nigeria. The government on the other hand should ensure that public universities are adequately funded to dissuade ASUU from further strike actions.

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