AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

INFLUENCE OF ASUU STRIKES ON SELF-EFFICACY OF UNDERGRADUATE STUDENTS IN NNAMDI AZIKIWE UNIVERSITY, AWKA

Ursula Ifeoma Oparaugo
Email: ui.oparaugo@unizik.edu.ng
Department of Educational Foundations, Faculty of Education
Nnamdi Azikiwe University Awka

Victor Chidi Nwanguma
Department of General Educational Psychology/G&C, Faculty of Education,
Alvan Ikoku Federal University of Education Owerri, Imo State.
victor.nwangua@alvanikoku.edu.ng

Ukamaka Martha Okonkwo
Department of Guidance and Counseling /Psychology,
Nwafor Orizu College of Education, Nsugbe

Njoku, Favour Chimezirim
&
Muoneke, Ifeanyi Oliver

Department of Educational Foundations,
Faculty of Education Nnamdi Azikiwe University Awka

ABSTRACT

The purpose of this study was to access the influence of ASUU strike on self-efficacy of undergraduate students in Nnamdi Azikiwe University Awka. Four research questions guided the study. Descriptive survey design was adopted for the study. The population of the study consists of all 814 students in educational foundation. A sample of 250 second year student was used for the study. The instrument for data collection was a 21-item structured questionnaire titled "Questionnaire on The Perceived Influence of ASUU Strike on Self-efficacy of undergraduate students in Nnamdi Azikiwe University, Awka. The questionnaire was validated by three experts; two in the department of educational foundation, Faculty of Education and one in the department of English language, Faculty of Arts, Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined using Cronbach Alpha method which yielded the average alpha



AJEMATES

African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

coefficient of 0.88. Arithmetic mean was used to analyze the data collected. The study revealed that the strike action by ASUU influenced students' self-efficacy negatively. The study recommended that the welfare of students should be a top concern for the government and school administration in order to reduce widespread student agitation, which frequently leads to student unrest. It also recommended that government should give consent to ASUU and implement their agreement with ASUU in other to have uninterrupted academic calendar and reassure students high self-efficacy in the universities.

Keywords: ASUU strike, Self-efficacy, Undergraduate

Introduction

University worldwide is regarded as the citadel of learning, the fountain of intellectual development and a ground for the production of leaders of tomorrow. According to Ike (2019), a university fulfills one major function and it is a knowledge and value provider therefore, when it is not properly managed by the administrators and staff, it fails in its function of providing knowledge and value. The role of universities in human capital development, research and technological innovation cannot be under evaluated. All over the world investment in university education is a critical component of national development effort. Nations today depend increasingly on knowledge, ideas and skills which are produced through researches in the universities. Ejikemeuwa, (2016) asserted that Nations invest in university education because society expects it to contribute to national development in three principal ways. First, society expects its university to produce the highly skilled personnel in technology, engineering, management and other professions. Secondly, universities have the responsibility of producing their own corps of academic personnel that is, the intellectual resource pool that will through scientific research generate new knowledge and innovation to solve developmental problems. Thirdly, universities produce teachers, administrators and managers for other levels of human resources development institutions. (Ejikemeuwa, 2016), in Innocent (2020)

This is the reason why Nwankwo (2000) in Innocent (2022), explained why merit should be given to the watchword in the university system as an institution in which a student must first be certified worthy in character and learning before being admitted into the Honoural Degree. Unfortunately, Contrary to the afore-mentioned principles, the present researchers in the context of this study affirmed that the frequent strike action by the Academic Staff Union of Universities (ASUU) in Nigeria has remained disturbing and worrisome. There was hardly any session that (ASUU) did not embark on strike (Omeje

and Ogbu, 2019). Strike however, involved withdrawal of ASUU services which serves as a means of ensuring and enforcing compliance with the agreement reached with government (Adeyanju, Oshinyadi and Alhissan 2018). Strike therefore in the context of this present study is a reactionary measure against failure of the government to implement and honour the agreements reached with ASUU as well as attend to certain policies of government in the administration of university education in Nigeria.

Further, it is understood that the first ASUU strike in Nigeria was observed in 1988 with the reasons of pursuing fair wages and university autonomy. Egbegi and Iheriohanma (2018) affirmed that since 1988, Academic Staff Union of Universities had embarked on strike actions of different duration with the justification of adequate funding of universities, provision of sufficient teaching and learning facilities and equipment, and university autonomy. Thus, ASUU strike had been driven by the quest to revive the falling standard of education in such a way that university graduates are capable of taking up the task of national development and be internationally competitive. According to Igbokwe, Uche, Ogbonna and Ikechukwu, (2018), Ajayi, (2014), ASUU embarked on strike to draw the attention of government to the deplorable state of teaching and learning in universities and for improved conditions of service which would go a long way in stimulating a conducive environment for students to complete their academic work. However, many factors which possibly falls on federal government seems to be associated with ASUU strike and these factors may include, government failure in regard of ASUU members welfare, inadequate funding of universities, insufficient teaching and learning facilities and equipment, poor and inconsistent payment of salaries and others. Adegbite and Akinlade (2023) asserted that there should be a collective bargaining which must be characterized by an open and flexible mind by both parties.

Meanwhile, the issue of ASUU strike seems to have influenced undergraduate students' performance and self-efficacy by demoralizing their initial willingness for their academic pursuit. Consequently, the academic performance of undergraduate students is getting poorer every section perhaps due to this incessant industrial action of the Academic Staff Union of the university. For example, Adamu (2015), Kazeem and Ige (2018) reported that disruption of academic activities resulting from industrial action of the ASUU has crippled the Nigerian educational system as the product of the Nigerian tertiary institution are now half baked due to disrupted academic calendar. Edinyang and Ubi (2013); Olanrewaju, Akinjobi and Niyi (2022), Adamu and Nwogo (2014) also reported that incessant industrial action of the Academic

Staff Union of the university (ASUU) in Nigeria has interrupted the academic calendar of the tertiary institution, elongated the study period and thus discourage academic interest of student upon resumption even in some cases many among this undergraduates may be recruited into criminal activities, such as armed robbery, kidnapping, and rape.

In addition, according to Innocent (2020), incessant strike creates a backlog of students who otherwise were supposed to graduate at a certain time, but instead were delayed from graduating as scheduled in Nigerian universities. Subsequently, one delay can have a domino effect on the admission process of new or incoming students' whose start date will remain uncertain until the strike is called off. By the time the ASUU strike is called off, it would have accumulated a significant amount of academic stress on the students and their self-efficacy collectively (Ukwu, 2016).

Further, despite the reasons for the strike in Nigerian universities, it has continued to have an impact on students' self-efficacy in Nigeria by resulting in undertrained graduates with inadequately developed skills as they progress through their programs, knowledge and learning transfer that is not in line with industrial needs to make graduates more viable, inadequate guidance and counseling services, a lack of regular curriculum reviews at the universities, and skill mismatch. Meanwhile, all this industrial action has disrupted the academics activities of the university for years while the quality of education given to students is half-baked.

Self-efficacy beliefs influenced task, choice, effort, persistence, resilience, and achievement. According to Oparaugo and Ebenebe (2021) Self-efficacy is referred as thoughts or ideas people hold about their abilities to perform tasks that are necessary in accomplishing a desired outcome. However, in the context of this present study, Self-efficacy refers to individuals believe and personal productivity which have strong influence persons style or pattern of behaviour which means, whatever behaviour an individual exhibits has a lot to do with his personal belief system and occupies a central role in his casual structured cognition which affects his adaptation and determinants. Thus, for the fact that Self-efficacy has to do with individual's belief and his innate ability to achieve goals, it holds the major components of the self-system which consist of an individual's attitude, ability and cognitive resources. Self-efficacy in other word could be high or low in an individual. Meanwhile when there is high self-efficacy it increases the likelihood of successfully achieving a given task whereas when it is low it decreases the success achievement of the undergraduate students in a given task.

Undergraduates in a nutshell are university/tertiary education students who are still in school and are still on the process

of obtaining a bachelor degree either in Science or Art. According to Igbo (2021), an undergraduate is a college or university student who has not graduated. Similarly, an undergraduate in the words of Nnatu (2017) is a student at a university or college who is studying for his or her first degree. On the side of Kufu, (2020) it is referred to as a student at college or university, who is still working for his first degree and has not, graduated. Equally, Nwankwo, (2020) affirm that undergraduate is a student at a college or university who has not received a first and especially a bachelor's degree in any field of education.

Therefore, any student who is seeking for a bachelor's degree is commonly known as an undergraduate student. Once a student is enrolled in a degree-level course at a college or university he is referred to as an undergraduate. Depending on the subject of study, an undergraduate course typically lasts three to five years. Therefore, the advantage of pursuing an undergraduate degree is getting a thorough introduction to an individuals' chosen area of study in the first year. This foundation is expanded upon in later years, expanding the individual's knowledge and giving him the opportunity to acquire practical skills that will be useful in his future career.

Further, some undergraduate students participate in internships as a requirement for their degree programs which offers them valuable experience in their chosen area of study and facilitates their networking with potential employment. Although undergraduate students can be practically any age, the majorities are in their late teens and early twenties and often have just graduated from high school or have taken a year or two off. Many individual students, however, are starts their college studies later in life or opt to use their undergraduate degree to change their careers. This implies that there is no maximum age for undergraduate student's Postgrad.com, (2022).

Finally, Artino, Holmboe and Durning (2012) reported that undergraduate students' self-efficacy can greatly influence their self-confidence which in turn affects whether or not their attempts and persistence at a particular task. In past research as Artino (2012) puts, self-efficacy played a critical role on undergraduate students' academic success. Artino noted that students with high self-efficacy tried more difficult activities, persisted longer, and displayed more mature and efficient techniques in academic efforts whereas those with low self-efficacy do not. Again, for the fact that self-efficacy is affected by the incessant ASUU strike many students find it so reluctant to cope with academic activities which eventually affect their successful academic achievements. Therefore, from all indications, incessant ASUU strike action can hamper the all-round development of students' self-efficacy, thereby leaving most undergraduate students, half -baked and incapable. It is on this ground

that Adegbite and Akinlade (2023) suggested collective bargaining and flexible mind as it could involve constant negotiation and dialogue by both parties in other to caution strike. Therefore, it is on this note that the researchers ought to ascertain the perceived influence of Assu strike on undergraduates' students' self-efficacy specifically in Nnamdi Azikiwe University, Awka, Anambra State.

Statement of the Problem

The incessant strikes action by the Academic Staff Union of Universities (ASUU) has inadvertently affected the academics and self-efficacy of university undergraduate students. It has usually posed a lot of challenges to the undergraduate students' study duration, performance in examinations and their final grading. The students are kept away from school for a long time and most of them are completely cut off from academics as conditions at home may not favour productive and rigorous academic exercise that can improve their self-efficacy. The undergraduate students and their parents become frustrated because of long expectation of school resumption that is far from sight. Some of the students while at home doing nothing get engaged in other things other than academics, which most times cause them to lose interest in academics. In some cases, they become easy recruits for criminal activities, such as armed robbery, kidnapping, and rape. This has made them a problem to the society peace and order in Nigeria. However, the extent to which ASUU strikes affects students' self-efficacy which requires a close examination. It is on this note of context that the researcher determined to gear towards examining the influence of ASUU strike on self-efficacy of undergraduate students in Nnamdi Azikiwe University, Awka which could be beneficial in the society especially to Students, lecturers, Nigerian government, stake holders in Education and future researchers.

The researchers intend to investigate the influence of ASUU strike on self-efficacy of undergraduate students in Nnamdi Azikiwe University Awka. Specifically, to find out;

i. The undergraduate students' perception on ASUU strike
ii. If strike actions influence the self-efficacy of undergraduate students in Nnamdi Azikiwe University.
iii. The possible ways of minimizing the influence of ASUU strike on students' self-efficacy.
iv. The possible ways government can explore to reduce the incessant strike action to the barest minimum

The following research question guided the study;

i. What are the perceptions of undergraduate students on ASUU strike?
ii. What are the influences of ASUU strike on the self-efficacy of undergraduate students in

Nnamdi Azikiwe University, Awka?

iii. What are the possible ways of minimizing the influence of ASUU strike on students' self-efficacy?

iv. What are the ways, government can explore to reduce the incessant strike action to the barest minimum?

Methods

The study engaged the descriptive survey design in building up the study. The application of descriptive survey design does not involve manipulation of any variable; it has the advantage of identifying attributes or variables of a large population from a group of individuals. The area of study was Nnamdi Azikiwe University, Awka. The population of the study comprised 814 students of Nnamdi Azikiwe University Awka with the sample of 250 students which was drawn through simple random sampling technique. Structured questionnaire titled "Influence of ASUU Strike on Universities Undergraduate Students Self-Efficacy" was used for the study. The structured instrument was validated by three experts in the Department of Educational Foundations, Faculty of Education Namdi Azikiwe University, Awka. The reliability of the instruments was obtained using Cronbach Alpha method which yielded the alpha coefficient value of 0.88. The obtained value was considered adequate and reliable for the study.

For the collection of data, copies of questionnaire were administered to the respondents through direct delivery technique. The data collected were analyzed using weighted mean. The point 2.5 was taken as cut-off point such that any item with a mean above 2.5 was viewed as being agreed by the respondents while any mean score below 2.5 was taken to be disagreed by them.

Results

Research Question One: What are the perceptions of undergraduate students on ASUU strike?

Table 1: Mean rating of the respondents on the perceptions of undergraduate students on ASUU strike.

SN	Perception of undergraduate Students on ASUU Strike	Mean	Decision
1	ASUU strike is beneficial to students' academic endeavors.	3.81	Agreed
2	ASUU strike has elongated the period of my study in the university.	3.41	Agreed
3	Government is to be Blamed for the incessant strike action.	3.37	Agreed
4	ASUU members are to be blamed for the incessant strike action.	3.11	Agreed
5	Delayed negotiation/ bargaining between ASUU and the government trigger the strike action.	2.41	Disagreed
	Grand Mean	**3.22**	**Agreed**

Table 1 shows that items 1, 2, 3 and 4 were Agreed by the respondents to be their perception on ASUU strike action, while items 5 was not agreed. This means that the perception of an undergraduate student about ASUU strike action is positive, since the grand mean is 3.22 which are above 2.50.

Research Question 2: What are the influences of ASUU strike on the self-efficacy of Undergraduate students in Nnamdi Azikiwe University, Awka?

Table 2: Mean ratings of the respondents on the influence of ASUU Strike on students' self-efficacy

SN	Self-Efficacy	Mean	Decision
6.	Loss of Faith and Confidence in education by students	3.63	Agreed
7.	Truancy among students	3.79	Agreed
8.	Students' disengagement from school activities	3.43	Agreed
9.	Poor quality of graduates compared to other countries	2.33	Disagreed
10	Reduced productivity and loss of focus on objectives	3.50	Agreed
	Grand Mean	3.36	Agreed

Table 2 shows that items from6, 7, 8 and 10 were all agreed by the respondents to be how the strike action by ASUU influences students' self-efficacy, while item 9 disagreed. This means that the strike action by ASUU influenced students' self-efficacy negatively, since the grand mean is 3.36 which is above 2.50.

Research Question Three: What are the possible ways of minimizing the effects of ASUU strike on student's self-efficacy?

Table 3: Mean rating of the respondents on the possible ways of minimizing the effects of ASUU strike on student's self-efficacy

SN	Possible Ways of Minimizing the Effects	Mean	Decision
11	Self-study during strike minimizes the effect of ASUU strike on students' academic performance.	3.63	Agreed
12	Students' engagement in tutorials during strike enhances their performance when they resume	3.79	Agreed
13	Timely studying of their course work as soon as ASUU calls off strike action minimizes the effects of ASUU strike on their Academic performance.	3.19	Agreed

14	Engaging in skill Acquisition during the period of the strike Action increases their productivity and self-confidence.	3.46	Agreed
15	Taking online courses on areas of interest, increases their productivity and adds value to them.	3.55	Agreed
	Grand Mean	3.52	Agreed

Table 3 shows that all items from 11 to 15 were all agreed by the respondents to be the possible ways of minimizing the effects of ASUU strike on student's self-efficacy. This means that there are possible ways of minimizing the effects of ASUU strike on student's self-efficacy, since the grand mean is 3.52 which is above 2.50.

Research Question Four: What are the possible ways, government can explore to reduce the incessant strike action to the barest minimum?

Table 4: Mean ratings of the respondents on the ways government can explore to reduce the incessant strike action to the barest minimum

SN	Possible way's the government can reduce Incessant Strike Action	Mean	Decision
16	Government positive response to the request of ASUU will reduce their incessant strike action.	3.13	Agreed
17	Governments prompt dialogue with ASUU will minimize strike action.	3.69	Agreed
18	Labour matters should be handled only in courts	2.26	Disagreed
19	Placement of subsequent negotiations between labour and ASUU management, on the rules and regulations binding labour matters.	3.99	Agreed
20	Proscription of trade unionism in tertiary institution	3.88	Agreed
	Grand Mean	**3.39**	**Agreed**

Table 4 shows that all items 16,17, 19 and 20 were all agreed by the respondents to be the possible ways government can explore to reduce the incessant strike action to the barest minimum since the grand mean is 3.39 which is above 2.50. This implies that there are ways government can explore to reduce the incessant strike action to the barest minimum.

Summary of Findings

i. The perception of undergraduate student about ASUU strike action is negative.
ii. The strike action by ASUU influenced students' self-efficacy negatively.

iii. There are possible ways of minimizing the effects of ASUU strike on student's self-efficacy.
iv. There are possible ways government can explore to reduce the incessant strike action to the barest minimum.

Discussion

The study in table 1, revealed that the perception of an undergraduate student about ASUU strike action is negative. The findings is in line with findings of Innocent (2020), who revealed that students perceived strike that affected universities were expected to nurture future graduates who were enterprising and could contribute positively to the society as well as create employment instead of seeking employment.

The study also revealed in table 2 that the strike action by ASUU influenced students' self-efficacy negatively. The findings corroborate the assertion of Iheanacho (2018); Adamu and Nwogo (2018) in Innocent (2020) who suggested that effective learning boost student performance and this can only be achieved when there is a mental and psychologically stability. Incessant ASUU strike intrudes the stability of student on campus, as such, their performance is threatened. Edinyang and Ubi (2013) in Innocent (2020), also noted that interruption of the university academic calendar during strike usually affect the quality and quantity of learning habit of the student.

In table 3, the findings revealed that there are possible ways of minimizing the effects of ASUU strike on student's self-efficacy. This finding is supported by Adegbite and Akinlade (2023) that collective bargaining must be characterized by an open and flexible mind by both parties. The result also suggested constant negotiation and dialogue. This is because lecturer and government relationship is an ongoing phenomenon and so what sustains relationship is communication and dialogue both at times of disagreement and at times of peace.

The study also in table 4 revealed that there are possible ways government can explore to reduce the incessant strike action to the barest minimum. This finding is in line with the view of Adegbite and Akinlade (2023) who insisted on flexibility and constant negotiation and dialogue by the Federal government and ASUU members. Meanwhile, there is a need for the call of regular review of ASUU situation in terms of salary of scale, fringe benefits, work conditions, welfare and others.

Conclusion

Based on the result of this study, it was concluded that ASUU strike has a negative influence on the self-efficacy of undergraduate students in Nnamdi Azikiwe University. The study concluded that the causes of ASUU Strike in Nigerian universities include the; inadequate funding

of universities, insufficient teaching and learning facilities and equipment, poor and inconsistent payment of salaries.

Recommendations

The study made the following recommendations:

1. The welfare of students should be a top concern for the government and school administration in order to reduce widespread student agitation, which frequently leads to student unrest.
2. Government should promptly respond to ASUU positively to avoid incessant strike actions.
3. Joint consultation committee that could comprise government representative and other relevant stake holders in the educational sector should be set up and meet on periodic intervals to discuss impending matters that could generate dispute proactively.
4. There should be proper placement of subsequent negotiations between labour and ASUU management, on the rules and regulations binding labour matters.
5. Government should provide adequate funding to various universities in the country.
6. There is need for orientation and reorientation of university staff on the need for alternative ways of expressing their grievances.
7. Students should use the strike actions to increase in productivity by engaging in self-study, attend tutorials and online classes and carry out research works.

REFERENCES

Adamu Ibrahim (2015), Impact Appraisal of Academic Staff Union of Universities (ASUU) Strike on Quality of University Education in Nigeria, *The Online Journal of Quality in Higher Education* Volume 2, Issue 3, July 2015 pg 85

Adamu, I. and A. Nwogo, 2014. Impact of academic staff union of universities (ASUU) strike on quality of university education in Nigeria. *ATBU Journal of Science, Technology and Education*, 2(2): 112-118.

Adegbite, A.E., and Akinlade, K. (2023). Collective bargaining and collective agreement: A critical appraisal of the structural and practical dissonance in collective relations Nigeria. *Retrived from https://ssrn.com/abstract=4407324*.

Adeyanju.I.; Oshinyadi, P. and Alhassan. F. (2018). The positive and negative sides of incessant ASUU strikes in Nigeria: An exploratory study based on academic staff perceptions.

African Journal of Educational Management, 19 (1).

Ajayi, J.O. (2014). ASUU strikes and academic performance of students in Ekiti State University Ado-Ekiti. *International Journal of Management Business Research*, 4 (1), 19-34.

Artino A. R, Holmboe E, and Durning S J. (2012). Can achievement emotions be used to better understand motivation, learning, and performance in medical education? Med Teach. 2012; 3, 4 (3):240–4.

Edinyang, S. D., and Ubi, I. E. (2013). Effect of strike action on human development among social studies secondary student in Uyo local government are of Akwa Ibom State, Nigeria. *Global Journal of Human Resource Management*, 1(2), 1-8. Retrieved from http://www.eajournals.org/wp content/uploads/effect of strike-action-on-human-development-among social.pdf

Egbegi, F.R. and Iheriohanma, E. (2018). Exploring the synergic relationship between ASUU and federal government in restoring industrial harmony in Nigeria public universities. *IOSR Journal of Humanities and Social*

Igbo, O. (2021). University education in Nigeria: C*omputers & Education*, *47*(4), 373-398.

Igbokwe, U. L. and Ogbonna, I. M. (2018). Influence of incessant strikes on teachers' professional training: The University of Nigeria Experience. *International Journal of Applied Engineering Research*, 13 (21), 15047-15055.

Innocent O. N (2020) The Effect of Strikes on Students Who Attended Imo State University, Nigeria, from 2012 - 2017: *A Phenomenological Study*, Page 6

Kazeem, K. and O. Ige, (2010). Redressing the Growing Concern of the Education Sector in Nigeria. *Edo Journal of Counselling*, 3(1): 40-49.

Kufu, J. (2020). The Role of ICT in Promoting Experimentation in Learning. *International Journal of Education and Development using Information and Communication Technology, 15(3), 95-107.*

Nnatu O., (2017). Evaluating the awareness and perceptions of lecturers in using e-learning tools for teaching in University of Cape Coast. *International Journal of Computing Academic Research, 3* (1), 1-11.

Nwankwo, U. (2020). Impact of smartphone: A pilot study on positive and negative influence. *International Journal of Scientific Engineering and Applied Science (IJSEAS)*, 2(3), 473–478.

Olanrewaju M. M, Akinjobi, F. N, Niyi J. O, (2022), Psychological Effects of Strike Actions on Academic Staff of Public Universities in Nigeria, *Electronic Research Journal of Social Sciences and Humanities*, Vol 4: Issue IV, ISSN: 2706 – 8242 www.eresearchjournal.com

Omeje, P. N. and Ogbu, M. O. (2019). Impact of labour union strikes on public institutions in Nigeria: *A study of academic staff union of universities, Ebonyi State University*, Abakaliki 2016/2017 strike. *Journal of Humanities and Social Science*, 24 (8), 56-68.

Oparaugo, U.I and Ebenebe R.C (2021), Self-Efficacy as a Correlates of Psychological Adjustment among Secondary School Adolescents. *International journal of innovative Social & Social Education Research* 9(2):107-111

Postgraduate.com (2022), https://www.postgrad.com/advice/postgraduate-studies/what-is-an-undergraduate-student/

Ukwu, C. (2013). Nigeria: ASUU strike - Losses everywhere. Available at https://allafrica.com/stories/201312161281.html