

# IMPACT OF ASUU-FEDERAL GOVERNMENT OF NIGERIA (FGN) DISPUTES ON TEACHING AND RESEARCH ON THE OUTPUT OF PUBLIC UNIVERSITIES IN NORTH-EAST, NIGERIA

## Abstract

The study investigated the impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) disputes on teaching and research on the output of public universities in North-East Nigeria. Three objectives, three research questions and three null hypotheses guided the study. Ex-post facto-survey research design was used for this study. The population of the study is 5,434 academic staff in seven Federal Universities in North Eastern Nigeria. The sample size for the study comprised 372 Academic staff as respondents. This size was determined using Taro Yamane formula for sample size determination. The instruments used for data collection were two self-structured questionnaire namely "Impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) Disputes Questionnaire (IASUUFNDQ)" with 10-items and "Output of Public Universities Questionnaire (OPUQ) with 15-items developed by the researchers. The validity and reliability of the instruments were established. Data collected were analyzed using descriptive statistics of mean and standard deviation. Inferential statistics of linear and multiple regression analysis were used in testing the null hypotheses. Based on the analysis of data, the study revealed that Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) dispute on University teaching and research have positive significant impact on the output of Federal universities in North Eastern Nigeria,  $F(2, 371) = 68.528, p < 0.05$ . Based on the findings of the study, it was recommended among others that; the Federal Government should work with ASUU to improve teaching conditions by providing adequate teaching resources, infrastructure, and support services. Regular reviews and updates to teaching policies should be carried out to ensure that the needs of both students and staff are met. The Federal Government should increase funding and support for research activities in universities, creating incentives for faculty and students to engage in research. Establishing a dedicated research grant program and improving access to research facilities will foster a more vibrant research environment.

**Keywords:** Academic Staff Union of Universities Dispute, Teaching, research and Output of Federal Universities.

## Introduction

Throughout the years, universities have held significant positions in the developed world. They typically take the lead in addressing various social, economic, and political issues, particularly as research efforts are directed towards fostering human development and tackling critical problems. To improve the provision, acquisition, utilization, and assessment of quality education, various forums and organizations have advocated for all possible approaches to enhance both the quality and quantity of learning both within and outside school settings. In the realm of higher education, the Academic Staff Union of Universities

**Commented [HP1]:** This aspect of the abstract includes too much detail about sampling techniques, instrument design, and statistical analysis. This could be summarized more briefly to maintain focus on the core findings and significance of the study.

**Commented [HP2]:** The study found that...

**Commented [HP3]:** Avoid starting sentences with "Based on..." repeatedly for better stylistic variation.

**Commented [HP4]:** Capitalization should be consistent: Research

**Commented [HP5]:** Suggested Keywords:  
ASUU-FGN Disputes  
Teaching in Federal Universities  
Research Productivity  
University Outputs  
Higher Education in Nigeria

(ASUU) is one of the numerous unions dedicated to ensuring educational quality (Yawe, Ijov & Okwori, 2019). Globally, academic staff are acknowledged as the individuals primarily tasked with teaching, conducting research, and engaging in public service (Abiodun-Oyebanjo, 2010). University worldwide is regarded as the citadel of learning, the fountain of intellectual development while the role of universities in human capital development, research and technological innovation cannot be under evaluated (Yusuf, 2020). All over the world investment in University education is a critical component of national development effort.

The results produced by universities represent the ultimate outcomes of their educational processes, including factors such as the number of graduates ready for employment, received accolades, and research publications generated over years of education, research, and community engagement (Ozurumba & Amasuomo, 2015). Furthermore, the results suggest that staff participation in workshops significantly affects their development through the outputs of research, teaching, and community involvement. Participating in workshops influences staff performance, serving as a marker for promotions, growth, and progress within the university framework. Ozurumba and Amasuomo's research revealed that in-service training provided to academic personnel enhances their productivity, evident in research, teaching, and community service. Likewise, staff who are given the chance to attend conferences and workshops often see improvements in their output, significantly aiding their professional advancement. Today, nations rely more on the knowledge, ideas, and skills generated through university research.

Tertiary education in Nigeria has faced significant challenges due to industrial actions taken by both academic staff (ASUU) and non-teaching personnel. Consequently, students are often placed in deplorable circumstances, which disrupt academic programs, lead to unwarranted extensions of their study duration, impair students' focus on their studies, and negatively affect the relationships between lecturers and students, among other issues. Abiodun-Oyebanji (2015) highlighted that several factors, including insufficient funding, encroachments on university autonomy, and poor working conditions, contribute to the conflicts between ASUU and the Federal Government of Nigeria (FGN), particularly within federal universities in the country.

A dispute is characterized as an argument or disagreement among individuals or groups. As noted by Chand (2016), the term generally refers to a conflict or disagreement over certain issues among the involved parties. Specifically, a dispute can describe an official disagreement, such as that between workers and employers (ASUU vs. FGN). It also pertains

**Commented [HP6]:** Save the findings by "Ozurumba & Amasuomo (2015)," for the literature review section.

**Commented [HP7]:** Replace with augments

**Commented [HP8]:** i.The introduction is informative but could benefit from a more concise overview of the research gap and objectives.

ii.Retain content discussing the importance of universities in societal development, the role of ASUU, and the relevance of education quality. This establishes the foundation for the study

**Commented [HP9]:** The literature review, while comprehensive, could better differentiate between general and region-specific issues to enhance contextual focus.

Organize the literature review into clear subsections that align with the study objectives.

- a.Impact of ASUU Strikes on Teaching
- b.Research Challenges in Nigerian Universities
- c.Funding Issues and Productivity

to workers' refusal to perform their duties as a form of protest against inadequate services or unfavorable working conditions (Edinyang & Ubi, 2013). Amadi and Precious (2015) mention that a dispute is a component of industrial conflict that ASUU utilizes to voice their concerns to their employer (FGN), particularly regarding issues such as university independence, funding, the increase in the number of universities, teaching, research, community service, revitalization, and working conditions. It involves a collective and organized suspension or halt of work by employees to compel employers to accept their demands. Disputes are recognized as the intervals during which employees, due to disagreements with their employers, choose to stop or withdraw their services (Ohiwerei & Onimawo, 2016). Ohiwerei and Onimawo further identify key issues that could lead to disputes, including "university autonomy, insufficient funding, the proliferation of universities while current ones are poorly managed, inadequate teaching conditions, and insufficient research and publication funding" (Ohiwerei & Onimawo, 2016). The study focused on ASUU-FGN dispute on the output of federal universities in North East, Nigeria. Teaching is intrinsically linked to learning, which involves students actively acquiring knowledge.

Teaching is the practice implemented by a lecturer aimed at transmitting skills (knowledge, know-how, and interpersonal skills) to a learner, a student, or any other audience in the context of university educational system. Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection (Isa & Ezekiel, 2022). The gross under-funding of tertiary education sector in the country has been rendering the university system incapacitated in areas of teaching (ASUU, 2022). ASUU add that money is absolutely the input of any education system. It provides the essential purchasing power with which school administrators acquire its human and physical inputs for effective teaching and learning. According to ASUU, the university system has not enjoyed the financial resources necessary to maintain educational quality in the midst of significant enrollment explosion. No university can carry out its teaching function effectively without adequate financial resources at its disposal. The issues of funding and facilities is a major cause of friction between ASUU and the government in almost all instances. This is because members of the union at different periods have found it difficult to teach in an environment without the expected amenities or with poor facilities (Ekpo, 2014). Over the years, ASUU has embarked on several strikes to press home their demand towards improving the quality of teaching in the university system (Isa & Ezekiel, 2022). The process

**Commented [HP10]:** Recast, for example "ASUU asserts that funding is a critical component of education." Or "ASUU emphasizes that adequate financial resources are fundamental to the education system."

of economic development centres on the ability to understand, adapt, and harness the forces that shape industries, markets, and societies (Currie-Alder, 2015). Research, as the systematic exploration of these forces, equips developing economies with the necessary insights and tools needed to navigate developmental challenges, seize opportunities, and foster growth and development (Fan, 2018). Universities in Nigeria promote academics to senior positions based on research rather than teaching performance.

Research is the creative and systematic work undertaken to increase the stock of knowledge (Okpe, Simisaye & Otuza, 2013). According to these authors, academic research is a systematic painstaking investigation of a topic or in a field of study often employing techniques of hypotheses and experimentation, undertaken by a person intent on revealing new facts, theories or principles or determining skills and identification of research problems. Research is the process of gathering of data, information and facts for the advancement of knowledge (Chanchal, 2013). Through research and its results, universities are expected to contribute to the improvement of the quality of life and to social technological change (Nurul & Idris, 2020). In 2019, a novel virus known as “Corona Virus or Covid -19” exposed Africa and especially Nigeria to how decayed the university educational system is. While the rest of the world especially Europe and America were researching on how to develop vaccine to curb the virus, Nigeria on the other hand concentrated on how to lock the populace in their houses which would have been easily done like the rest of the world if before the pandemic we had had a good futuristic and functional education geared towards production and quality university education. If university system were to be well equipped and funded, if our teachers were well trained, if we had the latest technology in our universities, our attention would have been more focused on developing the vaccine than looking for how best to distribute food and other palliatives to the populace because of government inability to revitalize the Nigerian university system (Nurul & Idris, 2020). Regional networking according to the authors can be thought of as an institutional survival or strengthening strategy for universities. Higher education provides education, conduct research and plays an active role in the development of the economic, social and cultural environment. Within the individual institution, the challenge is to link the teaching, research and community service roles by internal mechanisms (funding, staff development, incentives and rewards, communications, etc.) that make these activities more responsive to regional needs.

Academic Staff Union of Universities (ASUU) aims at assisting the stakeholders in achieving high profiles in education and in developing and promoting sustainable management of university education by providing high quality services. In addition, the union

**Commented [HP11]:** Condense general discussions about teaching and research methodologies to avoid blending with the literature review.

**Commented [HP12]:** Recast and simplify the context

**Commented [HP13]:** Recast this sentence structure to avoid redundancy, which would enhance readability.

**Commented [HP14]:** This citation lack consistency, such as the publication year of "Nurul & Idris, 20201." See list of references

also supports the struggle for the improvement of the social, economic professional situation of the members, safeguard their interests and work for their success. In Nigeria, trade union such as ASUU, had usually embarked on various actions over agitations for improvement of their welfare, teaching and research facilities and university autonomy. One of the major problems confronting lecturers in Nigeria is the issue of low productivity (Isa & Ezekiel, 2022).

This has been attributed to declining research infrastructure (such as computers), delays in the implementation of promotion and entitlements, workload and dated curriculum. The abysmal state of teaching and learning infrastructure in Nigerian Universities is a consequence of the financial imbroglio in the nation's ivory tower, due to government refusal to accord the university its pride of place in terms of funding, and the high level of corruption in the management of universities' resources. Nigerian universities have been grossly underfunded and the consequence of this has manifested in the deficiency of teaching and learning infrastructural facilities development in the universities. ASUU has struggled to force the government to properly fund the universities, but these funds are poorly managed, embezzled and stolen (Ijov, 2018).

The persistent ASUU strikes in Nigeria have disrupted school academic, left academic activities of universities disjointed, and distracted the normal learning process. Disruption in academic program resulting from strike led to closure of universities for a period of time thereby affecting the academic activity of universities. Instability in school calendar through strike elongate study period (years) and hamper academic activities. This is evident by the quality of graduates produced by these institutions. The quality of education in Nigerian Universities had degenerated to the extent that, many graduates cannot defend their certificates. About 95 percent of them are not employable. It was observed that graduates from Nigerian universities are faced with problem of unemployment upon graduation. The present crops of graduates do not meet the need of the current realities in workplace, and this calls for an urgent attention from all concerned to address the trend (ASUU, 2020).

This problem has been of concern to stakeholders in the university system. Moreover, some graduates that are turned out from these universities can hardly write memo or communicate effectively and meaningfully. Unfortunately, failure of the Federal Government to always implement previously signed Memorandum of Understanding (MoU) that mostly has to do with adequate funding for revitalizing Nigerian Universities especially in terms of teaching, research and community development have not been met by government. These have often led to strike actions which has disrupted the activities of public universities for

**Commented [HP15]:** Recast this sentence structure to avoid redundancy to enhance readability.

decades. Consequent upon the above-mentioned, the researchers investigated the impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) disputes on teaching and research on the output of public universities in North East, Nigeria.

### **Purpose of the Study**

This study investigated the impact of ASUU-Federal Government of Nigeria (FGN) disputes on teaching and research on the output of public universities in North-East Nigeria. Specifically, the study sought to;

1. examine the impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of universities' teaching on the output of Federal Universities in North Eastern Nigeria.
2. ascertain the impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research on the output of Federal Universities in North Eastern Nigeria.
3. ascertain the level of output of Federal Universities in North Eastern Nigeria.

### **Research Questions**

The following research questions were raised to guide the study;

1. What is the level of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of university teaching?
2. What is the level of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of university research?
3. What is the level of output of Federal Universities in North Eastern Nigeria?

### **Hypotheses**

The following null hypotheses were formulated to guide study and were tested at 0.05 Alpha level of significance:

1. Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of university teaching does not significantly impact on the output of Federal universities in North Eastern Nigeria.
2. Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research does not significantly impact on the output of Federal universities in North Eastern Nigeria.
3. Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) disputes (of teaching and research) does not significantly impact on the output of Federal universities in North Eastern Nigeria.

**Commented [HP16]:** The terms "impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute" are repeated almost verbatim across the objectives. This redundancy makes the objectives less engaging and overly wordy:

Suggested Modification:

1. Assess how ASUU-FGN disputes affect teaching outcomes in Federal Universities in North-East Nigeria.
2. Investigate how ASUU-FGN disputes influence research productivity in Federal Universities in North-East Nigeria.
3. Evaluate the overall academic and research performance of Federal Universities in North-East Nigeria.

**Commented [HP17]:** Research questions should provide a unique perspective or frame the investigation in an inquisitive tone, distinct from the objectives. This prevents redundancy and adds analytical depth.

Suggested Modifications:

The following research questions guided the study:

1. How have ASUU-FGN disputes impacted teaching quality in Federal Universities in North-East Nigeria?
2. To what extent have ASUU-FGN disputes disrupted research activities in Federal Universities in North-East Nigeria?
3. What is the current state of academic and research performance in Federal Universities in North-East Nigeria?

## Methodology

This study employed ex-post facto-survey research design. Ex post facto design was considered a quasi-experimental type of study, which means that participants are not randomly assigned, but rather grouped together based upon specific characteristics or traits they share. The area of study is North East Nigeria. The population of the study is 5,434 academic staff in seven Federal Universities in North Eastern Nigeria. The sample size for the study comprised 372 Academic staff as respondents. This size was determined using Taro Yamane Sample size formulae. Multistage sampling method was used to select the sample at different stages. Two self-structured questionnaire were used for data collection. A structured questionnaire titled “Impact of Academic Staff Union of Universities’ (ASUU)-Federal Government of Nigeria (FGN) Disputes Questionnaire (IASUUFNGDQ)” with 10-items and “Output of Public Universities Questionnaire (OPUQ) with 15-items developed by the researcher were used to elicit information from the target respondents.

Three experts from Educational Management Unit of the Department of Physical Sciences Education, Faculty of Education, Modibbo Adama University, Yola. Cronbach Alpha statistic was employed to compute the internal consistency of the items of the instruments. An overall reliability estimate of 0.86 was obtained for (IASUUFNGDQ). An overall reliability estimate of 0.84 was obtained for (OPUQ). Descriptive statistics of Mean and Standard Deviation was used to answer the research questions. Real limit of numbers were used. Simple Linear and Multiple Regression Analysis were used to test null the hypotheses at 0.05 level of significance. The decision rule was that if the p-value of .00 is less than the set alpha value of 0.05 ( $p < .05$ ), the null hypothesis was not rejected.

## Results

### Research Question 1

What is the level of Academic Staff Union of Universities’ (ASUU)-Federal Government of Nigeria (FGN) dispute of university teaching?

**Commented [HP18]:** More information about how the sample was selected during the multistage sampling process would add clarity.

**Commented [HP19]:** Names of the Universities needed.

**Commented [HP20]:** A detailed justification for the use of the statistical tools would strengthen the methodology.

**Commented [HP21]:** if suggested modification accepted then replace this.

**Table 1: Mean and Standard Deviation of Level of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) Dispute of University Teaching**

S/N	ITEM (n = 372)	Mean	S. D	Remark
1	University's ability to design her learning program enhances management of universities	3.66	0.48	HL
2	ASUUs' ability to design school level policy improves the management of public universities	3.80	0.40	HL
3	University's ability to recruit teachers based on competence enhances students academic performance	3.84	0.36	HL
4	ASUUs' ability to determine teachers' work hour hinders effective management of public universities	3.64	0.48	HL
5	University's ability to determine their own content of course(s) ensures smooth instructional delivery	3.64	0.48	HL
	<b>Grand Mean</b>	<b>3.72</b>	<b>0.44</b>	<b>HL</b>

The results in Table 1 reveals the level of dispute regarding university teaching, with a grand mean score of 3.72 and a standard deviation of 0.44. The highest mean score (3.84) is for "University's ability to recruit teachers based on competence," emphasizing the critical role of teacher quality in academic performance. Other key items include ASUU's ability to design school-level policy (mean = 3.80, S.D = 0.40) and the university's ability to design its learning program (mean = 3.66, S.D = 0.48). These findings suggest that disputes over teaching practices and policies are central to the overall management and effectiveness of universities.

### Research Question 2

What is the level of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of university research?

Commented [HP22]: As in Research Question 1

**Table 2: Mean and Standard Deviation of Level of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) Dispute of University Research**

S/N	ITEM (n = 372)	Mean	S. D	Remark
6	Commercialization of Research Results by ASUU through strike enhance university management	3.70	0.46	HL
7	ASUUs' ability to ensure government sponsor peer reviewed journal articles of lecturers enhance management	3.77	0.42	HL
8	ASUUs' ability to ensure government sponsor Non-refereed scientific articles of lecturers facilitates their promotions	3.72	0.45	HL
9	ASUUs' ability to ensure government sponsor conference proceedings of lecturers enhance management	3.72	0.45	HL
10	ASUUs' ability to ensure sponsor book(s) of lecturers positively impacts on university management	3.62	0.49	HL
	<b>Grand Mean</b>	<b>3.70</b>	<b>0.45</b>	<b>HL</b>

Table 2 presents the mean and standard deviation of the level of dispute between ASUU and FGN regarding university research. The grand mean score is 3.70 with a standard deviation of 0.45, indicating a high level of concern. The item "ASUU's ability to ensure government sponsor peer-reviewed journal articles of lecturers enhance management" has the highest mean score (3.77) and a standard deviation of 0.42, highlighting the critical role of government support in academic publishing. Other items such as sponsoring non-refereed scientific articles and conference proceedings also have high mean scores (3.72 each), suggesting that comprehensive support for various research outputs is seen as vital for effective university management.

### Research Question 3

What is level of output of Federal universities?

Commented [HP23]: As observed in Research Question 1

**Table 3 Mean and Standard Deviation of Level of Output of Federal Universities**

S/N	ITEM (n = 372)	Mean	S. D	Remark
1	Trained graduates with sufficiently developed skills in their programme of study	3.66	0.48	HL

2	Transfer of knowledge and learning in alignment with industrial need to make graduates more viable	3.56	0.50	HL
3	Effective guidance and counselling services	3.76	0.43	HL
4	Essential skills development for students that is sufficient to ensure positive career prospects	3.85	0.35	HL
5	Global research collaboration across borders that ensures linkages with key international partners	3.56	0.50	HL
6	Widespread global visibility due to recency of research output	3.79	0.41	HL
7	Regular university curriculum reviews to ensure skills mismatch needed for community development	3.77	0.42	HL
8	Produce graduates who are fulcrum for national development	3.61	0.49	HL
9	Raise social awareness of community members on the danger of social vices	3.86	0.35	HL
10	Advise students to do community service in order to get work-related knowledge/skills	3.76	0.44	HL
11	Priority-setting to preferentially support internationally competitive or niche fields	3.49	0.50	HL
12	Set performance indicators to benchmark against international standards by shaping priorities	3.76	0.43	HL
13	Establishment of research clusters/centres capable of winning external funding	3.39	0.49	ML
14	Facilitate research innovations across all Higher Education Institutions (HEIs)	3.56	0.67	HL
15	Supporting Higher Education Institutions (HEIs) objectives for diverse institutional mission	3.75	0.45	HL
	<b>Grand Mean</b>	<b>3.68</b>	<b>0.46</b>	<b>HL</b>

Table 3 presents the level of output of federal universities, with a grand mean score of 3.68 and a standard deviation of 0.46. The highest mean score (3.86) is for "Raise social awareness of community members on the danger of social vices," indicating a strong focus on community engagement and social responsibility. Other significant items include developing essential skills for positive career prospects (mean = 3.85, S.D = 0.35) and ensuring global visibility through recent research output (mean = 3.79, S.D = 0.41). These findings reflect the multifaceted roles of universities in education, research, and community service, highlighting their impact on both local and global scales.

### Hypothesis Testing

**H<sub>01</sub>:** Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of teaching does not significantly impact on the output of Federal universities in North Eastern Nigeria.

**Table 4a: Results of ANOVA from Regression Analysis of Impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) Dispute of Teaching on the Output of Federal Universities in North Eastern Nigeria**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.500	1	30.500	426.274	.000 <sup>b</sup>
	Residual	26.473	370	.072		
	Total	56.973	371			

a. Dependent Variable: OUTPUT OF PUBLIC UNIVERSITIES

b. Predictors: (Constant), Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of teaching

The result of analysis in Table 4a provides a summary of ANOVA-based linear regression analysis, which was employed to investigate whether Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) dispute on teaching has a significant impact on the output of Federal universities in North Eastern Nigeria. The results reveal that Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) dispute on teaching has a significant impact on the output of Federal universities in North Eastern Nigeria,  $F(1, 371) = 426.274$ ,  $p < 0.05$ . Since the p-value (0.000) is lower than the predefined significance level of 0.05, we can reject the null hypothesis.

**Table 4b: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732 <sup>a</sup>	.535	.534	.26749

a. Predictors: (Constant), Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of teaching

Table 4b shows a model summary that demonstrates how the independent variable accounts for the variance in the dependent variable. The results reveal that 4.8% of the variation in the output of public Universities could be attributed to the Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) dispute over teaching. The r-value of 0.732 reveals that there is a moderate relationship between Academic Staff Union of Universities'

(ASUU)-Federal Government of Nigeria (FGN) dispute on teaching and the output of Public Universities.

**Table 4c: Coefficient of Beta**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.625	.150		4.171	.000
	Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of teaching	.845	.041	.732	20.646	.000

a. Dependent Variable: OUTPUT OF PUBLIC UNIVERSITIES

The result in Table 4c indicates the Beta coefficient of the regression analysis of Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) dispute on teaching and the output of public Universities. The result shows a beta coefficient of 0.732,  $t = 20.646$ ,  $p < 0.05$ . This indicates that Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) dispute on teaching has a significant impact on the output of public Universities.

**H<sub>02</sub>:** Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research does not significantly impact on the output of Federal universities in North Eastern Nigeria.

**Table 5a: Results of ANOVA from Regression Analysis of Impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) Dispute of Research on the Output of Federal Universities in North Eastern Nigeria**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.445	1	7.445	55.619	.000 <sup>b</sup>
	Residual	49.528	370	.134		
	Total	56.973	371			

a. Dependent Variable: OUTPUT OF PUBLIC UNIVERSITIES

b. Predictors: (Constant), Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research

Table 5a presents the ANOVA results for the regression analysis assessing the impact of the ASUU-FGN dispute of research on the output of federal universities. The regression model is significant, with  $F(1, 370) = 55.619$  and  $p < .05$ , indicating that the dispute significantly impacts university output.

**Table 5b: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361 <sup>a</sup>	.131	.128	.36587

a. Predictors: (Constant), Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research

Table 5b shows an R value of .361, an R<sup>2</sup> of .131 and an R<sup>2</sup> adjusted of .131 meaning that approximately 12.8% of the variance in university output is explained by the dispute of research.

**Table 5c: Coefficient of Beta**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.348	.183		12.845	.000
	Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research	.371	.050	.361	7.458	.000

a. Dependent Variable: OUTPUT OF PUBLIC UNIVERSITIES

Table 5c indicates that the standardized coefficient (Beta) for the dispute of research is .361, and the t-value is 7.458 with a p-value of < .05. The unstandardized coefficient (B) is .371, suggesting that for each unit increase in the dispute of research, the output of public universities increases by .371 units. Therefore,  $H_{02}$  is rejected as the dispute of research significantly impacts university output.

**H<sub>03</sub>:** Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) disputes on teaching and research do not significantly impact on the output of Federal universities in North Eastern Nigeria.

**Table 6a: Results of ANOVA from Regression Analysis of Impact of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) Disputes teaching and research on the Output of Federal Universities in North Eastern Nigeria**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.277	2	4.285	68.528	.000 <sup>b</sup>
	Residual	22.696	369	.063		
	Total	56.973	371			

a. Dependent Variable: OUTPUT OF PUBLIC UNIVERSITIES

b. Predictors: (Constant), Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of teaching, Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research

The result of analysis in Table 6a provides a summary of ANOVA-based linear regression analysis, which was employed to investigate whether Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) disputes have significant impact on the output of Federal universities in North Eastern Nigeria. The results reveal that Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) disputes on teaching and research have significant impact on the output of Federal universities in North Eastern Nigeria,  $F(2, 371) = 68.528, p < 0.05$ . Since the p-value (0.000) is lower than the predefined significance level of 0.05, we can reject the null hypothesis.

**Table 6b: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776 <sup>a</sup>	.602	.593	.25005

a. Predictors: (Constant), Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of teaching, Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research

Table 6b is a model summary that provides the R, R Square, and Adjusted R Square values. The Adjusted R Square value (.593) suggests that about 59.3% of the variability in the output of public Universities can be explained by the model. The R-value of 0.776 indicates that there is a strong relationship among Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) disputing research, teaching and proliferation, and the output of public Universities.

**Commented [HP24]:** Paraphrase this with: the model can explain about 59.3% of the variability in the output of public Universities

**Table 6c: Coefficient of Beta**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	2.190	.496		4.417	.000
	Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of teaching	.699	.043	.606	16.109	.000

Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research	.153	.041	.150	3.697	.000
--	------	------	------	-------	------

a. Dependent Variable: OUTPUT OF PUBLIC UNIVERSITIES

The analysis in Table 6c shows the coefficients of multiple regression analysis. The regression analysis presented reveals how each variable included in the model contributed in predicting the output of public Universities. Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute over teaching has a beta coefficient of 0.606 (60.6%) at  $t = 16.109$ ,  $p - \text{value} = 0.000$ . additionally, Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research has a beta value of .150 (15%) of the variance in the output of universities at  $t = 3.697$ ,  $p - \text{value} = 0.000$ .

It can be concluded that Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of teaching make the strongest unique contribution to explaining the output of public universities, when the variance explained by all other variables in the model are controlled for since it has the largest beta coefficient of .606. The Beta value for Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of research were slightly lower (.150) respectively, indicating that they made less of a unique contribution in predicting output of public universities.

**Findings of the Study**

The following findings emanated from the study.

1. The finding of the study also reveals that there is high level of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of university teaching with a mean of 3.72 and standard deviation of 0.44. The results reveal that Academic Staff Union of Universities (ASUU)-Federal Government of Nigeria (FGN) dispute on teaching has a significant impact on the output of Federal universities in North Eastern Nigeria,  $F(1, 371) = 426.274$ ,  $p < 0.05$ .
2. The finding of the study reveals that there is high level of Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) dispute of university research as indicated by the mean of 3.70 and a standard deviation of 0.45. The finding also reveals that the ASUU-FGN dispute over research has significant impact on the output of federal universities, with  $F(1, 370) = 55.619$  and  $p < .05$ .

**Commented [HP25]:** Paraphrase to either: The results of the study additionally reveal that or The study's findings further indicate that...

**Commented [HP26]:** The study's findings further indicate that...

3. The results reveal that Academic Staff Union of Universities' (ASUU)-Federal Government of Nigeria (FGN) disputes on teaching and research have significant impact on the output of Federal universities in North Eastern Nigeria,  $F(2, 371) = 68.528, p < 0.05$ .

### Discussion of Findings

The results reveal that ASUU-FGN disputes on teaching conditions have a significant impact on the output of federal universities. The significant impact of the ASUU-FGN dispute on teaching is evident in the frequent disruptions to academic activities caused by strikes and other industrial actions. Teaching is a core function of universities, and disputes in this area can lead to frequent strikes and disruptions in the academic calendar. These disruptions affect the continuity of education, leading to prolonged academic sessions and delays in students' graduation timelines, ultimately affecting the universities' output. The study's finding is in agreement with the research by Alexander and Audu (2022) who highlight that these disruptions lead to a loss of instructional time, making it difficult for both students and lecturers to complete the academic curriculum. This disruption affects students' learning experiences and outcomes, as they face compressed academic schedules and a lack of continuity in their education. This finding is also supported by Amie-Ogan, Wey-Amaewhule, and Brown (2022), who found that ongoing disputes create an unstable teaching environment, reducing the effectiveness of academic programs and demoralizing both staff and students. The frequent interruptions also affect the ability of universities to attract and retain talented educators, further impacting the quality of education.

The impact of ASUU-FGN disputes on research activities in federal universities is also significant. Research is a critical component of higher education that drives innovation and development. Disputes and strikes disrupt research projects, leading to delays in findings, publications, and advancements. This interruption not only affects the academic reputation of the universities but also hampers their contribution to national development and global knowledge. The ASUU-FGN dispute over research funding and support significantly impacts the research output of Federal universities. The finding aligns with the study by Musibau and Abel (2022). The researchers argue that funding cuts and administrative disputes hinder research activities by limiting access to necessary resources, reducing funding for research projects, and decreasing opportunities for academic collaboration. This results in fewer publications, reduced innovation, and a decline in the universities' research profiles. Aduma and Njoku (2022) support this finding, noting that unresolved disputes over research funding

**Commented [HP27]:** You may recast it to: Amie-Ogan, Wey-Amaewhule, and Brown (2022), who found that ongoing disputes create an unstable teaching environment, reducing the effectiveness of academic programs and demoralizing both staff and students, also support this finding.

**Commented [HP28]:** influences

lead to decreased research productivity and limit the ability of universities to contribute to national development through innovation and knowledge creation. The lack of support for research activities hampers the ability of universities to address critical societal issues and advance scientific and technological progress.

### **Conclusion**

Based on the findings of the study, it can be concluded that the disputes between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria (FGN) have had a profound and multifaceted impact on the output of Federal universities in North Eastern Nigeria, especially in areas of teaching and research. The significant effects of these disputes on various aspects of university operations, including teaching conditions and research underscore the urgent need for effective resolution strategies. Addressing these issues is critical to restoring stability and enhancing the quality of education and research at these institutions.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. The Federal Government should work with ASUU to improve teaching conditions by providing adequate teaching resources, infrastructure, and support services. Regular reviews and updates to teaching policies should be carried out to ensure that the needs of both students and staff are met.
2. The Federal Government should increase funding and support for research activities in universities, creating incentives for faculty and students to engage in research. Establishing a dedicated research grant program and improving access to research facilities will foster a more vibrant research environment.

### **REFERENCES**

- Abiodun-Oyebanji, O. J. (2015). Lecturers' perception of academic staff strike actions in Nigerian Universities, *The International Journal of Engineering & Science*, *IJES*, *12*, 98-105.
- Abiodun-Oyebanji, O. J. (2010). *Resource situation and academic staff job performance in Nigerian universities*. (Unpublished PhD Thesis) University of Ado-Ekiti, Nigeria.
- Academic Staff Union of Universities (ASUU) (2022). ASUU strike, out-of-school children, other issues that shaped education sector in 2022.
- Academic Staff Union of Universities (ASUU) (2020). ASUU suspends strike: academic staff union of universities latest news on school resumption in Nigeria. Retrieved from <https://www.bbc.com/pidgin/world-55408044>.

- Adamu, I. & Nwogo, A. (2014). Impact of academic staff union of universities (asuu) strike on quality of university education in Nigeria. *ATBU, Journal of Science, Technology & Education*, 2(2), 112-117.
- Alexander, Y. & Audu, D. (2022). Effect of Incessant Strike on Nigerian Education: Implications for University Education in Nigeria. *African Scholar Publications & Research International*, 24(8), 217-226.
- Amadi, E. C. & Precious, U. (2015). Effects of strike actions on educational management planning of universities in Rivers state, Nigeria. *Arabian Journal of Business and Management Review*, 3(11), 28-36.
- Amadi, E.C. & Precious, U. (2015). Educational management planners' view of strike action and its effects on educational management in universities in Rivers State. *Singaporean Journal of Business, Economics and Management Studies*, 4(7), 45 – 55.
- Amie-Ogan, O. T., Wey-Amaewhule, B. & Brown, Ndidi, P. (2022). Impact of academic staff union of universities' strike action on lecturers' productivity in federal universities in South-South, Nigeria. *International Journal of Research Publication and Reviews*, 3(7), 3972-3977.
- Aduma, A. T., & Njoku, A. C. (2022). Assessment of effect of asuu strike on performance of universities in south eastern states of Nigeria. *Advance Journal of Management, Accounting and Finance*, 7(7). Retrieved from <https://aspjournals.org/ajmaf/index.php/ajmaf/article/view/24>
- Chanchal, D. K. (2013). Research publications: Need for Academicians. *Asian J. Res. Pharm. Sci.*, 3(4), 220-228.
- Chand, S. (2016). *Industrial Disputes: Definition, Forms and Types*. Available on: [www.yourarticlelibrary.com/industries/industrial-disputes-definition-forms-and-types/35453](http://www.yourarticlelibrary.com/industries/industrial-disputes-definition-forms-and-types/35453) Access Date: 10/01/2017.
- Currie -Alder, B (2015). *Research for the Developing World: Public Funding from Australia, Canada, and the UK* (Oxford, 2015; online edn, Oxford Academic, 22 Oct. 2015). Retrieved on 24 Aug. 2023 from <https://doi.org/10.1093/acprof:oso/9780198742937.001.000>.
- Edinyang, S. & Ubi, I. E. (2013). Studies Secondary School Students in Uyo Local Government Area of Akwa Ibom State, Nigeria. *Global Journal of Human Resource Management*, 1(2), 1-8. From [www.ea-journals.org](http://www.ea-journals.org). Retrieved on 8th February, 2014.
- Ekpo, C. G. (2014). Education and Transformation Agenda in Nigeria: An Appraisal. *Journal of Education and Practice*, 5(8), 83 – 90.
- Fan, P. (2018). Catching up in economic transition: Innovation in the People's Republic of China and India. *ADB Working Paper Series*, Asian Development Bank Institute. Retrieved on 24 Aug. 2023 from <https://www.adb.org/sites/default/files/publication/401456/ adbi-wp809.pdf>.
- Ijov, T. M. (2018). *Academic staff union of universities' strikes action and the management of public universities in the North East Zone of Nigeria*. Unpublished PhD Thesis, Department of Educational Foundations, Benue State University, Makurdi, Nigeria.

- Isa, M. & Ezekiel, A. H. (2022). Investigating the Effects of Staff Unions Industrial Action on Students' Academic Performance in Nigerian Tertiary Institutions. *Sch J Arts Humanit Soc Sci*, 10(7), 345-357.
- Musibau, O. O. & Abel, I. O. (2022). Socio-economic impact of academic staff union of universities' incessant strikes on host communities: Focus on Anyigba Community of Kogi State, Nigeria. *Kampala International University, Journal of Social Sciences*, 8(2), 111- 126.
- Nurul, R. & Idris, A. (2020). Improving Student Capabilities through Research-Based Learning. *Innovation on E-Learning System*, 15(4), 195-205.
- Ohiwerei, F.O. & Onimawo, J. A. (2016). Effects of strike on the academic performance of business education students in Nigerian universities. *International Journal of Academic Research in Progressive Education and Development*, 5(3), 77 – 85.
- Yawe, A. A., Ijov T. M. & Okwori, A. (2019). What is the perceived impact of academic staff union of universities' strikes on management of public universities in North East Geo-Political Zone, Nigeria? *International Journal of Strategic Research in Education, Technology and Humanities*, 6(1), 1-16.