

Exploring The Synergic Relationship Between Asuu And Federal Government In Restoring Industrial Harmony In Nigeria Public Universities

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Abstract: *The reoccurring nature of industrial unrest in Nigerian public universities impinges on the ethos of academic excellence thereby making the universities objects of caricature. Inadequate funding and poor state of educational facilities in public universities have provoked fear towards intellectual decline. This paper explores the synergic relationship between ASUU and FG. This study is anchored on the relative deprivation theory. It also adopted primary and secondary data from distributed copies of questionnaire, interviews, journal articles, textbooks and newspapers. This paper notes that something has to be done to avoid lecturers and professional researchers deserting the Ivory Tower. The poor state of facilities and infrastructure in the universities should immediately be revived. The study therefore, recommends that university education should be given a priority attention where the Federal government is expected to sincerely strive to meet internationally approved standard of funding the public universities. The Federal Ministry of Labour and Productivity should be strengthened with appropriate legislation to persistently engage ASUU effectively in meaningful dialogue on the best practices in resolving industrial conflicts in Nigerian public universities.*

Keywords: *ASUU, Federal Government, Synergic relationship, Industrial harmony, Public universities.*

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I. INTRODUCTION

The benefit of universities as ivory tower in the socio-economic, political and technological development of any nation is indisputable. According to Bamiro (2012), universities achieve relentless pursuit of truth for a better understanding of the world by engaging in scholarly activities that expand the frontiers of knowledge and lead to innovations, inventions and discoveries. Indeed, universities inclusively educate and transmit knowledge to deserving students and scholars; and participate in those activities in the society that enhance the common good and well-being of all mankind.

Efeke (2011) stated that universities are saddled with the responsibility of training individuals to acquire professional capacities and high-level skills through research and technological innovations for socio-economic, political and technological development of a nation. Similarly, Krishna (2016) noted that the principal mission of university education is the generation, dissemination, advancement and application of knowledge in the service of society at the local, national and international levels. Indeed, the governments, all over the world, give priority attention to the establishment and funding of universities because of the strategic role they play in the society.

In Nigeria, the history of university education started with the Elliot Commission of 1943 which moved for the establishment of the University Collage Ibadan (UCI) in 1948. The University College Ibadan (UCI) was an affiliate of University of London (Ukeje, 2002). It was from when Nigeria attained independence in 1960 that the need to train skilled manpower to take over from the colonial expatriates heightened. The Federal and State governments in Nigeria have been establishing public universities based on felt needs as advised by the Ashby Commission of 1959. At moment, Nigeria is having a total number of one hundred and fifty-four universities which is made up of forty Federal government owned universities, forty four State government owned universities and seventy-four private universities (NUC, 2017).

However, despite the expansionary growth in numbers of Nigerian public universities and roles they are expected to play, Nigeria universities are performing below expectations. Similarly, ASUU (2005) noted that Nigeria has been bedevilled with many woes in her university educational sector; such that anyone who has the good of the country at heart would agree that the sector needs a divine touch. In the same vein, the university

system lacks autonomy, academic freedom, facilities and infrastructure to absorb the teeming number of applicants each year (Egbokhare, 2006). Indeed, Nigerian public universities today suffer from poor quality teaching staff and facilities, decay of amenities and infrastructure reflecting in low quality graduates, substandard research output and unqualified students, who are ill-equipped for the labour market. These problems in the nation's ivory tower seem to be an impediment in fulfilling the realization of the goals for establishing the universities (Akinnsaso, 2017). Public universities here include Federal and State government owned universities in Nigeria.

To critics, the reoccurring nature of industrial unrest which ASUU uses as a tool to correct these anomalies in public universities impinges on the ethos of academic excellence thereby making the Nigerian universities objects of caricature. Indeed, when students are kept away from school for a long time or frequently, most of them are completely cut off from academics. This is because the conditions at home may not favour productive and rigorous academic exercise. They may rather divert students' attention and make them easy prey to evils. The students and their parents become frustrated because of long expectation of school resumption that sometimes is far from sight. These throw up further challenges that need to be addressed. It is against this backdrop that this present study sets out to explore the synergic relationship between the Academic Staff Union of Universities (ASUU) – an umbrella union of lecturers in universities in Nigeria- and Federal government (FG) in restoring industrial harmony in Nigerian public universities.

II. REVIEW OF RELATED LITERATURE

Conceptual Overview of Industrial Harmony

The term industrial harmony is made up of two words – industrial and harmony. Industrial means the process of productivity-activity in which an individual is (or a group of individuals are) engaged, while harmony is the peaceful co-existence between two parties (of opposing interests) in an organization. According to Otobo (2000), industrial harmony refers to a friendly and co-operative agreement on working relationship between the employer and the employees intended for their mutual benefits in an organization. Awuzie(2010) believes that industrial harmony is an ideal state of peace existing between the employer and employees that will prompt them to engage in the production of goods and services in an organization. This is because employees are motivated by the existing harmonious relationship to give the best of their talents or potentials for the development and progress of the organization.

Matthew and Muhammed (2014)believed that industrial harmony is the ideal situation in Nigerian public universitieswhere the government and ASUU are expected to work harmoniously in pursuit of therealization of the universities' mandate of intellectual and moral training of their productsto acquire professional capacities for the socio-economic, political and technological development of our country. Industrial harmony therefore enhances the lecturers' satisfaction, efficiency and productivity in the public universities in Nigeria. Corroborating this view, Pamede (2007) observed that industrial harmony creates a peaceful working environment conducive for dialogue and tolerance in resolving industrial disputes between the State and ASUU in Nigerian public universities. According to Pamede (2006), a healthy and harmonious relationship between the employer and employees is an important key for achieving maximumproductivity in any organization.

The indices that my bring about industrial harmony include favourable working conditions/environment, prompt payment of salaries/entitlements, promotion, provision of adequate teaching and research facilities, infrastructural development, academic freedom and university autonomy in the public universities. These indices/variables will enhance the following advantages in Nigerian public universities:

- i. Prevent Unnecessary Disruptions or Alterations of Academic Programmes** One important benefit of industrial harmony is that, it removes impediments to the universities achieving the general objectives and goals for establishing them as centres of intellectual and moral development of the students. Egbokhare (2006) and Pamede (2007) believes that, this will ensure full utilization of potentials and resources for maximum productivity.
- ii. Reduction of Industrial Unrest** The maintenance of harmonious working relationship between the State and ASUU reduces industrial unrest in the public universities in Nigeria. Generally, industrial unrest is a reflection of the failure of employer to satisfy the basic employees' needs in an organization. Industrial harmony therefore helps in promoting co-operation between the employer and employees. According to Awuzie (2010), co-operation minimizes industrial unrest and increases productivity in a peaceful working environment.
- iii. Improves Lecturers' Morale** The existence of harmonious work relationship between the government and ASUU improves the lectures' morale in the public universities in Nigeria. Pamede (2007) noted that the gains or achievements of an organization cannot be ascribed to the managerial expertise of the employer alone but can be equally shared with the employees for their commitment in achieving the organizational goals and objectives. Thus, complete unity of purpose and action is one of the achievements of industrial harmony in the public universities in Nigeria.

Brief History And Overview Of Asuu Struggles With The Federal Government

The Academic Staff Union of Universities (ASUU) is one of the main four trade unions in Nigerian public universities. The three other vibrant trade unions are the Senior Staff Association of Nigeria Universities (SSANU), National Association of Academic Technologists (NAAT) and the Non Academic Staff Union of Universities (NASU). Another critical stakeholder, though not a trade union, is the National Association of Nigerian Students (NANS). All these trade unions including the students' association at one time or the other, play crucial roles in pressuring the Federal Government to improve the conditions of service of staff and the provision of basic amenities and infrastructure in Nigerian public universities (Anikpo, 2011).

The Academic Staff Union of Universities (ASUU) was formed in 1978 with the primary aim of protecting the interest of its members. Other reason adduced for its formation was to respond to critical social, economic and political issues facing Nigeria (Anikpo, 2011). From when ASUU was formed to date, the industrial relations scene in Nigerian public universities has witnessed a great deal of industrial unrest as a result of the Federal Government inability to meet ASUU's demands for the total revitalization of the universities. This has been paralyzing the smooth administration of the universities and prolonging the years of graduation of students. The ideology behind the formation of ASUU was a complete departure from its immediate predecessor, the Nigerian Association of Universities Teachers (NAUT) which was very docile in labour union matters (ASUU, 2005). The birth of ASUU ushered in an era of quality logic and matured reasoning in the industrial relations scene of the public universities in Nigeria. Since its formation, ASUU had maintained an advanced and enviable standard in the pursuit and struggle for the emancipation of its members from every perceived injustice, oppression and intimidations (Jega, 1994).

Oyarede (2012) asserts that, the ASUU's emergence in the Nigeria industrial scene was a logical reaction to the mismanagement of the Nigeria economy from the 1960s to the 1970s. The Nigeria economy previously depended on agriculture and its allied products which nose-dived and got into comatose with the advent of oil boom in the 1970s. In the oil boom era, the Nigerian leaders undermined the agricultural sector as a foreign exchange earner by failing to utilize the proceeds to develop the country. The oil proceeds were either stolen by the leaders or wasted on white elephant projects. According to Oyarede (2012), the state economy became literally grounded in the late 1970s when the global oil market experienced price instability from glut of the product. The Federal government was pushed into deeper financial crises when it subscribed to the Structural Adjustment Programme (SAP) in 1986. This made the economic recovery measures aimed at building external reserves, promoting exports, achieving economic self-reliance and realistic exchange rates become a herculean task in Nigeria. Oyarede (2012) observed that, the introduction of the Structural Adjustment Programme (SAP) led to the gradual deterioration of the teaching, learning and research environment in Nigerian public universities as the government withdrew subsidies to the education sector. Similarly, Oyarede observed that:

The crises of university education in Nigeria climbed up to a frightening stage in 1987 when Federal Government grants to Nigerian universities were reduced to 30% from what it used to be. What was available to the Nigerian universities by 1989 was barely enough to pay staff salaries. As a result of this, the teaching and research facilities of the Nigerian universities and the physical structures of the institutions could not be sustained (Oyarede 2012:109).

According to Anikpo (2011), the initial protest against the unhealthy conditions of service and work environment in the Nigeria university system were championed by the students' union in the 1980s. The greatest of these protests was the anti-SAP riot of May 1989 which led to the closure of Nigerian public universities for five months. Thereafter, the Federal government clamped down on student unionism in Nigerian public universities. This led to students with the blood of activism going underground to organize themselves into various forms of cult groups. This may have been possibly a reason responsible for the advent of campus cultism in Nigerian public universities. Like every underground activity, campus cultism took on all manner of criminal activities, thus adding to the problems faced by the universities.

Relatedly, Ekundayo and Adedokun (2009) believed that the reluctance of the Federal government in implementing signed agreements, clamping down on students' unionism and the nauseating effects of SAP on learning and research in the universities, to a great measure, make ASUU ideology look revolutionary, whereas it is not so. The union has been fighting for both the students' improved learning and living environment and favourable conditions of service and conducive work environment for the lecturers. ASUU, with its genuine concern for the revitalization of the public universities in Nigeria have been resorting mostly to strike actions as other dispute settlement mechanisms seem not to be effective. Corroborating this view, Beckman and Jega (1997) said ASUU, like other labour unions, preferred strike actions more than other known pressure actions/tactics in industrial relations because the only language government functionaries seem to understand in industrial relations is strike. The two other labour unions of lecturers in Nigerian institutions of higher learning, the Academic Staff Union of Polytechnics (ASUP) and Collages of Education Academic Staff Union

(COEASU) are also known for using the tool of strike to get the attention of the Federal and State governments in their demands. According to Beckman and Jega (1997), the three basic issues that are causing industrial unrest in the universities (if not properly resolved) are the demand for improved teaching and learning environment, staff welfare and autonomy of the universities against the overbearing influence of the federal government.

In the Nigerian industrial scene, opinion differs on the impact of industrial unrest in Nigerian public universities. Some scholars consider it to be negative, while others are seeing it to be positive, believing that without industrial unrest (particularly strike actions), the condition of the public universities in Nigeria would have been worst today. Jega (2009) believes that industrial unrest has awakened a new consciousness in the society where ASUU is now considered as a powerful force to be reckoned with as regards protecting the interest of its members and portraying zeal for the transformation of the universities to a world class standard. However, this struggle is recording great physical, psychological and material implications on the union leaders and activists, as many have been harassed, detained, dismissed and victimized by the state and its agencies.

Anikpo (2011) asserts that what make industrial unrest between the Federal government and ASUU to be a nightmarish concern to Nigerians are its frequency and the government inability to show full commitment in resolving its disagreements with ASUU. This problem is associated with the federal government penchant for not taking ASUU demands/protests serious until the industrial dispute escalates to full-blown strike actions. In his view, Chukwuma (2013) observes that this nonchalant attitude of the Federal government had prompted ASUU to embark on 16 strike actions from 1994 to 2013, each lasting between 3 days and 6 months duration. According to Adamu (2013) and Ajewole (2014), these strike actions had adversely affected academic programmes, elongated years of graduation of students and reduced the quality of graduates in Nigerian public universities.

Table 1: Statistics of ASUU Strikes in Nigeria 1994 – 2017

S/N	Name of Union	Year of Strike	Duration of Strike
1	ASUU	1994	6 months
2	ASUU	1995	5 months
3	ASUU	1996	6 months
4	ASUU	1998	5 months
5	ASUU	1999	5 months
6	ASUU	2001	3 Months
7	ASUU	2002	2 Months
8	ASUU	2003	6 Months
9	ASUU	2004	3 Days
10	ASUU	2005	1 Week
11	ASUU	2006	3 Months
12	ASUU	2007	1 Week
13	ASUU	2009	4 Months
14	ASUU (South East, Nigeria)	2010	5 Months, 1 Week
15	ASUU	2011	3 Months
16	ASUU	2013	6 Months
17	ASUU	2017	1 Month, 6 Days

Source: Adopted from ASUU website: www.asuunigeria.org

Theoretical Framework

This study adopts the relative deprivation theory espoused by Ted Robert Gurr as the major theoretical framework upon which its analysis is based. The relative deprivation theory suggests that people turn aggressive and engage in violent actions such as strike, riots, rebellion, mass protests/revolts and other forms of civil or industrial unrest when perceived/latent or real impediments deprive them of achieving their material basic needs (Ikejiaku, 2012).

According to Richardson (2011), Ted Robert Gurr in his book ‘Why People Rebel’ published in 1970 argued that people are bound to rebel when they realise that there are discrepancies between what they supposedly get and the actual reward they are benefiting. It is this perceived discrepancy between value expectations and value capabilities that leads to frustration and discontent of members of a group. Relative deprivation theory offers explanation based on a group’s feeling of deprivation and discontent arising from comparing the status of the entire group with a referent group (Saleh, 2013).

This theory is relevant in discussing the perennial industrial conflicts between the Federal and State governments and ASUU experienced in Nigerian public universities. This implies that conflicts in the universities is causing collective discomfort to the lecturers who are believed to be relatively deprived of the

privilege of improved working conditions/environment by the Federal Government or Management of universities. This therefore justifies the lecturers' feeling of deprivation that creates the impulse to undertake industrial actions such as strike, absenteeism, boycott and mass protest to correct perceived deprivation that is causing detrimental impacts on the universities achieving the general goals and objectives of establishing them. The lecturers' feeling of deprivation by the Federal Government particularly is responsible for the frustration-aggression which becomes relevant in understanding when men engage in conflicts in the society (Ikejiaku, 2012).

However, it has been argued that relative deprivation theory had failed to explain why some people who feel discontented do not participate in group/mass actions or violence (Richardson, 2011). It can be assumed that ASUU embarking on industrial unrest or other forms of agitation does not guarantee its actions or interests to be right; neither does it guarantee the general expectation of improved working conditions/environment of members in Nigerian public universities.

III. METHODOLOGY

Design of the Study

This study adopted the survey design because it facilitates easy collection of data and the testing of hypothesis formulated. The questionnaire is specifically designed to solicit information from the respondents on ways of exploring a synergic relationship between the Federal Government and ASUU in achieving industrial harmony in Nigerian public universities. Also, in Key Persons Interview (KPI), the study obtained general view and information including the expression of emotions and feelings of the participant on the issue under investigation. The advantage of using the survey method in this study is the generalization of the results of the findings to all the public universities in Nigeria.

The study was carried out in University of Port-Harcourt and Niger Delta University, Wilberforce Island. The two universities were purposively chosen because their lecturers are seen to be active members of ASUU and their proximity to the researchers. The target population for this study consists of 2130 academic staff of the two universities (i.e. 1355 academic staff of University of Port-Harcourt and 775 academic staff of the Niger Delta University, Wilberforce Island) as at 2016. From the population, the sample size of 568 respondents was drawn using Yamene (1973) formula. Also, a 96% confidence level and level of maximum variability ($P=0.05$) were assumed. The sampling technique which comprises purposive, simple random, systematic and stratified sampling techniques was adopted in this study.

Data Analysis And Discussion Of Findings

Table 2: Distribution of Respondents on the Frequency of Industrial Unrest in Nigerian Public Universities

Variables	UNIPORT		NDU		Total	Percentage
	Frequency	Percentage	Frequency	Percentage		
Very Often	97	33.2	75	29.4	172	31.5
Often	177	60.8	170	66.7	347	63.6
Not often	17	6	10	3.9	27	4.9
Rarely	-	-	-	-	-	-
Total	291	100	255	100	546	100

Source: Field Survey, 2017.

In Table 2, the data that 63.6% respondents indicated that industrial unrest in Nigerian public universities occur often. However, it is not unanticipated that nobody indicated that industrial unrest occurs rarely because it is a widespread phenomenon in Nigeria. The findings here support the Key Persons interviews (KPI) data from the two universities. For example a 58 year old professor in the Faculty of Sciences from the University of Port-Harcourt said:

Universities in Nigeria have witnessed incessant closures due to industrial actions more than any other universities in the world. As we speak, you are aware that ASUU is on strike again. This is a serious social problem. There is no political administration in Nigeria that has not committed this barbaric ritual of closing down the universities as a result of strike by ASUU. The effect of these repeated closures of schools and academic programmes on students' learning effectiveness can better be imagined than described. It is very pitiable ... (58 year old Professor, Faculty of Social Sciences, UNIPORT).

Also another 49 year old male lecturer in Faculty of Engineering from Niger Delta University, Wilberforce Island said:

Well, the rate with which public institutions embark on strike in Nigeria is very alarming, I must confess. An average student in Nigeria, especially university students are more likely to spend more than 50% of

their study year at home due to one strike, disagreement or the other between ASUU and the government (49 year old lecturer, Faculty of Engineering, NDU).

However, just very few of the respondents 4.9% (i.e. 6% respondents in University of Port-Harcourt and 3.9% respondents in Niger Delta University, Wilberforce Island) said the industrial unrest does not happen often in Nigeria universities. This can also be associated with the entire university education system in Nigeria. Furthermore, respondents were asked if they think frequent industrial unrest is the major cause of prolonged years of graduation of students.

The responses are shown in figure 1 below.

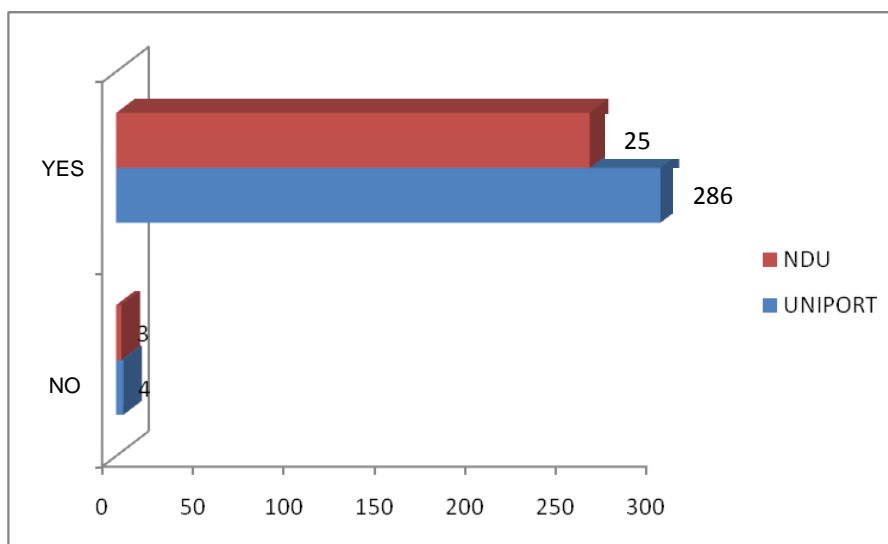


Fig. 1: Distribution of respondents on whether frequent industrial unrest is the major cause of prolonged years of graduation of students in Nigerian public universities

Fig. 1 showed that an overwhelming majority, 95.5%, of the respondents in both universities affirmed that frequent industrial unrest is the major cause of prolonged years of graduation of students in Nigerian public universities. Only an insignificant few, 4.5%, of the respondents disagreed that frequent industrial unrest is the major cause of prolonged years of graduation of students in Nigerian public universities.

Item 8 in the questionnaire sought to find out the main cause of the perennial industrial unrest in Nigerian public universities. The responses are shown in table 3 below.

Table 3: Distribution of Respondents on the Main Causes of Perennial Industrial Unrest in Nigerian Public Universities

Variables	UNIPORT		NDU		Total	Percentage
	Frequency	Percentage	Frequency	Percentage		
Poor wages and conditions of service.	251	86.2	242	94.9	493	90.2
The State Interference in the Management of universities	11	3.9	8	3.1	19	3.7
ASUU unrealistic and unjustifiable demand	2	0.5	2	0.8	4	0.7
Poor conflict resolution strategy between the State and ASUU disagreements	27	9.4	3	1.2	30	5.4
Total	291	100	255	100	546	100

Source: Field Survey, 2017.

The statistical presentation in table 3 shows that poor wages and conditions of service are the main causes of perennial industrial unrest in Nigerian public universities. Thus, this can be vividly seen that an overwhelming majority, 90.2%, of the respondents maintained that poor wages and service conditions are the main causes of perennial industrial unrest in Nigerian public universities.

Supporting this finding in the Key Persons Interviews (KPI), a 46 year old Senior Lecturer in the Faculty of Biological Sciences who is an official of ASUU in the University of Port Harcourt Chapter also lamented that:

The main causes of the disputes have to do with the working conditions in the universities. It is very sad to note that about 3 or 4 lecturers share a common office. This is the result of inadequate office spaces. How do you expect us as lecturers to perform our duties effectively under these conditions? If the offices are inadequate, you can imagine what the situation is with the student’s accommodation, where up to eight students share a room space which is meant for 2 students? How do you expect the students to concentrate under this condition? ... We need more office blocks, staff quarters and more hostels for our students and recreational facilities in Nigerian public universities (46 year old Senior Lecturer in the Faculty of Biological Sciences, UNIPORT).

Another 55 year old professor in the Faculty of Social Sciences passionately expressed his views thus:

How is it possible to work or learn under this condition ... the fan is not working ... the air conditioner is not working ... I cannot switch on my computer without power supply. This is the problem lecturers face every day ... Let’s take it further to the library. If I cannot use the computer in my office, how can a student use the computer in the library? If the atmosphere in my office is not convenient for learning, how do I expect the atmosphere in the library to be convenient for a student to learn? These have to do with our demands. The federal government should fund the universities ... the causes of the disputes have gone beyond salaries and wages. It is not just about increasing our salaries, but more importantly, improving the conditions of service of both the academic and non-academic staff of the Nigerian public universities (55 year old Professor, Faculty of Social Sciences, NDU).

The implication of this finding is that the root cause of perennial industrial unrest in Nigeria public universities is strongly linked to the problem of lack of good remuneration and access to conducive working/learning environment for lecturers and students. This implies that the Federal government is not demonstrating enough commitment in providing improved welfare for lecturers and basic amenities/infrastructure for the public universities in Nigeria. However, 5.4% of the respondents from two universities were of the opinion that poor conflict resolution strategy between the Federal government and ASUU is causing perennial industrial unrest in Nigeria public universities.

Table 4: Distribution of respondents on whether the State always implements agreements reached with ASUU

Variables	UNIPORT		NDU		Total	Percentage
	Frequency	Percentage	Frequency	Percentage		
Yes	3	0.9	6	2.5	9	1.7
No	284	97.6	237	92.9	521	95.4
I don’t know	4	1.5	12	4.6	16	2.9
Total	291	100%	255	100%	546	100%

Source: Field Surety, 2017.

The data in table 4 above show that an overwhelming majority, 95.4%, of the respondents disagreed that the State is committed to implementing agreements reached with ASUU, while only an insignificant 1.7% of the respondents from the two universities affirmed that the State implements agreements reached with ASUU. Furthermore, item 18 in the questionnaire sought to know from the respondents on ways the Federal government can reduce industrial unrest and improve the quality of graduates in Nigerian public universities.

Their responses are shown in figure 2 below:

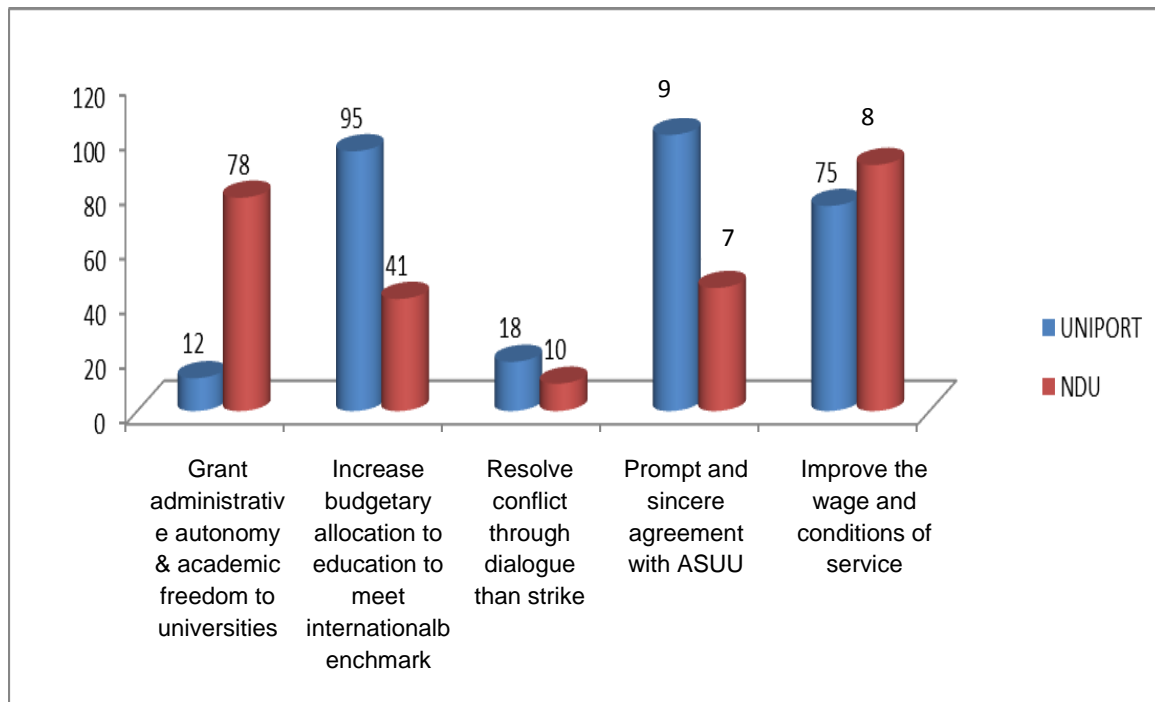


Figure 2: Distribution of respondents' Views on Ways of Reducing Industrial Unrest and Improve the Quality of Graduates in Nigerian Public Universities

Finally, figure 2 above showed possible ways to reduce the industrial unrest and improve the quality of graduates in Nigerian public universities. The result is quite interesting, in the University of Port Harcourt, majority, 33.2%, of the respondents were of the opinion that, the Federal government's prompt and sincere implementation of agreements with ASUU will help to reduce the rate of industrial unrest in Nigerian public universities. It is also believed that, this will improve the quality of graduates produced in Nigerian public universities. Also, 34% of the respondents in Niger Delta University, Wilberforce Island believe that improved wages and conditions of service are ways of reducing the rate of industrial unrest. From the responses, only 3.9% of the respondents from the University of Port Harcourt and 29.5% respondents in Niger Delta University, Wilberforce Island supported the view that granting administrative autonomy and academic freedom to the universities will reduce industrial unrest and improve the quality of graduates in Nigerian public universities. This implies that, administrative autonomy and academic freedom is enjoyed more in the Federal government owned universities than the State government owned universities in Nigeria. This is not surprising because State government owned universities are more likely to experience interference from their State governments more than the Federal government owned universities in Nigeria. Also granting autonomy and academic freedom without attending to the other needs will nullify the struggle since autonomy and freedom cannot stand as isolated cases.

IV. CONCLUSION

It was observed that the industrial unrest witnessed in Nigerian public universities as a result of disagreements between the Federal government and ASUU have been mainly shaped by some socio-economic factors. These factors identified are poor remuneration/wages and delay in payment of remuneration/wages and other entitlements/allowances for lecturers leading to the brain drain syndrome, poor budgetary allocation to the universities and financial misappropriation, rising students population without a corresponding recruitment of lecturers and infrastructural neglect or decay. As it has been observed, the effects of industrial unrest have placed limitations on students' destiny and aspirations as it elongates the duration of academic programmes. It also hampered the academic performance of students as some brilliant ones will end up graduating with poor grades and at longer times.

V. RECOMMENDATIONS

University education in Nigeria should be given a priority attention where the Federal government should sincerely strive to meet internationally approved standard of operating and funding the public

universities. The Federal government's sincere implementation of all aspects of agreements reached with ASUU will usher in the desired industrial harmony in Nigerian public universities. The Federal government should endeavour to increase its annual budgetary allocation to education from its present pitiable state to the minimum benchmark of 26% as recommended by UNESCO. The Federal government should introduce an acceptable welfare packages to motivate the lecturers to higher productivity. The Federal government should also embark on periodic review of the lecturers' and other university staff working conditions/environment with their unions. Finally, the Federal Ministry of Labour and Productivity should be strengthened with appropriate legislation to engage ASUU effectively in dialogue on the best practices in resolving industrial conflict in Nigerian public universities.

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