

**INDUSTRIAL ACTION AND PERFORMANCE OF FEDERAL UNIVERSITIES IN
SOUTH EAST, NIGERIA**

BY

**EDEOGA, WINIFRED NKECHI
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AND

**PROF. FRED O. EZE
(FIRST SUPERVISOR)**

**DR. MBAH PAULINUS CHIGOZIE
(SECOND SUPERVISOR)**

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ABSTRACT

Industrial actions is significant evidence of industrial conflict. The general objective of the study was to examine industrial action and performance of federal universities in South east, Nigeria. The specific objectives were to: examine the relationship between cessation of work and quality of teaching and learning; assess the relationship between temporary closure of work and visibility; evaluate the relationship between concerted refusal of work and webo metric ranking; determine the relationship between suspension of work and graduate employability and ascertain the relationship between multi task and mobility of academic researchers staff in federal universities in South east, Nigeria. The research question and hypotheses were in line with the objectives. The study employed descriptive survey design. Both primary and secondary sources of data were utilized for the study. The area of the study was South East Nigeria. The target population of the study (4525) consisted of the Academic staff of Federal Universities in South East Nigeria. The data collected were presented and analyzed at two levels, namely (a) Descriptive analysis, percentages and Pearson correlation (r) were used for the test of hypotheses. The findings of the study included the following: Cessation of work had significant positive relationship with quality of teaching and learning $r(95, n = 322) = .499 < .788, p > 0.05$; Temporary closure of work had significant positive relationship with visibility Nigeria $r(95, n = 322) = .526 < .747, p > 0.05$; Concerted refusal of work had significant positive relationship with webo metric ranking $r(95, n = 322) = .394 < .766, p > 0.05$; Suspension of work had significant positive relationship with graduate employability $r(95, n = 322) = .415 < .976, p > 0.05$ and Multi task had significant positive relationship with mobility of academic researchers staff in federal universities in South east, Nigeria $r(95, n = 322) = .440 < .819, p > 0.05$. The study concluded that cessation of work, temporary closure of work, concerted refusal of work, suspension of work and multi task had significant positive relationship with quality of teaching and learning, visibility, webo metric ranking, graduate employability and mobility of academic researchers staff of federal universities in South east, Nigeria. The study recommended amongst others that Management of tertiary institutions in Nigeria needs to develop and nurture employment engagement by providing adequate training and workshop for academic staff to increase organizational visibility and ranking

Keywords: Industrial Action, Performance, Cessation, Work, Quality, teaching and learning.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Disruption in academic programme is a natural consequence of each industrial action or strike. No matter its form and nature, it is a disastrous factor in our functional education system; since effective academic activities of the students heavily depend on the proper use of the opportunities and learning experiences in their environment. Hence, the issues of industrial action have generated a lot of argument in various parts of our educational sector, this is because as legal dictionary concludes that labor unions do not have the right to use strike to interfere with management prerogatives or with policies that the employers is entitled to make that do not directly concern the employment relationship (Abaekwumw, Agundu, Agoha and Obinna-Akakur, 2022). Industrial action also called labour strike or industrial action is a work stoppage caused by the mass refusal of employee(s) to work. Industrial action became important during the Industrial Revolution, when mass labour became important in factories and mines. Strikes are the most significant aspect of industrial conflict. Industrial action is defined as the temporary stoppage of work in the pursuance of grievance or demand. As workers continued to increase and the need for representation rises, the need for a mother union was inevitable hence, the merger into one big or mother union which will oversee all the activities of all workers under one umbrella body known as the Nigeria Labor Congress (N.L.C). The education sub-sector especially secondary schools in Nigeria have witnessed in recent time incessant closures due to industrial actions. The effect of these repeated closures of schools and academic programs on students' academic performance can better be imagined than described. Secondary school education in Nigeria has thus suffered tremendous setbacks as a result of industrial actions. Odubela (2012) concludes that effective learning or an enhanced performance is achieved by successful coverage of the course outline timely and before the examination. This is rarely achieved when there is industrial action.

The workers embark on incessant strike to mount pressure on the government in other that, promises and policies on number of things agitated for, such as development and supply of infrastructure in tertiary visitations, welfare of both Academic and non-Academic Staff as well

are implemented. It was also observed that any change in the administration of an institution normally result in protest by union members. In any prolong incessant strike, members of the union demonstrate their intention by displaying cards, postal and hand bill with description and writers. As a result of incessant strike, many took to hawking, selling of items, while the male counterparts engage in farming, and commercial activities to save their family from ugly situation of begging from friends and buying on credit for provision to the family in term of feeding and all not.

Over the years, the government's vote for the educational sector in Nigeria has ranged only between 7-10 percent. (Arikewuyo 2014). Odiaka (2016), further confirmed that only 8.4% of the Nigerian total budget for year 2013 was allocated to education, while a country like Ghana, Cote d'Ivoire and Uganda allocated 31.0%, 30.0%, and 27.0% of their total budget respectively to their educational sector. Perhaps the government fails to understand the fact that the success of any system depends on its adequate funding.

Fakae (2012), also affirms that various members of ASUU, both male and female, senior and junior, old and new members have perceived the issue of strike as a tool to drive home their demands from various perspectives. Some have argued that is an unnecessary disruption of academic programme and calendar, and hence, an effort in futility; since at the end of many of these strikes, nothing tangible seems to be achieved by ASUU and other bodies. According to these scholars, the generality of lecturers seem not to know what is even happening; they are only told there will be a strike and off duty they go. Unuigboje (2009), and Ayoola (2012), in the same vein corroborated this position that, often time ASUU demands and strikes are usually untenable and egocentrically-constructed and many at times an exercise in futility and which at the end of the day, very inimical to the entire university progress.

Others on the other hand, are of the opinion that since the government understands no other language than strike, then the weapon of down tooling must always be employed by ASUU to press home their demands and they argued further that ASUU has always been in the forefront of rescuing the Nigerian university Education from its fast paced degradation; and therefore cannot give up now. It is however sad to note that strikes are still the order of the day in many of our universities in Nigeria. This then implies that, the root causes of industrial actions in our

universities have not been adequately addressed. The consequence of these actions does not only affect the country and the university activities, but they have an impact on employment relations (Arputharaj & Gayatri, 2014). The incessant strikes are as a result of the perceptions held by employees that it is the only language which governments and employers understand (Ige Akindele, 2014).

In Sub-Saharan Africa, countries such as South Africa, Ghana and Nigeria have embarked on more strikes than their counterparts, namely: Zimbabwe; Botswana; Morocco; Ethiopia and Kenya (Edinyang & Ubi, 2013; Odeku, 2014; Rapatsa, & Matloga, 2014). This indicates that there is a growing number of industrial actions in Nigeria. although this is done to the detriment of University students who make up the major part of the primary objective of the university, the performance of university student is at risk when there is the occurrence of incessant industrial action, it affects the smooth running of the school and as a result, affects the students performance generally (Adetiba, 2016). Serious attention is therefore needed by all the stakeholders (government, trade union representatives, university management, employers, NGOs, parents and community leaders) to address the incessant strikes in the country. This study has been undertaken to provide the stakeholders of the universities with mechanisms to address strikes in the public universities in Nigeria, as well as in the rest of the world. It is against this backdrop therefore that the study examined Industrial action and performance of federal universities in South east, Nigeria.

1.2 Statement of the Problem

The usefulness of education in a developing country cannot be overemphasized. It is the key factor in economic development. The higher its quality, the more the nation can achieve economic growth and poverty reduction. Quality basic education is a fundamental human right that promotes the development of the individual and enables citizens to achieve their full potential. Higher education produces highly skilled workers who drive technological innovation through research, which in turn lead to larger social productivity increase.

Education stakeholders in Nigeria have been complaining about the education interruptions occasioned by serial labor strikes. The educational sector in Nigeria, especially university system, has experienced serious crises for over a period of time, as manifested in series of

industrial actions by various union bodies in the system, most especially. It is like a cycle in the country. There is hardly any year since 1996 that university lecturers had not gone on strike. Sometimes, they tag it warning, indefinite or total strike. University lecturers in Nigeria, through the umbrella body, Academic Staff Union of Universities (ASUU), appears to have created for themselves an image of group whose sole interest is strike; to the point whereby it looks as if they have lost public sympathy. The persistence closure of the Nigerian tertiary institutions has heightened. In recent times, universities have experienced cessations of work, temporary closure of work, suspension of work and multi tasking of different jobs. The tertiary institution lecturers had called for improved conditions of service, which in their assertion is worst if compared with their counterparts anywhere in the world. On their part, the students in Nigerian tertiary institutions have lamented over their own plight and described it as the worst any student in a tertiary institution can experience anywhere in the world.

There are many traces of symptoms of moral decadence in our tertiary institutions and various education interruptions of the Nigerian university system. This incessant industrial actions might result to poor quality of teaching and learning, invisibility of the institutions, producing unemployable graduates and lots more. Hence the study examines industrial action and performance of federal universities in South east, Nigeria.

1.3 Objectives of the Study

The general objective of the study was to examine industrial action and performance of federal universities in South east, Nigeria. The specific objectives were to:

- i. Examine the relationship between cessation of work and quality of teaching and learning of federal universities in South east, Nigeria.
- ii. Assess the relationship between temporary closure of work and visibility research work of federal universities in South east, Nigeria.
- iii. Evaluate the relationship between concerted refusal of work and webo metric ranking of federal universities in South east, Nigeria.
- iv. Determine the relationship between suspension of work and graduate employability of federal universities in South east, Nigeria.
- v. Ascertain the relationship between multi-task and mobility of academic staff in federal universities in South east, Nigeria.

1.4 Research Questions

- i. What is the relationship between cessation of work and quality of teaching and learning of federal universities in South east, Nigeria?
- ii. What is the relationship between temporary closure of work and visibility of research work of federal universities in South east, Nigeria?
- iii. What is relationship between concerted refusal of work and webo metric ranking of federal universities in South east, Nigeria?
- iv. What is the relationship between suspension of work and graduate employability of federal universities in South east, Nigeria?
- v. What is the relationship between multi-task and mobility of academic staff in federal universities in South east, Nigeria?

1.5 Statement of Hypotheses

The following alternate hypotheses were guided the work:

- i. Cessation of work has significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria.
- ii. Temporary closure of work has significant positive relationship with visibility of research of federal universities in South east, Nigeria.
- iii. Concerted refusal of work has significant positive relationship with webo metric ranking of federal universities in South east, Nigeria.
- iv. Suspension of work has significant positive relationship with graduate employability of federal universities in South east, Nigeria.
- v. Multi-task has significant positive relationship with mobility of academic staff in federal universities in South east, Nigeria.

1.6 Significance of the Study

The study is relevant to the following stakeholders;

Institutions: The findings of this research will help educational institutions develop strategies to improve performance in the Federal Universities and encourage institution self- evaluation and reflection.

Government: Government agencies will use findings and recommendations from this research to come up with strategies and policies on areas needing improvement, and provide steps to take to improve the quality of the Nigerian university system. A crisis- free environment and improvement in the ranking of Nigerian universities may make higher education more attractive. It will provide governments, employers and employees with guidelines on how to ensure sound employment relations.

Researchers: Recommendation and findings from this study will be used by researchers. Researchers will find the study comprehensive hence; act as a reference point for secondary data base. The study will also add more knowledge on Industrial action and performance of federal universities in South east, Nigeria hence bridging any gaps.

The study findings can help the University communities in evaluating Industrial action and performance in terms of quality of teaching and learning, Visibility, webo metric ranking, graduate employability.

1.7 Scope of the Study

The study is specifically an investigation into Industrial action and performance of federal universities in South east, Nigeria. It covers the following variables: cessation of work, temporary closure of work, concerted refusal of work, Suspension of work, Multi task, mobility of academic researchers staff, quality of teaching and learning, visibility of research work, webo metric ranking, graduate employability. The study was carried out in South East of Nigeria which is one of the six geopolitical zones in the country. The region consists of the following states: Abia, Anambra, Ebonyi, Enugu and Imo.

1.8 Limitations of the Study

The study was geographically de-limited to only the federal universities in South East Nigeria and this may affect the generalizability of its findings to other states and private universities in other zones of the country.

Dearth of materials: Despite the fact that the topic is not a new one in the broad sense of management it was difficult to source recent materials or documents on the topic. Based on this,

the researcher sought solace in online information which also has its attendant problems; however extra care was taken as to select the relevant one. To overcome these limitations, the researcher assured the institutional manager and the respondents of adherence to confidentiality and anonymity and that information provided was to be used solely for purpose of research and there will be no circumstances to be disclosed to other parties.

1.9 Operational Definition of Terms

Industrial Action: Is stoppage of work caused by the mass refusal of employees to work, strike usually takes place in response to employee grievances

Performance: Performance is defined as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed.

Cessation of work: Refer to abandonment, total or partial cessation of work.

Temporary closure of work: This is a partial temporary closure of one or more places of employment, or the hindering of the normal work activities of employees, by one or more employers with a view to enforcing or resisting demands or expressing grievances, or supporting other employers in their demands or grievances.

Quality of teaching and learning: is the degree to which a product, service, or phenomenon conforms to an established standard, and which makes it to be relatively superior to others.

Visibility: Visibility can be referred as the degree to which something is seen by the public.

Concerted refusal of work: Be initiated by the union, in the form of a strike, or by the employer, in the form of a lockout.

Webo metric ranking: , is a ranking system for the world's universities based on a composite indicator that takes into account both the volume of the Web content (number of web pages and files) and the visibility and impact of these web publications according to the number of external inlinks (site citations) they received.

Suspension of work: A suspension is when you remain employed but are asked to not attend your place of work, or engage in any work at all (such as working from home).

Graduate employability: Graduate employability means that higher education alumni have developed the capacity to obtain and/or create work

Mobility of academic researchers staff: mobility is the movement of students or research faculty to study or conduct research for a certain academic period.

1.10 History of the Federal Universities

University of Nigeria Nsukka, Enugu State

The University of Nigeria Nsukka is a federal university in Enugu State, Nigeria. Known as UNN, it was founded by Nnamdi Azikiwe (Governor General of Nigeria from 1960 to 1963 and first President of Nigeria from 1963 to 1966). The University was formally opened on 7 October 1960, as the climax to the Nigerian independence celebrations in the Eastern Region. Her Royal Highness, Princess Alexandra of Kent, representing Her Majesty Queen Elizabeth II at the Nigerian independence celebrations, performed the opening ceremonies and laid the foundation stone of one of the University's early buildings. Classes began on 17 October 1960 with an enrollment of 220 students and 13 members of the academic staff. The opening convocation addresses were delivered by the Chairman of the Provisional Council, Dr Nnamdi Azikiwe, the first President of the Federation of Nigeria, and by Dr John A. Hannah, President of Michigan State University, USA.

The university was fully autonomous, with the power to grant its own degrees. Technically speaking, therefore, it became the first fully-fledged university in Nigeria, since Ibadan was still at that time a university college granting London degrees. It also became the first university established by a Nigerian Regional Government. UNN operates 102 academic departments across 15 faculties and offers 82 undergraduate programmes and 211 postgraduate programmes for a student population over 36,000. It does so across four campuses: Nsukka; Enugu campus (UNEC); University of Nigeria Teaching Hospital (UNTH), in Ituku-Ozalla and the University of Nigeria Aba campus (UNAC). There is also a UNN Business School. The Nsukka campus

houses the faculties of agriculture, arts, biological sciences, education, engineering, pharmaceutical sciences, physical sciences, social sciences, and veterinary medicine.

The former Nigerian College of Arts, Science and Technology (UNEC), Enugu, comprises of the faculties of business administration, environmental studies, law and medical sciences. The teaching hospital (UNTH) hosts the faculty of dentistry and health sciences and technology. Finally, the Aba campus (UNAC) is the site of the Institute of Nigerian Languages. Research activity is undertaken across institutes for African studies, education, developmental studies, postgraduate studies and herbal medicine and drugs research and development. There are also centres established to look at climate change, space science and energy research. UNN also has the Roar Nigeria Hub within its main site. The Hub is a private sector initiative from two of the university's engineering students. Its aim is to encourage entrepreneurial activity among students and faculty, investing in viable student-led ideas, and to help link academia, the public and industry. UNN alumni include numerous politicians, such as state governors as well as senators and ministers in the Nigerian and other African governments, academics, business people, artists and actors.

Federal University of Technology Owerri (FUTO) Imo State

The Federal University of Technology Owerri (FUTO) is a federal government university located in Owerri West, the capital of Imo State. The University is bounded by the communities of Eziobodo, Umuchima, Ihiagwa and Obinze, in Imo State, Nigeria. It is the premier federal university of technology in the South East and South-South parts of Nigeria. The Federal University of Owerri is the Oldest University of Technology in Nigeria and was established in 1980 by Executive fiat with the composition and appointment of the first provisional Council by Nigeria's First Executive President Shehu Shagari. It became the first of three such Universities set up by the Federal Government of Nigeria who sought to establish a University of Technology in each geo-political region and particularly in a State which did not have a conventional University. FUTO began with 225 students and 60 staff (28 academic and 32 non-academic). Like other federal universities in Nigeria, FUTO is headed by a Chancellor who is usually a royal father, and followed by a Vice Chancellor who oversees the daily activities of the university. The University also has a senate, which is the highest decision making arm of

the University. FUTO students are fondly called Futoites and they number over 22,000. FUTO has over 50 professors. The current vice-chancellor is Professor Francis C. Eze. FUTO is surrounded by a number of autonomous communities and homesteads all of which had contributed land acquired for the development of the University. These communities are Ihiagwa, Obinze, Umuoma, Nekede, Eziobodo, Avu, Okolochi, Obibiezena, and Emeabiam. It is bisected by a new road between Obinze and Naze which connects the two mentioned major roads. The Otamiri River traverses the site from North to South and with the beautiful vegetation in its river basin forms an important physical feature.

Michael Okpara University of Agriculture, Umudike Abia State

Michael Okpara University of Agriculture, Umudike, is one of the three Universities of Agriculture established by the Federal Government of Nigeria. Two Universities of Agriculture had earlier been established at Abeokuta (Ogun State) and Makurdi (Benue State) in 1988. The Universities of Agriculture are charged with the central mandate and mission of imparting agricultural education in a scientific but practical way, coupled with applied research and such extension services as would assist in achieving national self-sufficiency in food and fibre production in the minimum time while at the same time catalyzing and sustaining rural development. Michael Okpara University of Agriculture, Umudike, came into existence precisely on the 13th day of November, 1992 when the Federal Government of Nigeria promulgated the Federal Universities of Agriculture Decree 1992 (also cited as Decree NQ 48 of 1992). This enabling law culminated in the appointment of the pioneer Governing Council led by Alhaji Mohammad Liman and the first Vice-Chancellor, Prof. Placid Njoku. The Institution effectively took off on May 3, 1993 when the University admitted its foundational students. At the epoch of the Institution's history, only Eighty-two (82) students were enrolled to pursue various courses of study. This figure is at great variance with the recent statistics that put the students' population at about Twenty-seven Thousand, Seven Hundred and Fifty (27,750) undergraduates, Four Thousand, Five Hundred and Ninety-eight (4,598) post graduates and Six Thousand, Seven Hundred and Thirty (6,730) part-time students at the Continuing Education Centre. This brings the total number of Michael Okpara University of Agriculture, Umudike students to Thirty-nine Thousand and Seventy-eight (39,078).

What a massive quantum jump. My Administration's intention is to exceed the horizon of existing academic programmes, coupled with the ever skyrocketing demand for the acquisition of tertiary education, and mostly the nation's recent focus on agro business as an alternative revenue base of the economy, the students' population is bound to explode. Also from the diminutive core members of staff that leant immense support to the then Vice-Chancellor in his pioneering efforts of laying a formidable foundation for the Institution, the University now has a staff strength of Three Thousand and Eighty-two (3,082) as at February 29, 2016. This is made up of Two Thousand, One Hundred and Eighty-four (2,184) non-teaching staff and a teaching staff with about Eighty (80) Professors standing at Eight Hundred and Nineteen (819).

The concept of the University of Agriculture is not restricted to Nigeria. In fact, such Universities are spread all over the world. It has been stated elsewhere that the general concept originated from the "American agrarian philosophy which premised economic development on the farm as a family business". In Nigeria, the Universities of Agriculture being relatively new are lucky in that they can analyze the faults, weaknesses and strengths of Conventional Universities that offer degrees in Agriculture, and therefore develop objectives which are long-standing and tailored towards the production of better graduates as well as higher/better service to the community as a whole.

- i. Lack of linkage between Agricultural Education, Research and Production.
- ii. Lack of appropriate and more modern agricultural technologies.
- iii. Inadequate preparation of undergraduates for self-employment.
- iv. Loose linkage between the existing Faculties of Agriculture and Agricultural Research Institutes/Colleges of Agriculture.
- v. Uncoordinated system of agricultural human resource development.
- vi. Low level extension services from the universities to farmers.
- vii. Unsustainable agricultural practices that result in erosion and loss of rare gene pools.

The Universities of Agriculture were therefore established to help provide solutions to these weaknesses. On establishment, the philosophy of the Michael Okpara University of Agriculture, Umudike, was tailored towards this end. Michael Okpara University of Agriculture, Umudike, is situated in an axis along the road from Umuahia to Ikot Ekpene. Its location is ten kilometers East of Umuahia, the Abia State Capital. Umudike and other host neighbours are agrarian communities. This brings to fore the role of the University as one specializing in agriculture and related programmes. The University inherited the immovable facilities and properties of former Federal College of Agriculture which has been moved to Ishiagu in Ivo Local Government Area of Ebonyi State. The National Root Crops Research Institute has common boundaries and share facilities with the University.

At inception, there existed a cordial relationship between the University and the host communities. The story is different now. There are reports of some of the host communities illegally reselling parcels of the University land, despite compensation already paid by Government, some communities are also said to be of the habit of not allowing free access to sites where the University's developmental projects are to be executed. Being careful not to sound as an optimist, I want to allay your fears by assuring you that my administration would employ all diplomatic ethos to enshrine tranquility through amicable resolution of the issues.

Federal University Ndufu-Alike, Ikwo (FUNAI) Ebonyi State

Federal University Ndufu-Alike, Ikwo (FUNAI) in Ebonyi State of Nigeria was founded on 26th February, 2011. The University under the visionary and dynamic leadership of Professor Chinedum Uzoma Nwajiuba FASN, FNAAE aspires to be a world class centre of learning and research that will be reputable nationally and internationally. With world class talent, well equipped laboratories, state-of-the art equipment and innovative technologies, our scholars are engaged every day in investigations that offer great promise for scientific advancement and new understanding and solutions to the social and political problems that confront Nigeria in particular and the world in general. The University prides itself on offering excellent learning experience for students, informed by up-to-date research and facilitated by a high quality learning environment with multi-media classrooms and modern library. The University Entrepreneurship and Employability Centre (EEC) provide entrepreneurship training and expert

business start-up advice to students. The University ICT infrastructure is being transformed to meet the growing needs of students and staff for modern, powerful applications delivered over a fast and reliable network. The University offers a competitive pre-degree programme and an integrated foundation year in all academic programmes of the University to prepare prospective students who do not meet the standard entry criteria, for level 100 of relevant degree courses. The University is also investing in top quality sports facilities to enable students develop their sporting ability. The University recently hosted the South East University Games with tremendous success.

Nnamdi Azikiwe University (UNIZIK) Anambra State

Nnamdi Azikiwe University came into being as an offshoot of the defunct Anambra State University of Technology (ASUTECH). ASUTECH which was established through Law No. 7 of 30 July 1980 by the Government of the old Anambra operated as a multi-campus university, with campuses in Abakiliki, Enugu, Awka and Nnewi. In 1991, following the split of the old Anambra State into Anambra and Enugu States, the Awka and Nnewi campuses of the former ASUTECH were constituted into Nnamdi Azikiwe University by the Anambra State Edict No.5 of November 26, 1991. Nnamdi Azikiwe University was taken over by the Federal Government by Decree No. 34 of July 15, 1992. In 1991, after the former Anambra State was split into Anambra and Enugu States, the Awka and Nnewi campuses of the former Anambra State University of Technology (ASUTECH) were combined into Nnamdi Azikiwe University, which was later taken over by Federal government. The university is named after Nnamdi Azikiwe, the first president of Nigeria. The Awka Campus became Nnamdi Azikiwe University. In 1992, the Federal Government of Nigeria took over the University from Anambra State. Nnamdi Azikiwe University, thus, became a Federal University.

The mission of the University is thus, to use teaching, research and public service to solve societal problems. In the process of learning, students would be oriented to use education in the solution of practical problems confronting them and the Nigerian society. The Vision is to be one of the world's finest universities. Our strategy, Growing Esteem, highlights the importance of research, learning and teaching, and engagement. The motto of the University is "Discipline, Self Reliance and Excellence." The rationale for this motto is that discipline is a pre-requisite

condition for the achievement of any goal. Discipline embodies endurance, continuity and determination to start afresh when previous efforts fail. It is believed that disciplines will determination to start afresh when previous efforts fail. It is believed that discipline will give rise to self-reliance, which entails confidence in one's self and abilities. The combination of a disciplined mind with self-confidence will yield excellence. Specifically, the Decree establishing the University provides for the underlisted objects:

To encourage the advancement of all branches of learning and to hold out to all persons without distinction of race, creed, sex or political conviction, an opportunity of acquiring higher and liberal education;

To provide courses of instruction and other facilities for the pursuit of learning in all its branches and to make these facilities available on proper terms to such persons as are equipped to benefit from them.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Review

2.1.1 Industry

Industry is a branch of an economy that produces a closely related set of raw materials, goods, or services. Industry refers to “Any productive activity in which an individual or a group of individuals is are engaged. Industries are usually categorized by the goods and services they produce. Industrial development has had an important role in the economic growth of countries. The term industrial relations refer to the whole field of relationship that exists because of necessary collaboration of men and women in the employment process of modern industry. The history and development of industrial relations in Nigeria is one that sprouted out of its colonial history which the British practiced and bequeathed to the post colonial independent Nigerian government led by the Sir Abubakar Tafawa Balewa, who became first Nigeria’s Prime Minister on October 1, 1960, and the military culture of power seizure and interventionism. The colonialists established an industrial relations system that presented a structure of an admixture of the Anglo-Saxon model of tripartism (that is, a system of industrial relations which involved interaction among the key actors: employers, employees and government) and interventionism, which rely on the use of force to enforce compliance and prevention of industrial action (Adebisi, 2013). Industrial relations is nothing but an “Employment Relationship” In an industrial setting. It includes all the laws, rules, regulation, agreements awards of court, customs, traditions, as well as policy framework laid by the government. In an organization, the relationship shared by the managers and the workers is termed as labour relations. It includes their behaviour, thoughts, actions and perception against each other.

Industrial relations” pose one of the most delicate and complex problems to modern industrial society. The primary objective of industrial relations is to bring about good and healthy relations between the two partners in industry-the labour and the management. It is on this objective that other objectives revolve.

In business terms, a strike can be understood as a curtailment of work, due to the collective refusal of workers to work, which occurs as a response to employee grievances. It involves, dropping out of work by any number of workers, employed in a particular industry, with an aim of creating pressure on the employers, to accept their demands relating to pay scale, working conditions, trade practices and so forth. A strike is a situation in which the workers act in concert for stopping or denying resuming work. The relationship between the employer and employee continue to exist though in a state of hostile suspension. Strike is one of the powerful tool of collective bargaining, used by trade unions and labor associations to compel the employer to grant several concessions. It can also be used to protest certain terms of former or proposed agreement amidst the labor and management (Business Jargon, n.d).

2.1.2 Action

The definition of an action is something that is done or performed. Performing a skit and baking a cake are each an example of an action. Possible actions could range from blinking to invading a country. Action comes from *agere*, the Latin verb meaning "to do." Legal action is the initiation of a lawsuit to demand your rights. In war, a soldier working in the kitchen is on cooking duty, while the soldier on the frontline sees a lot of action. Action movies are so called because they are full of fast-paced sequences. If you are sitting on your couch, mulling over your lack of exercise, maybe it's time to take action.

2.1.3 Industrial Action

Industrial actions also labor strike is stoppage of work caused by the mass refusal of employees to work, strike usually takes place in response to employee grievances, strikes are sometime used to pressure governments to change policies of universities infrastructural development and welfare of both Academic and non-Academic staff union of universities. Industrial actions are often part of a broader social movement taking the form of campaign of civil resistance undertaken by unions during collective bargaining. Industrial action consists of workers refusing to attend work and picketing outside the workplace to prevent or dissuade people from working in their place or conducting business with their employer. Students strike sometimes supported by faculty not attending schools, such strike is intended to draw media attention to the institution so that the grievances that are causing the student s to strike can be aired before the public.

Though this usually damages the institutions or government public image. In government-supported institutions, the student strike can cause a budgetary imbalance and have actual economic repercussions for the institution (Abiodun, Olaoye, Bolarinwa & Olusegun, 2020).

Ozurumba (2017) defines industrial actions as a state of inactivity in an organization. Asolu (2010) opined that industrial action is an action taken to disrupt all the working conditions in order to achieve a purpose influenced by demand for improvement in the conditions of service or to assuage a problem, which arose in the society. According to Russell (2003) a industrial action is the organization of citizens with special interest into a group sufficiently powerful to be able to resist the organized forces of government successfully when their causes are ignored such that workers need attention of the public for their just cause.

The implication of the above assertion is that the role of such organization as Nigerian Union of Teachers (NUT), Nigerian Labor Congress (NLC), Academic Staff Union of Universities (ASUU) and Colleges of Education Academic Staff Union (COEASU) and other union bodies comes together to make a strong force with one voice, by engaging on strike to protect their various interest and be able to withstand the force of the government. In line with this assertion, Asobie (2016) states that industrial action is an instrument for drawing attention of the employers and the public that is immediately concerned about a dispute. It is used where workers want a new or better condition of work, that is, righter than they were already given by law. For instance, increase in wage and more leave per year. Ivancevich (2017) posits that strike is an effort by employees to withhold work so that the employer will make greater concessions at the bargaining table. He argues that it is the major bargaining weapon used by the labor union. It varies from economic strike where the employees stop work until demand for better conditions of employment is met, to sit-down strike where they go to work but sit and not do any work.

In the same light, Michael (2013) believes that strikes are most times politically charged. Of all the features of industrial relations, strikes are most often weapons of first rather than last resort. However, labor unions recognize strike as a legitimate last resort when all else fails. Legal dictionary defines strike as work stoppage; the concerted refusal of employees to perform work that their employers have assigned to them in order to force the employers to grant certain demand concessions, such as increased wages or improved employment conditions. It further

posits that “a work stoppage is generally the last step in a labor-management dispute over wages and working conditions”. Because employees are not paid when they go on strike and employers lose production, both sides usually seek to avoid it. However, a strike may be the only bargaining tool left for employees.

Strike is seen as a collective organized cessation or slowdown of work by employees to force acceptance of their demand by the employers. The legality of the industrial action requires approval by the majority of employees by ballot, independent verification to ascertain that the majority support the vote; the notice of the impending strike must be giving to employers in advance; the employer must be provided with the result of the ballot; final notice to embark on the strike must be issued to the employers before the action takes place. This implies that no industrial action can occur without the government (employers of labor) knowing or being warned of it. It is therefore the failure of the employer to yield to the demand of the employees that results in industrial dispute (Onyemanan, 2016).

Edinyang and Ubi (2013) also define industrial action as a deliberate stoppage of work by workers which is intended to put more pressure on the employer to satisfy their demands. The definition by these authors suggests that strike is stoppage of work by employees with the view to enforce their socio-economic demands. The definition by Edinyang and Ubi (2013) is similar to that of Ige Akindele (2014). Thus, the two definitions emphasise stoppage of work by workers or employers. Edinyang and Ubi's (2013) definition also contains key words such as: stoppage of work by workers and putting pressure on the employer to accede to their demands. This has a conceptual meaning but it also has some technical gaps. To begin with, the definition does not include secondary or sympathy strikes. By implication, it means that the definition is limited in scope to only the employees of the primary employer(s). In addition, the definition falls short, as it fails to incorporate actions such as go-slows, work-to-rule and sit-down.

Ahmed (2014) asserts that “strike is a deliberate stoppage of work by workers in order to put pressure on their employer to accede to their demands”. A critical look at this definition suggests that it falls in line with the definitions provided by Ige Akindele (2014) and Edinyang and Ubi (2013). The definition by Ahmed (2014) also has two key elements. The first element is work stoppage and the second one is the employer acceding to the demands of the workers. From the

authors' point of view, any action taken by workers in the form of work stoppage in furtherance of a demand is called "industrial action". A careful scrutiny of the definition provided by Ahmed (2014) reveals that it shows conceptual understanding but lacks some legal technicalities, as seen in the first two definitions above. From the above discussion, strike can be defined by the researcher as any deliberate attempt by workers to restrict the services they provide to the employer or to abandon their work in order to exert strong influence on their employer(s) to meet their demands. Having conceptualized the term industrial action, one would need to ask: What are the types of industrial actions that workers embark on? The discussion below focuses on the various types of strikes that employees embark on worldwide.

2.1.3.1 Types of industrial actions

There are different types of industrial action prevalent in the place of work worldwide. These are wildcat, economic, and secondary or sympathy, general, sit-down, go-slow, sick-out and work stoppage industrials.

i. Wildcat industrial action

Wildcat industrial action is one of the most popular types of industrial action often embarked upon by workers worldwide. This action is normally regarded as fast, sudden and unapproved type of work stoppage. It is often regarded as an unapproved type of work stoppage because the union leaders are not in support of it (Bendix, 2015). According to Odeku (2014), wildcat strikes arise as a result of 'fractional bargaining' by some specific subgroups of workers to have their own interest satisfied by the employer. Researchers (Adaviele, 2015; Clark, 2012) have argued that a wildcat strike is often masterminded by a subgroup of workers who are not satisfied with the collective bargaining procedures. In law, this type of strike is regarded as unprotected or illegal.

Nel et al. (2012) also support the views of the above authors that a wildcat strike is a sudden and unauthorised work stoppage, with no notice to the employer. The purpose is to surprise the employer. This strike can result in absolute chaos of violence because usually there is no negotiation that takes place between the parties. According to Nel et al. (2013), wildcat strikes

often arise as a result of perceived unfair dismissal or unresolved disputes. Bendix (2015) also expresses the similar view that wildcat strikes occur without any prior warning.

This type of strike is unprotected because it does not follow the laid down regulations. For instance, the 2012 Marikana strike that took place in South Africa is an example of a wildcat strike (Odeku, 2014). Similarly, in Ghana, a similar strike took place in March 2015 where a group of opposition parties went on strike in demand for a new voter register for the upcoming 2016 elections. Violence broke out between the police personnel and the strikers and this led to the injuries of some of the strikers.

ii. Economic industrial action

Economic strike is one of the popular worldwide strikes which workers usually embark upon. In South Africa, Nigeria and Ghana, it is a form of common strike among workers (Adavbiele, 2015; Bendix, 2015; Seniwoliba, 2013). Bendix (2015) is of the view that an economic strike arises due to the refusal or failure by employers to meet the demands of workers related to wages and other economic issues namely: benefits and working conditions.

According to Nel et al. (2013), an economic strike occurs as a result of the demands that pertain to wages, fringe benefits or any other matter of an economic nature regarding the interest of workers. Workers usually initiate this strike with the view to putting pressure on the employer in order to enforce their economic demands, for instance, an increase in wages, salaries and bonuses. Employees agitate for an increase in their wages and salaries, allowances, bonuses, and other entitlements, like an increase in annual leave, privilege leave and casual leave (Odeku, 2014). Clark (2012) also expresses the similar view that an economic strike is the most common and popular form of strike that workers frequently embark upon worldwide.

For instance, during 2013, the University Teachers Association of Ghana (UTAG) went on economic strike in an attempt to put pressure on the government to pay their research allowances, bonuses and salaries (Seniwoliba, 2013). Similarly, in South Africa, “in August 2013, technicians from the South African Transport and Allied Workers Union (SATAWU) went on economic strike regarding the refusal of South African Airways to add a 0.4% once off payment to their offer of 6.5%” (Murwirapachena & Sibanda, 2014). In addition, in September

2013, approximately 70, 000 petrol attendants and vehicle industry workers, mainly members of the National Union of Mine Workers of South Africa (NUMSA), went on a three- day strike in demand for a 12.5% annual increase in wages and salaries. The above scenarios support the fact that economic strike is the most common type of strike that workers in Ghana, Nigeria and South Africa embark upon.

iii. Sympathy or secondary strike

Sympathy or secondary strike is another type of strike that workers and their trade unions often embark on in Africa (Clark, 2012). As the name suggests, this type of strike is a solidarity action that is often embarked upon by workers who are not part of the labour dispute. A sympathy strike is normally used by trade unions to express moral and fractional support of other employees who are on strike with the view to putting pressure on the primary employer to address the concerns of the employees. Clark (2012) also argues that this type of strike is embarked upon as a form of solidarity for other unions. It is a deliberate attempt by other unions to put indirect pressure on the employer to meet the demands of his or her employees. Adaviele (2015) also expresses the same view that a sympathetic strike is where workers of one organisation or unit join their colleagues in other organisations that are on strike to compel the primary employer in meeting the demands of his employees.

Grogan (2014) expresses the view that a secondary strike is an action which is in support of employees who are already on strike in another organisation or establishment. According to Grogan (2014), “a sympathy strike is protected if the prescribed procedures in the LRA are followed and if its nature and extent are justified in terms of the effect it has on the employer in the other organisation”. The employees who intend to embark on a secondary strike must give their employer(s) seven days’ notice of such intention. In Nigeria, the 2014 Non-Academic Staff Union of Universities (NASUU) went on sympathy strike in support of a industrial action declared by Academic Staff Union of Universities (Adaviele, 2015).

iv. General strikes

A general strike also falls within the categories of strike. According to Odeku (2014), this form of strike is usually embarked upon by all the registered trade unions in a country to enforce

demands common to all the employees or workers across the country. A general strike is most often planned to exert political pressure on the ruling government rather than on any single employer. General strike is an extension of sympathy strikes by all the trade unions to express their concerns.

v. Sit -down strike

A sit-down-strike is among the types of strike which often take place across the world. As the name implies, it is a kind of strike where employees lay down their tools in order to force the employer to accede to their demands. According to Adaviele (2015), a sit-down strike is where employees are present at work but they refuse to perform their work in demand for their new conditions of work. Clark (2012) contends that with sit-down strikes, the employees' refusal to absent themselves from work may make it impossible for the employer to use replacement labour. This type of strike is very dangerous because the employer stands to lose so much.

Gyamfi (2011), affirmed in October 2008 more than one thousand registered nurses and other health workers in California, United State of America, went on a 24 hour sit-down strike in demand for a reduction on their working hours. Similarly, nurses at Cavan General Hospital, Ireland, also went on a three-day sit-down strike in protest against poor conditions of service. Gyamfi (2011, p.1) contends that "the industrial action of nurses went beyond worsening the economy to raise questions of mortality, morbidity, and the misalignment of healthcare resources and expenditures caused by unnecessary hospitalizations when patients drop out of care". It was reported that most of the patients in these countries were denied emergency health delivery services when the nurses embarked upon the industrial actions. A similar strike took place on August 8, 2008 by nurses in Kinshasha, Democratic Republic of Congo. In Sri Lanka six deaths were recorded due to a similar industrial action embarked upon by nurses (Gyamfi, 2011).

vi. Go-slow strike

Go-slow strike is another type of industrial action which is often embarked upon by workers. This is the most powerful type of strike that workers embark upon. Adaviele (2015) argues that with a go-slow strike, the employees are present or remain on their jobs but they limit the rate

of output or productivity in an organised manner. The employees adopt a strategy called ‘go-slow’ in order to put more pressure on the employer to meet their demands. Adaviele (2015) adds that this kind of strike arises when employees spend more time than usual to complete a given task. However, in order for this type of strike to fall within the ‘statutory definition of strike, and hence protected, it must be concerted, retard the progress of work and be accompanied by an industrial demand’ (Adaviele, 2015). This strike can only enjoy the full protection of the NLC, if it follows the procedure requirements as laid down in its Act. Nel et al. (2013) are also of the view that with this type of strike, employees do not leave the organisation but instead they perform their duties at a slow pace. Pons and Deale (2010) also contend that go-slow strike is a strategy which is often employed by workers to bring demands to the attention of the employer by causing disruption during the production process without halting operations in the organisation.

According to Venter and Levy (2014), go-slow strike arises when employees spend more than the usual time to complete their work. The authors suggest that for this type of strike to fall within the legal definition of industrial action in terms of the LRA, and hence “deserve protection, it must be concerted, retard the progress of work, and be accompanied by an industrial demand”. Venter and Levy (2014), assert that in keeping with this definition, employees do perform their duties, but at a much slower pace than usual time.

vii. Sick-out or in-strike

Sick-out or in strike is another form of strike that workers or trade unions can embark upon. According to Adavbiele (2015), with regard to this type of strike, all the employees or trade unions call in sick on the same day. Adavbiele (2015) argues that in terms of this type of strike, the employees do not contravene any rules of the organisation but they rather all use the sick leave that they are entitled to on the same day. However, the sudden disappearance of a significant number of employees is an indication to the employer that the employees are striking. The technique is that the employees want to prove a point to the employer of what would occur if they really decided to embark on a strike. This kind of situation usually forces the employers to negotiate quickly with the employees to reach good terms for them to return to work.

viii. Work stoppage

Work stoppage is another form of strike which is a collective refusal to work that is not related to a demand or, if it is, such a demand is not in any way related to the employment relationship (Nel et al., 2012). This explains the fact that work stoppage has nothing to do with the demands of work. Work stoppage could relate to unfair treatment of the employees in the organisation. Bendix (2015) asserts that work stoppage occurs when workers lay down their tools during working periods and decline to continue their work when they should be doing so. Bendix (2015) further opines that work stoppage must constitute the refusal to work which the workers are contractually obliged to perform and which is lawful to perform. Also, work stoppage must occur when the workers collectively refuse to perform overtime. The final discussion under the types of industrial actions focuses on work-to-rule.

ix. Work-to-rule

Work-to-rule is one of the most popular industrial actions workers embark upon nationwide. According to Venter and Levy (2014), with regard to work-to-rule, workers comply with the terms and conditions of employment and/or the inherent requirements of the job. Venter and Levy (2014) argue that the industrial action must be seen as “anomalous, the rule must be interpreted and applied in restrictive ways and, without the usual fluidity, and give what is typical of everyday practice in the workplace.

An international labor organization (2011) maintains that strike is the most visible and controversial form of collective action in the event of a labor dispute and is often seen as the last resort of workers organization in pursuit of their demands. Legal dictionary (2016) went further to say that employees can strike for economic reasons, for improvement of their working conditions or for the mutual aid and protection of employees in another union. In addition, even if they do not have a union, employees can purposely agree to stop working as a group. In that case they are entitled to all the protections that organized strikers are afforded.

No matter its form and nature, it is a disastrous factor in our functional education system; since effective academic activities of the students heavily depend on the proper use of the opportunities and learning experiences in their environment. Hence, the issues of industrial action have generated a lot of argument in various parts of our educational sector, this is because as legal dictionary concludes that labor unions do not have the right to use strike to interfere

with management prerogatives or with policies that the employers is entitled to make that do not directly concern the employment relationship. A strike must be conducted in an orderly manner and cannot be used as a shield for violence or crime. Intimidation and coercion during the course of a strike are unlawful.

2.1.3.2 Impact of employee industrial action on the public universities

a. Disruption of research and publications:

Both studies found that employee industrial action in public universities affects the activities in the universities including research and publications. The results of the quantitative study revealed that the overwhelming majority (90%) of the participants agreed that industrial action affects research and publications in the universities (Kazeem & Ige, 2010; Olakunle, 2011; Usoro & Ogbuanya, 2012). Kazeem and Ige (2010), states that research and publications are the core activities of every institution of higher learning. Therefore, a disruption in the academic calendar will have major implications on these activities. Kazeem and Ige (2010) found that once an institution of higher learning is shut down it affects not only teaching and learning but it also affects research and publications.

Usoro and Ogbuanya (2012) also discovered that incessant industrial action in higher institutions of learning affect activities including research and publications. Usoro and Ogbuanya (2012) recommend that once there is industrial action in the higher institution of learning it affects every activity, with research and publications as no exception. Usoro and Ogbuanya (2012) further add that once there is industrial action it will give room for calendar adjustment which will inevitably affect the smooth running of the institution.

In his study, Olakunle (2011) also found that industrial action affects not only teaching and learning but it also has major implications on research and publications. Olakunle (2011) contends that industrial action has major implications on academic research in technical education. The author argues that academic research is an integral part of education due to the fact that it plays a crucial role in revamping and enhancing the quality of teaching and learning in technical education. Olakunle (2011) affirmed that once there is industrial action, students and researchers may not be willing to go into academic research.

b. Poor student performance

Poor student performance has been identified as one of the negative consequences that industrial action has on students and universities. Industrial action does not only affect the universities but it affects students as well. In Sub-Saharan Africa, several studies (Ayeni & Kolawole, 2014; Edinyang & Ubi, 2013; Ige Akindele, 2014; Michael, 2013; Osuorji & David, 2014; Wills, 2014) have been conducted to examine the effect of teachers' strikes on student performance. All of these studies have found that industrial action has the potential to affect students' performance negatively.

c. Disruption of effective learning

Disruption of effective learning has been identified as one of the negative consequences of industrial action in universities worldwide. Many studies have found that incessant industrial actions have contributed to disruption of learning over the years (Wills, 2015). Asaolu (2010) argues that learning is one of the core activities of university education. Asaolu (2010) believes that effective learning in school occurs when the stakeholders adequately perform their roles. Also, effective learning is achieved when students are emotionally and psychologically stable. Contrary to this, when there is industrial action, effective learning among students is disrupted. According to Asaolu (2010), disruption arises when academic activities are substantially impeded due to industrial action by university employees. Olukunle (2011) in his study discovered that effective learning in schools is disrupted when there is strike or industrial action. Olukunle (2011) agrees with Asaolu (2010) that effective learning occurs when learners are emotionally and psychologically stable. Therefore, disruption in effective learning may occur when the staff of the university decide to embark on industrial action.

d. Disruption of academic calendar or programme

Disruption of the academic calendar is a major effect of strikes in universities across the world. There is no industrial action which occurs without a disruption to the academic calendar unless the strike takes place whilst the university is on vacation. Researchers (Kazeem & Ige 2010; Olukunle, 2011) have discovered a relationship between strikes and academic calendar. Olukunle (2011) in his study discovered that disruption in academic programmes occur because

of industrial action by university staff. The author suggests that the disruption of academic programmes as a result of strikes may impact on students emotionally and psychologically. According to Olukunle (2011), when a disruption in an academic programme occurs as a result of a strike, students become emotionally and psychologically affected, particularly when they fear that the strike may cause them to stay at school longer than expected. Olukunle (2011) further argues that disruption in academic programmes may demotivate learners and this discourages them from learning. Whenever there is strike, the university is forced to close temporarily and this may affect the academic programme (Olukunle, 2011). Furthermore, Kazeem and Ige (2010) found that industrial action often brings about disruption in the institution's academic calendar. Kazeem and Ige (2010) agree with Olukunle (2011) that once there is industrial action there is a need for calendar adjustments which variably affect the institution's programme. Usoro and Ogbuanya (2012) also found that once there is industrial action it will give rise to calendar adjustments which will inevitably affect the smooth running of the institution. Many schools in Nigeria have extended their academic calendars over the years due to persistent strikes.

E. Loss of confidence in public institutions and proliferation of private institutions

Loss of confidence in public institutions is one of the impacts of industrial action in the public universities. According to Ige Akindele (2014), frequent industrial actions in public tertiary institutions have the potential to contribute to the loss of confidence in public tertiary institutions. Due to the massive industrial actions in the public universities in Nigeria, many parents and concerned citizens have lost confidence in the public institutions and they prefer to send their wards to institutions where there is no disruption of the academic calendar. In Nigeria, many private universities and colleges are now springing up in different towns, villages and cities. All these private institutions are competing with the public tertiary institutions for students. The frequent industrial actions in the public institutions leave parents no other choice than to send their children to private institutions where uninterrupted academic calendars can be guaranteed. When this happens, it may lead to loss of confidence in the public tertiary institutions.

f. Delay in students' graduation

Delays in students' graduations is one of the negative consequences of industrial action in public tertiary institutions in Nigeria. Aidelunuoghene (2014) also supports the view of Ige Akindele (2014) that prolonged strikes tend to disrupt graduation dates. Aidelunuoghene (2014) shows that prolonged industrial actions in Nigeria seriously impacted on student graduations: over the years many graduations have been rescheduled because of the strikes that have characterized Nigerian public institutions. For example, in 2009, final year students in Nigerian tertiary institutions held their graduation late due to the prolonged industrial actions during the year. Edinyang and Ubi (2013) also found that prolonged industrial action has an effect on student graduation. They found that most public universities in Nigeria held their graduations very late because of the nationwide strike that took place in 2009. The prolonged strikes in the public universities in have led to the delay in students' graduation over the past years. However, although the situation is evident in all the public universities across the country, there is no research to support this evidence.

g. Poor employment relationship

Poor employment relationship has been identified as one of the consequences of industrial action within the workplace. According to Arputharaj and Gayatri (2014), industrial action could bring about conflict which may affect the employment relationship in the workplace. Arputharaj & Gayatri (2014) suggest that industrial action is not a healthy tool in an organisation because it has the potential to affect the employment relationships between the employees and employers. The authors are of the view that each time employees embark on industrial action, whether protected or unprotected, it shows some kind of betrayal. To buttress this further, Arputharaj & Gayatri (2014) acknowledge that industrial action is a constitutional right which every employee can exercise. However, this may bring some kind of tension between the employer and employees (strikers) which will go a long way to negatively affect the employment relationship. Gyamfi (2011) also found that strike has a negative impact on the employment relationship. Any form of industrial action has a potential effect on the employment relationship in an organisation.

h. Disruption of effective teaching

In addition to the above, disruption of teaching is another consequence of industrial action in the public universities. Studies (Wills, 2014; Clotfelter, Ladd & Vigdor, 2010) found that industrial action in the universities affects teaching. According to Wills (2014), the adverse effects of industrial action in South African universities are obvious in terms of disruption to teaching programmes. Wills (2014) found that in recent time effective teaching has been disrupted in most universities due to frequent strikes embarked upon by learners and staff. The author asserts that in the past few years the government has considered declaring teaching an essential service because of massive industrial action in almost all the universities in the country. The main reason behind this proposed policy is to prevent disruption of teaching in most schools.

Clotfelter et al. (2010) also found industrial action in universities affects academic activities, including teaching. According to Clotfelter et al. (2010), evidence suggests that teaching has been disrupted in some schools over the past few years due to industrial action. Clotfelter et al. (2010) state that teaching is one of the core activities of every institution, private or public. Therefore, a disruption in teaching will occur when the academic activities are affected due to industrial action.

i. Disruption of research and publication

Research and publication are other important activities of universities which can be affected when there is industrial action. According to Kazeem and Ige (2010), research and publication are the core activities of every institution of higher learning. This means that disruptions in the academic calendar will have major implications for these activities. They show that once an institution of higher learning is shut down it affects not only teaching and learning but also research and publication.

Usoro and Ogbuanya (2012) also found that incessant industrial action in higher institutions of learning affects activities including research and publication. According to Usoro and Ogbuanya (2012) once there is industrial action in the higher institution of learning it affects every activity and research and publication are no exception. Olakunle (2011) in his study also found that industrial action affects not only teaching and learning but also affect research and publication. He contends that industrial action has major implications on academic research in technical

education. He continues to explain that academic research is an integral part of education because it plays a crucial role in revamping and enhancing the quality of teaching and learning. According to Olakunle (2011), once there is industrial action, students and researchers may not be willing to go into academic research. He posits that during industrial action, students may find it very difficult to meet their supervisors and this may affect the volume of research in the institution. Having examined the impact of industrial action on public universities, it is also important to determine the effect of such strike on the country as a whole.

j. Impact of industrial action on the country or economy

One important aspect of this study is to examine the extent to which industrial action by employees of public universities affects the country as a whole. There are several ways in which industrial action may impact on a country. According to Ige Akindele (2014), teachers' industrial action does not only affect educational institutions but it also has a negative impact on the country as a whole. Several researchers (Aidelunuoghene, 2014) have also revealed that industrial action has a number of negative consequences on a country. The following are the negative impacts that industrial action has on a country.

k. Loss of investment

Loss of investment is one of the major consequences of industrial action in a country. Murwirapachena and Sibanda (2014) found that loss of investment is one of the negative impacts that is associated with strikes in a country. Murwirapachena and Sibanda (2014) are of the view that a country's loss of investment is a long term effect of industrial action because the strike has the potential to affect the Gross Domestic Product (GDP). According to Murwirapachena and Sibanda (2014), "investment is stimulated through boosting investor confidence, which is normally perceived through a country's economic stability". Murwirapachena and Sibanda (2014) suggest that some strikes are politically motivated in an attempt to improve working conditions. Politically motivated and prolonged industrial action may affect both domestic and foreign investment. The authors further assert that investors are often risk averse and rely on the stability of a country in terms of political, economic, and social stability before investing their capital. Generally, investors prefer to invest in a country where there is stability and peaceful co-existence. Therefore, persistent or frequent industrial action in

a country will affect the investors' confidence. According to Majokweni (2013), industrial action tends to destroy the reputation of a country and its ability to attract foreign investment. Majokweni (2013) contends that even though international and local laws recognise the right to strike, strikes negatively affect a country's economy through their impact on investor confidence.

L. Loss of productive hours

As well as loss of investment, loss of productive hours has also been identified as one of the negative consequences of industrial action in a country. It is an undeniable fact that there is no strike without loss of productive hours. This is corroborated by Murwirapachena and Sibanda (2014), who state that industrial actions have the potential to contribute to the loss of productive hours in a country. They further assert that for industrial action to be successful, employees and their union leaders have to hit hard at the employer where it hurts and that mostly means halting production. Murwirapachena and Sibanda (2014) show that when workers and their union(s) embark on industrial action, many productive hours are lost as a result of picketing, seat-ins and negotiations. Usually, employers and union representatives spend productive hours in negotiating, in an attempt to address the employment issues which brought about the industrial action. Murwirapachena & Sibanda (2014) further state that the longer the strike, the more productive hours are lost. This is borne out by statistics by the DoL (2014) which show that, in 2012, approximately 3.3 million (3,309,884) productive working days, involving 241,391 employees, were lost as a result of industrial actions. Given that the transport sector is the engine of growth, the country economy recorded a huge loss in production. In addition to the loss of productive hours and investment, loss of revenue is another impact of industrial action in a country. There is no doubt that industrial action affects government efforts to mobilise revenue. Olusegun Ajayi (2014) shows that industrial actions in Nigeria over the years affected revenue mobilisation in the country. According to him the government lost huge sums of money in the education sector over the years because of incessant strikes. He contends that many students in Nigeria prefer universities in neighboring African countries such as Ghana, South Africa, Togo and Benin, not because of the superiority of their academic programmes but because of the disruption of the academic calendar as a result of many industrial actions in the public tertiary institutions in Nigeria. In view of this, these countries earn huge amounts of money from

Nigerian students at the expense of Nigerian universities. He further suggests that the Nigerian government loses many billions of Naira per month due to strikes in the public universities.

m. Loss of lives and injuries

Loss of lives and injuries to strikers are some of the effects of industrial action in a country. Sometimes, strikes are characterised by violence which results in loss of lives and injuries to strikers. Previous studies show that strikes in many parts of the world have led to loss of lives and injuries over the years (Ige Akindele, 2014) According to Odeku (2014), in Nigeria, violent strikes have resulted in a lot of ugly incidents which have led to the deaths of many strikers. Odeku (2014) asserts that strikes were frequently accompanied by violence and strikers were regularly beaten, arrested and shot by the police. Strike breakers were intimidated, beaten and sometimes murdered by striking workers. For example, in 2009, the Academic Staff Union of Universities (ASUU) went on a three-month nationwide strike which was generally peaceful but still resulted in the death of 27 people. Adavbiele (2015) also found that in some circumstances, union leaders have been attacked and some of them have sustained serious injuries; and some have paid with their lives due to the violent nature of industrial action in Nigeria.

2.1.4 Components of Industrial action used in the Study

2.1.4.1 Cessation of Work

The cessation of work (CSW) exclusion is quite an interesting wording to explore and deliberate. CSW exclusion may refer to abandonment, total or partial cessation of work. In some, the exclusion applies from the time of cessation, and in others exclusion applies after a specified period of cessation. Also referred to as a separation from employment, a cessation of work can be voluntary (the employee's decision) or involuntary (the employer's decision). When an employer discharges (fires) an employee, it will usually do so for cause (unacceptable performance or behavior), or for economic or restructuring reasons called layoffs or a reduction in force (RIF) (Nolo, 2021).

Voluntary Termination

An employee may voluntarily terminate their employment with a company at any time. An individual usually does so when they find a better job with another company, retire from the labor force, resign to start their own business, or when they want to take a break from working (CFI, 2021). Voluntary termination may also be a result of constructive dismissal, which is also called constructive discharge or constructive dismissal. This means that the employee leaves the company because they had no other choice. They could have been working under significant duress and difficult working conditions, which could include a low salary, harassment, a new work location that is farther than the employee can reasonably commute, increased work hours, among other reasons.

The forced discharge of an employee, whereby they are given an ultimatum to quit or be fired, also falls under constructive dismissal. If the employee can prove that the employer's actions were unlawful during their tenure, they may be entitled to some form of compensation or benefits. An employee who voluntarily leaves an employer may be required to hand in their resignation, which is an advanced notice, either verbally or in writing. Most industries usually require a two-week notice of an employee's termination. In some cases, the employee gives notice at the time that they terminate, or they give no notice at all, such as when an employee abandons the job or fails to return to work.

Voluntary termination may include the following:

Resignation: Most employees quit their job by providing either verbal or written notice of resignation. Often, a two-week notice is provided by the employee; however, this is not a requirement to end an at-will employment relationship, even if company policy requests such.

Job abandonment: Job abandonment occurs when an employee stops showing up for work but does not notify the employer of his or her intention to quit. Employers should develop a policy defining how many days of no-call/no-show will be considered job abandonment and communicate to the employee that the absence is being treated as a voluntary resignation.

Involuntary Termination: Involuntary termination of employment occurs when an employer lays off, dismisses, or fires an employee. **They includes:**

Policy and/or conduct violations: Policy and conduct violations may constitute gross misconduct and warrant immediate dismissal, but most will likely be suitable for a progressive discipline practice meant to put an employee on notice of both unacceptable behavior and how to correct it. With a consistent policy and practice in place, and an employee's knowledge that his or her employment is in jeopardy, employers can feel relatively confident in terminating an employee after progressive discipline has failed.

Unsatisfactory performance: When clear performance standards are conveyed, substandard job performance is often best addressed through progressive discipline before termination. Certain egregious performance errors may also warrant immediate dismissal, such as a major accounting error that resulted in costly penalties. New hires who are clearly not suited to the work might also be terminated in their first few weeks of employment. In general, unemployment benefits may be available to the separated employee, as an inability to perform to standards is often not seen as the employee's fault by state unemployment agencies.

Medical reasons: When an employee is unable to return to work after an extended medical absence, employers may find that terminating employment is necessary. However, employees have extensive protections under federal and state medical leave laws, and employers should consult with an attorney prior to making this decision.

Layoff or Reduction in Force: Employers may need to reduce headcount due to economic or restructuring reasons that are no fault of the employee. Often, employees are selected for layoff or RIF by seniority or other non-discriminatory criteria, and these individuals may be offered a severance package and will typically be eligible for unemployment benefits.

Not a Good Fit: The at-will relationship allows an employer to terminate an employee without cause. That is, the employer can decide that an employee is simply not a good fit for the job and may terminate employment without good reason as long as there is no illegal reason, such as retaliation or discrimination. For example, an employer may find that an employee hasn't violated any rules, but his or her personality is conflicting with the team dynamics. There isn't a specific incident that would trigger discipline, but rather an inability to mesh with the team in general. Before deciding to terminate, employers should thoroughly review the situation to identify hidden bias or unlawful discrimination and document the circumstances. Termination

for not being a good fit for the job should be used sparingly, as these types of separations can be ripe for complaints.

Termination Date: An employee's last day of work is often the termination or separation date. However, there may be times where an employee is no longer working, but the actual date of termination is delayed. For example, an employee who is being investigated for misconduct may be placed on leave starting Monday, but not actually terminated until the investigation is concluded on Thursday. The date the termination decision is made will be important for purposes such as final pay, while the last day worked may be necessary for unemployment and benefits decisions (CFI, 2021).

2.1.4.2 Temporary Closure of Work

This is a partial temporary closure of one or more places of employment, or the hindering of the normal work activities of employees, by one or more employers with a view to enforcing or resisting demands or expressing grievances, or supporting other employers in their demands or grievances. Workers directly involved in a lockout are those employees of the establishments involved who were directly concerned by the labor dispute and who were prevented from working by the lockout. Workers indirectly involved in a lockout are those employees of the establishments involved who were not directly concerned by the labor dispute but who were prevented from working by the lockout. Also, one should be aware that the right to strike is not present in all countries of the world, although a number of resolutions and international bodies have stated the importance of this right (Nolo, 2021).

Is a tool in the hands of the management to force the workmen to further negotiate on their demands which are related to the terms and conditions of the workers' employment. As per the Industrial Disputes Act, 1947, Lock-out means the temporary closing of a place of employment, or the suspension of work, or the refusal by an employer to continue to employ any number of persons employed by him. At some point or another, you may find the need to temporarily shut down your business. Maybe your business is struggling with cash flow and needs to lay off workers. Or, maybe your business is facing a national emergency, like the coronavirus, and has no choice but to temporarily close its doors. Whatever the case may be, you need to know your employer responsibilities during a temporary business closure.

When the University determines that, due to inclement weather or other reasons, the University offices will be temporarily closed, the employees will suffer no loss of pay for the hours the offices are temporarily closed. When certain employees are required to report to work during such temporary closing, they will be given equivalent time off with regular pay to be arranged with the supervisor. Compensatory time will not be given to any employee who is on leave, annual leave, sick leave, or on University business in an area not affected by the temporary closure or local weather conditions for the period during which the University is temporarily closed (Danielle, 2021). In the event of temporary business closures, severance pay and layoffs, determining your rights as an employee can be confusing. A business's number of employees may affect the specifics, depending on the state's laws. Fortunately, regardless of whether a major corporation or a small business is closing, employee rights stay the same (Danielle, 2021).

2.1.4.3 Concerted Refusal of Work

A work stoppage may be initiated by the union, in the form of a strike, or by the employer, in the form of a lockout. A strike need not be a complete stoppage of work and may include labour withdrawals in the form of overtime bans, work slowdowns or rotating strikes. "strike" means concerted action resulting in a cessation of work, a refusal to work or to continue to work by employees, or a slow-down or other concerted activity of employees that is designed to or does limit production or services, but does not include an act or omission required for the safety or health of employees, or a refusal to work

Industrial action, also called labour strike, on strike, greve (of French: grève), or simply strike, is a work stoppage caused by the mass refusal of employees to work. A strike usually takes place in response to employee grievances. Strikes became important during the industrial revolution, when mass labour became important in factories and mines. In most countries, they were quickly made illegal, as factory owners had far more political power than workers. Most western countries partially legalized striking in the late 19th or early 20th centuries.

No doubt strike is the ultimate weapon in the hands of worker and labour laws also support strikes if it does in accordance with, if we go through the history of strikes and analyse, core reason we find ultimately is non payment of wages to workers by their employer, followed by irregular payment of wages and then less payment of the wages. If we take very recent incidents

of strikes in various industries, non payment of the wages were obvious reasons for resorting strikes by workers, real examples in 2012 year as follows.

2.1.4.4 Suspension of Work

A suspension is when you remain employed but are asked to not attend your place of work, or engage in any work at all (such as working from home). There are two main types of suspension: suspension for medical or health and safety reasons; suspension as part of a disciplinary procedure (investigation).

2.1.4.5 Multitask of Work

Multitasking is the ability to work on multiple tasks at once and complete them simultaneously. In reality it is about planning. Juggling many tasks can become easier and less stressful with practice. Multitasking skills can be learned and improved with every project you work on (Kendra, 2021). Multitasking seems like a great way to get a lot done at once, but research has shown that our brains are not nearly as good at handling multiple tasks as we like to think they are. In fact, some research suggests that multitasking can actually hamper your productivity by reducing your comprehension, attention, and overall performance (Kendra, 2021). Multitasking takes a serious toll on productivity. The brains lack the ability to perform multiple tasks at the same time—in moments where we think we are multitasking. Multitasking entails juggling different work activities and shifting attention from one task to another. Ideally, an employee will be able to meet the demands of several different stakeholders without dropping the ball.

Multitaskers may feel more distracted than people who focus on one task at a time. This makes sense when you consider that, by habit, multitaskers constantly refocus on a new task, effectively distracting themselves from their original assignment. Some research suggests that multitaskers are more distractible, and they may have trouble focusing their attention even when they're not working on multiple tasks at once. Other research shows that while there may be a connection between multitasking and distraction, that link is smaller than originally thought and varies quite a bit from person to person. While it may seem contrary to popular belief, we tend to work slower and less efficiently when we multitask. Multitasking leads to what psychologists call "task switch costs," or the negative effects that come from switching from task to task. We

encounter task switch costs (like a slower working pace) because of the increased mental demand that's associated with jumping from one thing to another (Alison, 2021). Changing our focus also keeps us from relying on automatic behaviors to finish tasks quickly. When we're focused on a single task that we've done before, we can work on "autopilot," which frees up mental resources. Switching back and forth bypasses this process, and we tend to work more slowly as a result. Multitasking is managed by executive functions in the brain. These control and manage cognitive processes and determine how, when, and in what order certain tasks are performed.

2.1.5 Performance

Performance is defined as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract (McNamara, 2018). It is the completion of a task with application of knowledge, skills and abilities. In the work place, performance or job performance means good ranking with the hypothesized conception of requirements of a task role, whereas citizenship performance means a set of individual activity/contribution (prosocial organizational behaviour) that supports the organizational culture.”(Impraise, 2018).

The concept of performance is beyond working hard or being creative or even being committed to what one is doing. It is not about doing things right. McNamara (2018) posits that Performance is about producing results: that training, strong commitment and lots of hard work alone are not results and that the major contribution of performance management is its focus on achieving results. Performance management redirects management and supervisors efforts away from busyness to effectiveness.

On the other hand, performance management (PM) embraces all the activities which guarantee that goals are consistently being met in an effective and efficient manner. It focuses on the performance of an organization, a department, employee, or even the processes to build a product or service, as well as many other areas of operations. This is a concept that is often used in workplaces; but can also apply wherever people interact like in schools, churches, community meetings, sports teams, hospitals or healthcare settings, government agencies, social events,

political parties or settings and also anywhere in the world where people interact with their environments to produce anticipated effects (Wikipedia, 2018). Performance management is the supervision and oversight of employees, departments and organizations with the objective of seeing that milestones and objectives are reached in an efficient and effective manner. This niche aspect of overall management involves defining what effective performance looks like as well as developing the tools and procedures necessary to measure performance (Investopedia, 2018).

There are various areas where organizational objectives have to be set in terms of performance and results. The areas mentioned include profitability, market shares, productivity, subsistence, growth, managers development, workers attitude, improvement, customer satisfaction, wellbeing of employees, corporate social responsibility and Assets (Ile, 2014). From the foregoing therefore, performance of an employee or an organization is relative to the standards set at the beginning of the period and the agreed means of measuring the various activities performed to ensure they are in alignment with the standards. It is actually when an employee performs his or her tasks according to the agreed sets of standards, and in an efficient manner, that that employee is deemed to be performing well.

Performance is about the efficiency (accuracy, speed, completeness and cost) of carrying out a task with the display of knowledge, skills and abilities. Even though it is a complex phenomenon; as it means different things to different people at different intervals and in varying occasions; it is a management concept that can be applied in all situations of an organization with similar processes. Organizational performance has been based upon the idea that an organization is a voluntary association of productive assets, including human, physical, technological and capital resources, in order to achieve a common purpose (Barney, 2012). Richard (2013) asserts that organizational performance encompasses three specific areas of firm outcomes: (i) financial performance (profits, return on assets, return on investment, etc.); (ii) market performance (sales, market share, etc.); and (iii) shareholder return (total shareholder return, economic value added, etc.). The successful performance of organizations does not only depend on good economic performance, but rather on the way the entrepreneurs and employees work together and fulfill their activities and objectives in a joint and coordinated basis (Nyariki, 2013). Managers are concerned with organizational performance - the accumulated end results

of all the organization's work processes and activities. It's a complex but important concept, and managers need to understand the factors that contribute to high organizational performance. After all, they do not want (or intend) to manage their way to mediocre performance. They want their organizations, work units, or work groups to achieve high levels of performance, no matter what mission, strategies, or goals are being pursued. Continuous performance is the objective of any organization because only through performance, organizations are able to grow and progress.

Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). There are a variety of legal types of organizations, including corporations, governments, non governmental organizations, political organizations, international organizations, armed forces, charities, not-for-profit corporations, partnerships, cooperatives, and educational institutions. The study of organizations includes a focus on optimizing organizational structure. Most human organizations fall roughly into four types: Committees or juries, ecologies, matrix organizations and pyramids or hierarchies (Richard, 2010). Performance is completion of a task with application of knowledge, skills and abilities. In work place, performance or job performance means good ranking with the hypothesized conception of requirements of a task role, whereas citizenship performance means a set of individual activity/contribution (prosocial organizational behaviour) that supports the organizational culture. In the performing arts a performance generally comprises an event in which a performer or group of performers present one or more works of art to an audience. Usually the performers participate in rehearsals beforehand (Winston; Charles; and David, 2014).

Organisational performance is used in three time- senses - the past, present, and the future. In other words, performance can refer to something completed, or something happening now, or activities that prepares for new needs. Profitability, for example, is often regarded as the ultimate performance indicator, but it is not the actual performance. Firm's performance is the measure of standard or prescribed indicators of effectiveness, efficiency and environmental responsibility such as, cycle time, productivity, waste reduction, and regulatory compliance. Performance also refers to the metrics relating to how a particular request is handled, or the act of performing; of doing something successfully; using knowledge as distinguished from merely

possessing it. It is the outcome of all of the organisation's operations and strategies. Performance measurement systems provide the foundation to develop strategic plans, assess an organisation's completion of objectives and goals (Alderfer, 2013).

Performance is an abstract concept and must be represented by concrete, measurable phenomena or events to be measured. Baseball athlete performance is abstract covering many different types of activities. Batting average is a concrete measure of a particular performance attribute for a particular game role, batting, for the game of baseball. Performance assumes an actor of some kind but the actor could be an individual person or a group of people acting in concert. The performance platform is the infrastructure or devices used in the performance act. There are two main ways to improve performance: improving the measured attribute by using the performance platform more effectively, or by improving the measured attribute by modifying the performance platform, which in turn allows a given level of use to be more effective in producing the desired output. For instance, in several sports such as tennis and golf, there have been technological improvements in the apparatuses used in these sports. The improved apparatus in turn allows players to achieve better performance with no improvement in skill by purchasing new equipment. The apparatus, the golf club and golf ball or the tennis racket, provide the player with a higher theoretical performance limit (Bringselius, and Spring, 2014). Hence, the study conceptualized performance of malls as the process of analysing actual results of all performance indicators mapped out by the organization against the predetermined or intended goals and objective.

There are three ways of measuring organizational performance. Generally applied measures are (1) Productivity, (2) Organizational Effectiveness, and (3) Organizational Ranking (Drucker 2014). The well-known management guru was of the view that an organization's employees need to see the connection between what they do and the outcomes because "the focus of the organization must be on performance. The spirit of organization is high performance standards, for the group as well as for each individual." But before employees can see this connection and work toward achieving high performance, managers need to specify the performance outcomes that will be measured. The most frequently used organizational performance measures include organizational productivity, organizational effectiveness, and industry rankings (Drucker, 2014). Many consultants maintain that various initiatives and programs improve the

performance of organizations. Nevertheless, many of these assertions have not been assessed. Indeed, even the optimal definitions or measures of performance remain controversial.

Performance is the outcome of the various activities undertaken by the organization, a reflection of the way in which tangible and intangible resources are invested in the university in order to achieve the desired goals and performance, as Hussein defined it as a holistic activity that reflects either the organization's success, sustainability and adaptability to the environment, They fail based on specific criteria that the organization describes according to their activity requirements, and in the light of long-term goals (Rashid and Al-Zayadi, 2013). It is defined as: the integrated system of the work of the institution in light of its interaction with the elements of its internal and external environment (Al-Douri, 2015).

In order for the university to be successful in its work and adaptable to its environment, its performance must be distinct in comparison to the competing universities. Outstanding performance is no longer an option but an imperative necessity imposed by many conditions and variables surrounding the universities. The outstanding performance is the uniqueness and positive superiority of performance, practices and services provided, and is an advanced stage of workmanship and efficient performance based on leading management concepts (Buhaji, 2018).

The modern management of institutions - and universities alike - is based on a set of concepts and principles governing their performance, the behavior of their employees, and seeks to achieve excellence by maximizing their capabilities and improving their components by defining a clear vision and mission and comprehensive goals for all elements of their institutional performance. In this context, there is a need for a set of elements for this excellence in performance. These include the availability of strategic leadership that sets strategies and policies that define the direction of the university, the existence of organizational systems and structures that define the tasks, responsibilities and powers, the inputs required by the organization to perform its work, Performance, in addition to the performance outputs that distinguish the university from others, and create a competitive advantage.

The criteria and indicators of institutional performance are the result of the experiences experienced by the institutions and formulated at standard points to be used in the evaluation

process for their performance. Some of these indicators differed according to the environment in which the institution operates. However, these standards are considered as scientific regulations and standards. . The standard is defined as: a comparator and an estimate, which is the necessary standard for a good university education that can be accepted, and is a reference measure that can be used to evaluate university performance (Al-Haj, et al., 2009).

A performance indicator is defined as a set of quantitative and qualitative measures that are used to track performance over time to determine how well they meet agreed performance levels. The test points that monitor progress towards standards are whether we have achieved good performance or not. Are our practices good and distinct, or are they good but not distinct? (Rashid and Al-Zayadi, 2013).

Global Performance Assessment Standards:

Global quality and excellence models have set their standards to quality standards (standards) and performance criteria. In this context, the Malcolm model of the US National Benchmark has set a single benchmark for performance results, the overall performance benchmark, which includes a set of sub-criteria (NIST, 2014):

Results Standard: It gives systematic focus on all outcomes necessary for the stability of educational organizations, student learning, results of operations, results of focus on students and other beneficiaries, results of focus on the workforce, leadership and governance results, general and financial budget and market performance through five sub-criteria : Results of student learning and processes, Results of focus on beneficiaries, Results of focus on the workforce, Leadership and governance results, Budget, financial, and market results. While the European Model of Excellence identified four criteria for performance results (EFQM, 2013):

- i. Beneficiary results: Distinguished organizations achieve and maintain desired outcomes that meet the needs and expectations of beneficiaries.
- ii. The results of individuals: Outstanding organizations achieve and maintain the desired results that meet the needs of their individual and their expectations.

- iii. Community Outcomes: Distinguished organizations achieve and maintain desired outcomes that meet the needs and expectations of stakeholders in society.
- iv. Overall performance results: Outstanding organizations achieve and maintain the desired results that meet the needs and expectations of their stakeholders.

The most important performance criteria found in most models of quality and international excellence (NIST, 2014):

1. Students and Beneficiaries:

Where it measures distinguished universities and comprehensively achieves outstanding results in its performance while respecting students, beneficiaries and the labor market. This criterion consists of the following two criteria:

- A. Measuring the perception of students and other beneficiaries in the university, such as: Employees are flexible and responsive to their needs; Providing the university with a quality educational process; The University offers educational programs that are suitable for the students' aspirations and the job market; The focus of study plans is on developing students' practical skills; The university uses a variety of methods to evaluate students' learning outcomes (exams, research, labs).
- B. Performance Indicators - Internal university standards to monitor student satisfaction, eg: Providing the university with suitable services for students (clinic, playgrounds, cafeteria). There is mutual trust between students and university employees.

The university dealt with student complaints seriously and finding quick solutions to them. Providing advanced and advanced courses and Providing excellent educational services.

2. Standard results of human resources:

Where distinguished universities measure and comprehensively achieve outstanding results in the performance of their employees of academics and administrators, and this criterion consists of the following two criteria:

- A. Measuring the perception of employees at the university, such as: The University provides opportunities for career development and learning for employees. University

staff feels secure in the job; Relations between employees are positive and humane; The University has fair and transparent human resources systems; Employees are involved in decision-making processes and the University appreciates the achievements of the staff.

- B. Performance indicators - internal university standards for monitoring, understanding, predicting and improving staff performance, eg: Appreciation of employees' efforts and participation in task forces, training and motivation programs; employees have high satisfaction rates at university; Employees have convenient services that make them comfortable and Employees' productivity is constantly increasing.

3. Standard Community Outcomes:

Where distinguished universities measure and comprehensively achieve outstanding results in their performance of the local, regional and international community. This criterion consists of the following two criteria:

- A. Measuring the society's perception of the university, for example: The University provides public facilities, research and service centers that serve the community well; The University holds its role in community responsibility; University work on improving and preserving the community environment and The university is transparent with the local community.
- B. Performance indicators - internal university standards to monitor community satisfaction, example: The media adequately cover the activities of the University; The University receives medals and awards for its role in the service of the community. The University is building appropriate partnerships with community institutions and the University provides community-specific resources appropriately.

4. Standard Overall Performance Results:

It measures distinguished universities and comprehensively achieves outstanding performance results while respecting key elements of its strategy and plans. This standard consists of the following sub-criteria:

- A. Results of financial performance, such as: The University's commitment to spending according to the budget line items; Rationalize the University for its Expenses; Achieving the University's financial surplus resulting from its operations and University collection of debts owed by beneficiaries.
- B. Non-financial performance results, for example: Increasing number of students enrolled in university; Higher opportunities for university graduates in employment for other universities; Distinguish the results of internal and external self-assessment. The University has introduced new programs constantly adapted to the labor market.
- C. Overall performance indicators - internal university metrics for overall performance monitoring, example: Improvement in university performance; Exploitation of buildings and facilities effectively; Link the university with good relations with suppliers and partners and Access to information and knowledge in the form, time and quantity appropriate.

Measuring and evaluating university performance within the framework of international quality standards

If attention is focused in the twentieth century on productivity, the 21st century is a century of interest in quality and excellence. The interest in quality has begun in the productive sector, and the interest in quality gradually shifted to the services sector, including the education sector.

The universities are one of the important building blocks in society because they prepare the generations for the future, to advance the nation and lead it towards development and excellence, and to advance it in the era of rapid change, the era of globalization and knowledge. Higher education is the strategic asset that provides communities with the human resources they need for development.

Over the past years, governments have sought to make a significant shift in the application of quality concepts in universities through the establishment of national bodies for quality

assurance and accreditation. These bodies have also sought to send specialists to Europe and Quality standards and accreditation, and ended with the issuance of a set of standards for the application of Arab universities, and emerged a number of concepts including the overall quality, quality assurance and accreditation, ISO education, excellence award, and other concepts with a view to establish the principles of Mother.

Management Excellence Concept:

The organizations in various fields, including universities in our era - the era of globalization and knowledge - to implement TQM to achieve excellence in performance, and to achieve a competitive advantage by completing the process of accreditation of local quality bodies to obtain international certificates of excellence, International.

The definitions of excellence management vary according to the researchers' views. One researcher defined them as "the systematic use of TQM principles and tools that improve performance based on various principles (Jad Al-Rab, 2013): Focus on customers; Achieving value in various administrative practices and actions and Operations and Projects Management.

The strategic leadership features of sophisticated business organizations, which focus on managing the organizational elements, assets and resources that the organization outperforms other organizations to achieve a better competitive edge than its competitors (Jad Al-Rab, 2013).

The management of excellence is "those activities that make the organization distinct and superior in its performance from the rest of the competitors by employing the capabilities and resources available to be effective and distinguished in a way that makes them superior and unique, and this is reflected in how to deal with the client both internal and external, and how to perform its activities and operations, and to develop their own administrative and regulatory policies and strategies "(Abdullah, 2017).

As defined by the European Organization for Quality Management as "the outstanding practice in the management of the Organization and the achievement of results that satisfy the various parties from customers, employees, shareholders, etc. The brilliant practice goes to a range of factors such as leadership *that formulate and direct policies, strategies, human and financial resources, Information and others "(EFQM, 2013). The ability to harmonize and coordinate the

organization's components and operate them in an integrated and coherent manner to achieve the highest levels of efficiency and thus reach the output level that fulfills the wishes and expectations of stakeholders associated with the organization (Oakland, 2011).

2.1.6 Components of performance in the Universities used in the Study

The performance of tertiary institutions has traditionally been measured by examining factors such as enrolment rates and number of faculty. But these measures provide little information about how institutions are performing and how well they are serving their students. Measuring the performance of institutions can help drive improvement in the postsecondary system. The assessment of postsecondary institutions should be tied to government policies and objectives, focused on outcomes and based on the best available data. Universities may be regarded as offering three major categories of output: (i) highly qualified manpower; (ii) research and scholarship; (iii) various other social benefits e.g. contribution to 'national culture' or valuable contributions to the life of their local communities. Clearly some of these outputs are much easier to measure than others.

There are several concepts related to the concept of the performance of educational institutions, which relate to the quality of performance, where the performance of the institution is measured by three indicators as stated by Al-Tarawneh (2012): (efficiency, effectiveness, productivity), and the study will address the concept of efficiency; because it has to do with the variables of the study. Al-Tarawneh (2012) defines efficiency as the ability to perform an assignment and refers to outputs related to the acquisition of minimum capacities and skills. Al-Jaadi (2014) defines it as a rational use of the trade-off between alternatives, choosing the best ones in a way that reduces costs or maximizes profit. Some authors have shown that efficiency is the proper functioning of the business, and the definition shows the correlation between efficiency and performance.

Some authors have defined performance as an attempt to obtain specific facts or data that would help analyze and evaluate an employee's performance, behavior, and behavior over a specified period of time, and assess the extent of technical competence, scientific, practical and scientific process of present and future.

2.1.6.1 Quality of Teaching and Learning

The quality of education depends on the ability, hard work and dedication of the teacher. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective as indicated in the National Education Policy, that the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process. Many factors are responsible for shaping the quality teaching. These include ideological and socio-economic needs, existing structure of education system, and well-defined theories and practices of teaching and learning (Rahman et. al. 2011). Teacher education program, being an integral part of the education system, has greatly expanded and will expand further for catering to the fast emerging needs of the country. Teachers are a nation's great assets. It is the quality of teachers on which the population of a country mainly depends for excellence. Teachers' credibility depends on how they take up the rights and responsibilities, which are associated with the position.

Although defined differently by different authors, including Barret, Challwa-Dugan et al. (2006), concepts of quality place an emphasis on quality teaching and learning in schools and are linked to national development (Barret, Chawla-Duggan, Lowe, Nickel and Ukpo, 2006). Various definitions of quality, such as that by (Harvey and Green (1993) are based on the design and relevance of various quality assurance initiatives used in higher education (Schwarz and Westerheijden, 2004) and an interest in the outcomes and effects of such quality assurance processes on quality teacher education (Stensaker, 2008). Quality looks at the relationship between school inputs, such as quantitative surveys of textbooks and other physical school resources and student achievement. Quality refers not only to school, national and international student examinations or assessments, but also to the quality of human interaction in the classroom during teaching (Alexander, 2008; Barrett, 2007). Equity in learning is also part of quality and should focus on 'significant positive associations' (Barrett, 2007). Other studies see quality as encompassing the more complex pedagogical issue of the way resources are used in teaching and learning that affects student achievement (Somerset, 2011). Therefore, quality teaching and learning for trainee teachers should include – staff development programmes that

enhance achievement, and demonstrate a commitment to the quality of teaching at all higher education institutions. Engaged student learning is key to learning gain and achievement, while engagement through partnership is a sophisticated and effective approach in higher education institutions (Healey, Flint and Harrington, 2014). Quality teaching in higher education is important in terms of student learning outcomes. Despite wide consensus among researchers and practitioners that teachers have an impact on student achievement in schools, the exact determinants of teacher quality remain elusive (Bietenbeck, 2011).

Regular teaching practice prior to entry into the profession should be an essential component in the preparation of trainee teachers on their journey into teaching. The teaching and learning frameworks used should serve as a tool for aligning the teaching and learning processes, including student assessment. The achievement of effective teaching and learning generally needs substantial improvement through the use of teaching techniques that result in attaining learning outcomes with students. Dimensions such as the effective design of curriculum and course content, a variety of learning contexts which include guided independent study and project-based and collaborative learning as well as using feedback and effective assessment of learning outcomes, should be included in the training of teachers in higher education institutions (Hénard and Roseveare, 2012). Teaching should take place in a well-adapted learning environment where student support services are available. Promoting quality teaching and learning, could, however, be hampered by a number of contextual and socio-political issues. Challenges for quality in teaching practice may include inadequate public finances and academic development initiatives to support under-prepared students, especially black students and those from a working class background or of poor rural social origins (Badat, 2010). Most studies concerned with higher education address the practices and guidelines for designing HEI programmes and policy for the provisioning and expansion of quality education and to date, little is written about how quality teaching can be ensured to a group of trainee teachers studying in Higher Education Institutions (HEIs).

Quality teaching practice is achieved when there is a well-designed curriculum and course content incorporating a variety of learning contexts such as guided independent study, collaborative learning and active participation of students; as well as feedback and assessment based on anticipated learning outcomes (Brauckman and Pashiardis, 2010). Teaching

competencies serve as an anchor for professional development and for assessing improvements in teaching practice (Hénard and Roseveare, 2012). In the presence of effective leadership skills and collaboration within the institution, these characteristics encourage excellence in teaching. Innovative techniques that facilitate the achievement of learning outcomes should meet the expectations of practising teachers and the requirements of employers in the country. Therefore, higher education institutions and those specifically unit responsible for decision-making have a fundamental role to play in shaping institution's quality cultures and their conceptual approaches to teaching quality which should be reconciled with the practical realities of the context within which teaching practice occurs (Healey, Flint and Harrington, 2014). Experience shows that fostering quality teaching is a multi-level endeavour that includes support for quality teaching at the following levels: *the institution-wide level* by means of teaching, activities, assessments and feedback; at *programme level* where actions that measure and enhance the design, content and delivery of the programmes within a department or a school are carried out; and at *individual level* by initiatives that help teachers achieve their mission by encouraging them to innovate and to support improvements to student learning through a learner-oriented focus (Hénard and Roseveare, 2012). These three levels are essential and inter-dependent and should ensure support for quality teaching at the programme level to ensure an improvement in quality teaching at the discipline level and across the institution (Hénard and Roseveare, 2012). Quality learning materials that promote effective learning does not happen by chance, they requires careful planning, monitoring and evaluation in terms of all course components. As part of the materials development process, quality assurance processes that ensure that quality materials are developed, should be set up. These include appropriate planning, internal and external critical review, ethical and copyright clearances, and editing. Feedback from users – learners and tutors alike – about the usefulness of the materials in supporting learning is essential.

In the case of education, the product is learning or a change in behavior as a result of learning something. Quality as a concept in TQM is the degree to which a product, service, or phenomenon conforms to an established standard, and which makes it to be relatively superior to others (Fadokun, 2004). The source of quality in education would include, well maintained buildings, outstanding lecturers, high moral values, excellent examination results, the support of parents, business and local community, adequate resources, the application of the latest

technology, strong and purposeful leadership, workers' work performance and appraisal, the care and concern for pupils or students, a balance curriculum or a combination of the factors. There must also be an adequate tool for measuring workers' work performance (Akinsolu, 2010). Higher education is a complex experience, offering an intensive, unstructured, interactional and uncertain consumer environment (Ng and Forbes, 2009). Product quality in education include teaching methods, but also the curriculum, course length, how the day is structured, homework, grading, extracurricular activities, grade levels, meals served, etc.

Facilitating the effective transition of students into the labour market is one of the top government higher education policy priorities of the moment. The unique and fundamentally complex characteristics of higher education sustain the perennial challenge of constructing adequate and appropriate tools to measure quality and satisfaction outcomes from its student 'consumers'. Product Quality in education entails the promotion of equitable lifelong learning opportunities to see that major progress is made for education access, specifically at the primary school level, for both boys and girls. However, access does not always mean quality of education; or completion of primary school. Currently, many youths worldwide still lack basic literacy skills and that is why the SDGs for education states that by 2030 all girls and boys complete true, equitable and quality primary and secondary education. This is in tandem with the concept of sustainable development as "development which meets the needs of the present without compromising the ability of future generations to meet their own needs. Eke (2009) said, "it is planned positive change, lasting progress and literally generated growth overtime according to a set of prescribed economic, democratic and other indices that clearly manifest in better quality of life for all". It is that which is enduring. In this sense, it is beneficial to the present while paving the way for future benefits without adverse repercussion to the beneficiaries. UNICEF (2016), asserts that a quality education is defined by five elements, the learner's outside experiences, learning environment, content of education; learning processes, and education outcomes. Learners must be healthy, well-nourished and supported by their families and communities. The learning environment must be safe, healthy and stimulating.

Appropriate education content is relevant to the learner and presented in a well-managed classroom. A good quality education is one that provides all learners with capacities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and

democratic societies and enhance individual well-being. (Sydney, 2012). The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. Capacity development to improve the quality of lecturers and other education stakeholders is of crucial importance in the process. It is believed that education leads to empowerment; is a process of strengthening individuals, organizations and communities so that they get more control over their own situations and environments. Quality education is a crucial factor in combating poverty and inequality in society (Obanga, 2009).

Six dimensions to quality education as stated by Obanga (2009) are: Equity – This refers to non-discrimination and equity. Equity in education means that personal and social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all individuals reach at least a basic minimum level of skills. Contextualization and Relevance – Quality education cannot be based on a blue print that is applicable in all situations. Solutions and adaptations of education systems must be based on the real needs of a country and /or community. Child Friendly Teaching & Learning – Quality education puts the child in the centre and helps him or her to reach his or her full potential. Equality education requires children's active participation. Sustainability – Educational change processes often need time to be realized. Balanced Approach – Quality education aims at developing a balanced set of capacities of children which they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Learning Outcomes – After completing a certain level of education, children must have developed a minimum standard of skills. Quality education requires a result oriented approach. To meet the numerous challenges facing how to sustain quality education and human capital development in Nigeria, we require an in-depth training, re-training and better education of the citizens of our nation that is regarded as the giant of Africa. The Universal Basic Education (UBE) programme was introduced in 1999 by the Federal Government of Nigeria as a reform programme aimed at providing greater access to, and ensuring quality of basic education throughout Nigeria. The UBE Programme objectives include: Ensuring an uninterrupted access to 9-year formal education by providing FREE, and

COMPULSORY basic education for every child of school-going age under: (a) six years of primary education. (b) three years of junior secondary education, providing Early Childhood Care Development and Education (ECCDE). Reducing school drop-out and improving relevance, quality and efficiency; and Acquisition of literacy, numeracy, life skills and values for lifelong education and useful living. Human Capital Human capital represents the human factor in the organization, the combined intelligence, skills and expertise that give the organization its distinctive character (Mayo, 2001).

The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-term survival of the system. The quality of human capital in any nation depicts that nation's developmental process because technological developments are going on at a very fast rate and countries of the world that do not want to be left behind must brace up with the challenges of the new technologies. The presence of these new technologies have given rise to demands for developing human capital through training and retraining of individuals in new skills in the existing and new occupational areas in order that people might fit into today's and tomorrow's world of work. It is no gainsaying the fact that human capital needs are dynamic and not static. The increasing rate of change that the average worker will need may be at least three new sets of skills during a working life. This points to the rationale for the huge investment in human capital hence, Babalola in Olaniyan and Okemakinde (2008) advanced reasons for the need for human capital development as: The new generation must be given the appropriate parts of knowledge which has already been accumulated by previous generation. New generations need to be taught new existing knowledge which should be used to the development of skills, to introduce new processes and production methods and social services and People must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches and these will go a long way in sustaining the improved education sector. Intellectual Capacity – Quality Human Capital The concept of human capital is associated with intellectual capacity with flows of knowledge in an individual and can be regarded as the tangible and intangible resources associated with people (money and physical assets).

Quality human capital has become one of the front burning issues in Nigeria today because for this country to cope with the current global and natural developmental goals, it means that the

nation's professionals must be adequately trained. Labour is often talked about as a uniform, well understood input into production. According to Anugwom (2012), the quality of human capital has several aspects, one of these involves improvement of health and longevity of the population. Quality human capital helps to reduce illness, accidents and absenteeism and increase productivity. This is in line with one of the sustainable development goals. Obviously, education empowers man in generic terms to understand himself, how his body functions and his relationship with his environment. It empowers man economically, morally and socially. It offers him more opportunities for self-actualization and makes him know his right and privileges. An educated man has greater occupational mobility. Many have argued that without a well-trained, well developed, well appreciated, and well managed human resources, most countries cannot meet the challenges of change, growth and technological advancement in the globe. It is quality education that helps a human being to derive knowledge from networks which adds to improve man's relationships within and outside the education system. This concept of social life in the education system has been defined by Putman (2013) as the feature of life – networks, norms, and trust that enable participants to act together more effectively to pursue shared objectives. In the words of a renowned Chinese Human Resource expert and reformer, Kaunchung quoted by Khatiwada (2014), "if you wish to plan for a year, sow a seed, if you wish to plan for ten years, plant trees! If you wish to plan for a life time, develop man". This is why we have said that education plays an important role in sustaining the future of this country, in other words, we still maintain that sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It is therefore believed that education is an engine of growth of any nation. It is only quality and functional education system that is necessary in this present dispensation that can improve the production capacity of a nation's work force. The type of education that is tagged "functional" today goes beyond the traditional goal of literacy and numeracy. It is the type of education that is able to liberate, stimulate and inform the individual and teaches him how to live right in the work force. This fact is further buttressed by Imoke (2010) when he noted that education has proven to be the single and most potent factor for social development and transformation. High quality education that will foster high human capital value and sustainable development requires a curricular which addresses the challenges of the sustainable development goals in the education sector in Nigeria and focuses attention on practical skills, knowledge and

competencies which help to actualize the growth of the nation. Quality education and human capital development produce trained entrepreneurs that can practically harness the natural resources that will propel our nation to a greater advancement in technology. All these can only be achieved by attracting employees with good formal education to reduce costs in training and retraining employees to increase their performance on their jobs.

Value-added learning is a method of evaluation that analyzes an individual teacher's contribution to a student's education by comparing the current test scores of their students to the scores of those same students in prior academic years, as well as to the scores of other students at different schools in the same grade. This method isolates the contribution that the teacher has made as a way of gauging how effective they are as an educator. In value-added learning, researchers conduct predictive analysis on a student's past test scores, assuming that students generally score similarly each year as they have in past years. The difference between predicted and actual scores, if any, is assumed to be due to the quality of education provided by the individual teacher and the school, rather than to the student's natural ability or socioeconomic circumstances.

Value-added modeling (also known as value-added measurement, value-added analysis and value-added assessment) is a method of teacher evaluation that measures the teacher's contribution in a given year by comparing the current test scores of their students to the scores of those same students in previous school years, as well as to the scores of other students in the same grade. In this manner, value-added modeling seeks to isolate the contribution, or value added, that each teacher provides in a given year, which can be compared to the performance measures of other teachers. VAMs are considered to be fairer than simply comparing student achievement scores or gain scores without considering potentially confounding context variables like past performance or income. It is also possible to use this approach to estimate the value added by the school principal or the school as a whole.

Critics say that the use of tests to evaluate individual teachers has not been scientifically validated, and much of the results are due to chance or conditions beyond the teacher's control, such as outside tutoring. Research shows, however, that differences in teacher effectiveness as measured by value-added of teachers are associated with small economic effects on students.

Recent years have seen mounting pressure on colleges and universities to measure and disseminate the value that they are adding to their students (see, e.g., Harnisch, 2011). This outcomes-based culture recognizes foremost the need for measures of value added that capture the causal influence of institutions on their students, which must take into account the fact that students enter college with different academic backgrounds (Spellings, 2006).

2.1.6.2 Visibility of the Universities

Visibility can be referred as the degree to which something is seen by the public. To achieve visibility in an academic field means that people know your name, think highly of your scientific contributions and are familiar with your work (Mauvais, 2016). Academic visibility relates to the dissemination, accessibility, and recognition of scholarship produced by college faculty, especially in terms of promotion and tenure criteria and academic rank. Traditionally, "visibility" was a function of printed output like books, book chapters, and peer-reviewed journal articles primarily available in academic libraries. This is rapidly changing with the exponential increase in electronic, online indexing of these materials. Scholarly recognition and reputation increases as visibility increases from works being frequently referred to as authoritative. Teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them with good incentives (Goodall, 2013). The teaching role involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognized committees at departmental, faculty and university levels—example; sports, graduation, convocation etc (Agbionu, Anayalor, and Nwali, 2018).

In South-East Nigeria, many academic staff of the universities engage in different kinds of research which they need for promotion and retention of tenures. As such, a lot of academic publications emanate from these Lecturers such as articles, conference proceedings, textbooks, handouts, practical guides, abstracts, lecture notes in addition to projects, thesis and dissertations submitted yearly by students as required before they can qualify for the award of degree or diploma certificates. Unfortunately, it has been observed through the research conducted by Ezema (2011) that these intellectual outputs produced every year are heaped or piled up in offices and on library shelves with only few students and researchers utilizing them. In order to tackle this problem, most of these universities have accepted and adopted open access databases mostly school websites and institutional repositories to disseminate their academic outputs. For instance, the University of Nigeria, Nsukka has a functional website (www.unn.edu.ng) and an institutional repository (<http://repository.unn.edu.ng:8080/xmlui/>) powered by Dspace software. Likewise, Nnamdi Azikiwe University, Awka has an official website (<https://www.unizik.edu.ng>) and open education resources (<https://unizik.edu.ng/oer/>) where their staff and students are expected to upload their research findings and other educational resources like lecture notes, conference proceedings, journal articles, books, projects, theses and dissertations among others (Orsu, 2019).

Visibility refers to how well other scientists and/or the general public know your research and you as a researcher. The easiest definition of 'research impact' is 'making a difference' (Ale, 2021). The rapid growth of the higher education system has put universities under pressure. An ever-rising number of institutions are chasing a limited pool of talent and funding. In this competitive environment, raising the profile of an institution is crucial. Academic visibility relates to the dissemination, accessibility, and recognition of scholarship produced by college faculty, especially in terms of promotion and tenure criteria and academic rank. Traditionally, "visibility" was a function of printed output like books, book chapters, and peer-reviewed journal articles primarily available in academic libraries. This is rapidly changing with the exponential increase in electronic, online indexing of these materials. Scholarly recognition and reputation increases as visibility increases from works being frequently referred to as authoritative. Higher education is increasingly becoming a global business. The main factor to distinguish between different universities is university ranking. Numerous university ranking

systems directly or indirectly rely on research visibility and impact. The visibility for high quality research and publications are usually high. However, very few researchers may do high quality research that causes them to receive well-known awards like the Nobel Prize. The majority of researchers are doing moderate quality research, which needs to be promoted well for being visible and getting impact in the future.

Institutional repositories, by capturing, preserving, and disseminating a university's collective intellectual capital, serve as meaningful indicators of an institution's academic quality. Under the current system of scholarly communication, much of the intellectual output and value of an institution's intellectual property is diffused through thousands of scholarly journals. While faculty publication in these journals reflects positively on the host university, an institutional repository concentrates the intellectual product created by a university's researchers, making it easier to demonstrate its scientific, social and financial value. Thus, institutional repositories complement existing metrics for gauging institutional productivity and prestige.

Where this increased visibility reflects a high quality of scholarship, this demonstration of value can translate into tangible benefits, including the funding—from both public and private sources—that derives in part from an institution's status and reputation. The current system of scholarly communication limits, rather than expands, the readership and availability of most scholarly research (while also obscuring its institutional origins). Rounds of journal price increases and subsequent subscription cancellations act to reduce the audience further. In this context, the role of alternative scholarly publishing models, such as institutional repositories, in breaking the monopolies of publishers and increasing the awareness of university intellectual output grows increasingly clear.

Role of visibility in Universities

Tenure Promotion: For college professors, the promotion and tenure process takes into account the achievements and reputation of their scholarly activities. Having a national (and international) reputation means that their academic publishing has been disseminated widely and is frequently cited by other scholars. Promotion and tenure typically requires demonstrating a strong record of published research, instruction, and professional/ administrative service, with the strongest emphasis on research in many universities (Laredo & Mustar, 2010).

Tenure-track faculty start in the academic rank of Assistant Professor: They need to establish a strong scholarly reputation prior to being promoted to Associate Professor. Among other things, this involves publishing working in respected outlets, presenting their work at academic or professional conferences, and being of service to their profession and/or community. Traditionally, promotion and tenure decisions have been strongly influenced by a professor's scholarly work - which includes books, book chapters, and refereed journal articles. Books, book chapters, and journal articles have been the easiest types of scholarly output to assess because they existed in hard-copy and were mostly peer-reviewed, professionally published, and indexed by libraries (Mangematin, & Mandran, 2017). These, however, only represent one of three categories used to assess achievements and reputation with the others being teaching and service. Not being promoted upon tenure review frequently results in dismissal (i.e., termination).

Importance of internet: Information and communications technologies are rapidly changing how academic achievements and reputation can be assessed. The internet is becoming an all-purpose source for scholarship. "Web mentions" and URL citations are an analog to journal citations for scholarly work appearing or referenced on web sites or blogs. Like article citations, web citations can represent the noteworthiness of a scholar's contributions. And like frequent academic journal citations, a wide range of web mentions adds to an academic's reputation and prestige. The advantage of assessing a wider range of academic output conveys the breadth and reach takes a more holistic view of an academic's body of work, or figuratively, an overall "academic footprint". An assessment of the academic footprint and/or visibility approaches that of the actual tenure review process because it can include nearly all of the activities undertaken by a faculty member, including but not limited to: dissertation, book reviews, conference proceedings, conference presentations, research reports, funded grants, and teaching activities (Laredo & Mustar, 2010).

Key areas used to raise the university's visibility

The rapid growth of the international higher education system has put colleges and universities under pressure. An ever-rising number of institutions are chasing a limited pool of talent and funding. In this competitive environment, raising the profile of an institution is crucial.

Guus,(2020) explains: “More and more, institutions need to showcase themselves and prove their societal relevance and impact, and researchers need to be more visible.”

Optimizing institution and researcher profiles: A big focus for the institution is optimizing institution and researcher profiles. The team holds courses, workshops and on-demand events for researchers to create awareness on the importance of profiles, and to help them improve their existing profiles. The researchers learn how they can link their profiles to the institutional repository (Pure), add their ORCID ID, link to relevant societal activities, and more. “We also advise and give support on the multiple research profiles available, and which are ones are worth investing time in,” says Guus. “Proactively, we try to take the time to merge duplicate author profiles so that analysis of activities is more accurate. We also adjust incorrect affiliations (particularly for highly cited authors) as this helps improve our institution’s ranking.” Another avenue they are exploring is the Google Knowledge Graph cards – boxed profiles containing a researcher’s name, photo and career highlights — that sometimes appear on the right of a Google search results page.

2. Research impact services: Research assessment is changing. Research community are encouraged to turn away from journal impact factor (IF) and h-index, and move toward article-level metrics such as field-weighted citation impact (FWCI).^{*} With that in mind, they will explore a promising avenue in which we show not only the citation of publications, but also the frequency distribution over certain intervals which allows them to compare their researchers to other researchers operating in the same field or country. Provide expert advice, training and services to enable the academic community at the university to demonstrate their scholarly impact in grant applications and promotional portfolios through our Research Impact Services.

3. Outreach and societal impact awareness: A sizable number of the university’s researchers are unaware of the growing importance of demonstrating the wider impact of their work to society. In response, launched a one-year pilot project, called OASIS (Outreach and Societal Impact Support), to increase the institution’s research impact beyond academia.

4. Open access support: Universities should negotiate deals with publishers that allow authors at those institutions to publish open access (OA) in the publishers’ journals, without having to pay an article processing charge (APC). The next step is to make sure researchers are aware of

this option. The open access policy officer in the CMB also participates in the university-wide OA project.

2.1.6.3 Web Metric Ranking of the Universities

The Webometrics Ranking of World Universities, also known as Ranking Web of Universities, is a ranking system for the world's universities based on a composite indicator that takes into account both the volume of the Web content (number of web pages and files) and the visibility and impact of these web publications according to the number of external inlinks (site citations) they received. The ranking is published by the Cybermetrics Lab, a research group of the Spanish National Research Council (CSIC) located in Madrid. The aim of the Ranking is to improve the presence of the academic and research institutions on the Web and to promote the open access publication of scientific results. The ranking started in 2004 and is updated every January and July. As of 2021 it provides Web indicators for more than 31,000 universities worldwide (Aguillo, 2010).

The Webometrics Ranking of Business Schools is a similar ranking of the world's Business Schools. The Webometrics University Ranking is a ranking system based on university web presence, visibility and web access. This ranking system measures how strongly a university is present in the web by its own web domain, sub-pages, rich files, scholarly articles etc. The central hypothesis of this approach is that web presence is a reliable indicator of the global performance and prestige of the universities and as such, is an indirect way to measure all the university missions (teaching, research, transfer). Although the Web is universally recognized as one of the most relevant tools for scholarly communication, it is still very rare these indicators are used for the evaluation of the scientific research and the academic performance of universities. Webometric indicators are provided to show the commitment of the institutions to Web publication. A research paper in the peer-reviewed scientific journal *Scientometrics* found "reasonable similarities" between the Webometrics rankings and other prominent university rankings despite using a very different set of features to determine each university's rank. These similarities were increased when the comparison was limited solely to European universities (Enos, 2009).

Top universities are publishing millions of pages produced by dozens of departments and services, hundreds of research teams and thousands of scholars. Strong web presence informs of a wide variety of factors that are clearly correlated with the global quality of the institution: widespread availability of computer resources available, global internet literacy, policies promoting democracy and freedom of speech, competition for international visibility or support of open access initiatives, among others. The Webometrics data were referred to as a reference point to achieve better online visibility and performance of higher education institutions.

There are pages for several regional Rankings:- Universities. The main worldwide list of 30000 universities build from a catalog of various institutions is also offered as regional lists: USA & Canada, Europe, including Turkey, Caucasus & Israel, Central & Eastern Europe, Asia, excluding the Middle East, South East Asia, South Asia, Indian Subcontinent, Arab & Persian World (North Africa & Middle East), Africa, Latin America: Central, South America & Caribbean, Oceania. The Webometrics Ranking is produced by the Cybermetrics Lab, a unit of the Spanish National Research Council (CSIC), the main public research body in Spain. The Lab acts as an Observatory of the Science and Technology on the Web. Isidro F. Aguillo is the head of the Laboratory and the editor-in-chief of the Rankings (Cooper, 2014). Webometrics can be used to assess an academic's visibility based on "web mentions" or references to academic work by web pages. Metrics include number of URLs, Google Pagerank, and number of sources linking to associated pages.

The advent of the Internet has created radical changes not only in the collection- saving and sharing of information but also in revolutionizing mechanism needed to measure access to information. The current debate on online publications, the importance of access to information and the challenges posed by advocates of the traditional method have been taken more seriously. Currently, the Web is considered an important tool for formal and informal communication and cooperation among members of the community including researchers. The increasing number of indexed web pages has prompted the emergence of various methods of measurement and evaluation of web resources (Wouters, 2016).

Universities' websites have played a significant role in the development of social structure through the creation of cyberspace. These web-sites act as a multifaceted communication device

and play significant role in introducing the scope and activities of the university e.g., research centers and hospitals affiliated to these universities, the duties, policies, colleges and departments, curriculum, degree programs, educational and research facilities, faculties, students and alumni. Presently, one of the most important factors in the success of academic institutions is the presence of a website and web access capabilities and most importantly the visibility of its website. One of the country's priorities is to evaluate the academic institutions in terms of academic and research performance and the university's website would serve as a tool in reaching this goal (Babu, Jeyshankar& Rao, 2010). The Shanghai Ranking System is considered one of the most outstanding academic ranking systems of the world, other important academic ranking systems include; the Times, QS Universities Rankings and HEEACT. Majority of these systems evaluate academic institutions based on the following indicators; academic achievements, quality of education, number of foreign students, number of Nobel Prize winners and scientific productions. Webometrics Ranking System evaluates the comprehensive overview of a university and academic institutions are ranked based on the following 4 indicators; number of web pages, the total number of PowerPoint, Word and PDF files available on the university's website, the university's qualitative articles must be among the 10% most cited articles in SCImago website and the number of external links that a website receives (Ramezanghorbani, Hajiabedin Rangraz, & Noot, 2019).

2.1.6.4 Graduate Employability

Graduate employability means that higher education alumni have developed the capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce. Globalisation, knowledge economy, the changing needs of the post-industrial economy and the expansion of higher education have created considerable changes in the relationship between higher education and the society. One the one hand, mass higher education reduces the rates of return to higher education (i.e. students have to pay higher tuition fees and compete in a much more crowded and competitive skilled labour market after graduation). On the other hand, the rapid changes in the globalised labour market create uncertainties about the kinds of jobs awaiting graduates at the end of their studies; There is no more clear employment prospects for graduates in most disciplines (Clarke,2017;

Tomlinson,2012). The job security phenomenon is gradually fade out (Barnett, 2016). Graduate employability has now become one of the key drivers for higher education institutions regardless their institutional bases.

Although employability has become a familiar term in higher education context, there seems to be no common definition for it. Nonetheless, the dominant approach to enhance graduate employability in universities is mostly based on the assumption that employability is defined as having skills and abilities to find and retain employment and to obtain new employment if required (Australian Chamber of Commerce and Industry& Business Council of Australia, 2002; Yorke, 2006, 2010). For example, Yorke (2006) suggests: Employability is a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations. Employability is understood as fitness or suitability for graduate employment. It cannot assure employment outcome. Since gaining an appropriate employment highly depends on the context of the labour market (Clarke, 2007) and personal circumstances and attributes (McQuaid, 2006), employability may increase graduates' chances of obtaining graduate-level jobs, but does not assure them (Cabellero & Walker, 2010;Clarke, 2007; Helyer, Lee, & Evans, 2011; Knight & Yorke, 2004; Leong & Kavanagh,2013; Yorke, 2006).Since employability is regarded as fitness or suitability for graduate employment, it is rather subjective and thus, the primary responsibility for employability rests with individual students and graduates (Leong & Kavanagh, 2013; McQuaid & Lindsay,2005; Tan & French-Arnold, 2012; Tomlinson, 2007, 2010; Van Buren III, 2003).University students are expected to be proactive and to actively improve their knowledge and skills to meet the demand of the workplace in the changing context (Bridgstock, 2009). Then, when they finish university and start searching for jobs in the labour market, the responsibility is also on them as potential employees to "acquire knowledge, skills and abilities, and other characteristics valued by current and prospective employers" (Fugate, Kinicki, & Ashforth, 2004).

Nonetheless, dominant in the graduate employability literature is still the research with suggestions about what universities should do to enhance work-readiness for their students. Although it is claimed widely both in the government policy papers and in the general literature that in the changing labour markets with such characteristics as economic crisis and employment

uncertainty, employability is held within individual's responsibility, HEIs are now "cast in an utilitarian role: to equip students with the necessary skills" (Sin & Neave, 2016). This process is called as 'instrumentalising higher education' (Sin & Neave, 2016) or magic bullet model of employability (Harvey, 2001). Despite suspicious and criticism, the skills agenda has immersed in the higher education context worldwide for the last two decades. The skills agenda is largely developed based on the assumption that there is a 'skill gap' between what students could acquire in universities and what is needed in the labour market, and thus university curriculum and practices need to be adjusted in order to bridge "the disparity between industry needs and higher education provision" (Jackson, 2013). Accordingly, different projects have been designed to explore employers' needs, different lists of skills have been developed, and university curriculum and practices have been adjusted to accommodate the needs of the industry. There seem to be a popular belief that the tasks in the universities (the learning setting) should be created as much similarly as possible to the task in the real workplace (the application setting), and that the closer the learning setting and the application setting are aligned, the better the development and transfer of such skills will be. The skills agenda or the shifting focus in higher education on providing students with knowledge, skills and competencies their need for their future career prospects has its own merit. First, it creates the basic for highly trained labour force (Kalfa & Taksa, 2015), thus may help reduce the 'learning curve' for students in the transition from university to employment (Mason, William, & Cranmer, 2009). In other words, when the new employees are work-ready and highly adaptable, it not only saves employers' time and money for in-house training for these new staff members, but also promises a higher productivity levels contributing to the national economic growth and competitiveness in the global market (Harvey, 2000; Watson, 2003).

Second, it provides rich information about the requirements of the knowledge economy, and helps individuals to come up with informed decisions to enhance their knowledge and skills to be not excluded from the labour market, or to re-entry into employment (Pont & Werquin, 2001). Thus, it is unsurprising when the skills agenda informed by human capital theory with a heavy emphasis on the acquisition of generic/core/transferable skills desired by employers (such as communication skills, problem solving, teamwork or interpersonal skills) has become one of the most significant developments in higher education over the last few decades (Clarke, 2017; Kalfa & Taksa, 2015; Moore & Morton, 2017). Nonetheless, the skills-led approach of

employability does reveal problems. Indeed, many educational researchers have criticised the instrumental approach of this agenda where skills are either embedded into degree programs or expected to be developed through internships, work placements and international mobility in different programs.

Universities are now under pressure from the governments and other external stakeholders to provide measurable outcomes of employability, and most often to meet the learning outcome standards required by different accrediting bodies (Jackson, 2012). In many countries, surveys collecting information on employment of recent graduates are conducted four/six months or one year after graduation. It is easy to find such statement as ‘XXX percentage of AAA university graduates can find jobs four months or six months after graduation’ on the websites or the advertising boards of different universities. Nonetheless, after decades of effort, these employability indicators do not show any significantly positive signals when both the number and the proportion of graduates unemployed or underemployed after four months, six months or a year after graduation are still on upward trend. This is also one of the findings in Mason, Williams and Crammer’s (2009) study of the effects employability skills in initiatives on graduate labour market outcomes at an institutional level. They could not see any evidence of the correspondent relationship between the focus on the teaching, learning and assessment of employability skills and the labour market outcomes, i.e. whether graduated had found jobs within six months of graduation or whether graduates had secured graduate level jobs. Mason, Williams and Crammer’s research findings are supported by other studies in the area, which all point to a common conclusion that employment outcomes show that possessing employability skills does not guarantee employment, not to say graduate-level employment (Clarke, 2017; Piróg, 2016; Scurry & Blenkinsopp, 2011). Many employers keep the perception that academic achievement is an insufficient indicator of a graduate’s employability as they often do not see “a tight fit between higher education studies and specific employment niches” (Sin & Neave, 2016, 1457). It seems naive to think that the skills developed in the learning setting will be directly transferred to the application setting. Nonetheless, using labour market outcomes as a popular way to measure graduate employability also seems to be problematic. Firstly, these measurable outcomes, as Clarke (2017) points out, largely refer to institutional outcomes rather than graduate outcomes. Harvey (2001) also criticized the tendency to see employability as an institutional achievement rather than “the propensity of the individual student to get

employment”. Since graduates are now required to be in charge of their own employability, these general labour market indicators do not seem to make much sense for them and many still cannot see their responsibility in the process of enhancing and managing their own career prospects.

Secondly and more profoundly, most graduate surveys measure current employment status, not employability - compared to the way employability is generally defined (Clarke, 2017; Harvey, 2001). Employability, as discussed earlier, refers to the graduates’ potential to obtain a job, while employment is actual job acquisition, or in other words, employability does not assure employment (Yorke, 2006). Gaining employment does not only depend on graduate knowledge, skills or the level of suitability for employment, it also depends on many other personal attributes and external factors. The popular way of using graduate employment outcomes as an employability indicator challenges the normal way of defining employability. Should employability also include other factors apart from the knowledge and skills desired by employers? And if that is the case, how far university can do to enhance their student employability and how much their can claim the success of their graduates in the university-to-work transition is also their achievement? And then, the validity of the assumptions underpinning employability as individual responsibility is also questionable as students may not possess the will and/or the capacity to manage their own careers in a labour market with full of uncertainties (Sin & Neave, 2016). The general outcomes of the graduate surveys (which often indicate the proportion of graduates finding full-time jobs in a given time period) also negate the differences in employment opportunities and outcomes for different demographic groups. There is an established body of literature suggesting the poorer employment opportunities and outcomes among low socio-economic status groups such as immigrants, minority ethnic groups, regional, indigenous people, or children from working class families (Andrewartha & Harvey, 2017; Brooks, 2017; Pitman, Roberts, Bennett, & Richardson, 2017).

There is no clear and reasonable explanation linking these demographic characteristics with the knowledge and skills graduates could develop during their university time, or in other words, “there are no reasonable grounds for assuming that such graduates systematically differ from others in their ‘possession’ of such purported skills” (Leonard Holmes, 2013). Obviously socio-economic and cultural status does have a certain impact on the employment outcome of

graduates and this seems to be out of control of both individual students and their universities. The indicator of the proportion of graduates finding full-time jobs in a given time period is also being criticized as it does not look at the quality aspect of the jobs graduates gain access to after graduation. Underemployment has become a popular situation among graduates in graduate-oversupply labour markets. Being employed does not necessary to be a true indicator of a successful university-to-work transition. Thus, being employed at an individual level and the number of graduates who are in employment at an institutional level should not be enough to be counted as a clear measure of graduate success (Blenkinsopp & Scurry, 2007; Scurry & Blenkinsopp, 2011).

Obviously external labour market factors have impacted on graduate employment outcomes. Thus the employability approach with a general focus on skills and the perception that graduates being employed is the outcome of the match between graduate possessed skills and employers' needs downplays the important demand-side factors, such as the scarcity of jobs in the market, economic crisis, labour shortage or the distance from economically dynamic areas (Lindsay & Pascual, 2009; McQuaid & Lindsay, 2005; Sin & Neave, 2016; Tomlinson, 2012).

Unemployment is often explained as personal and institutional failure rather than the outcome of the lack of market opportunities (Lindsay & Pascual, 2009). This explanation fails to address the labour market problems or unfavourable economic conditions, which both individual students and their universities have no means to control or interfere. Rethinking graduate employability and the subsequence role of higher education institutions. Many educational researchers have recognised the limitations of the skill-led agenda in higher education and proposed alternative frameworks to overcome such limitations. Kalfa and Taksa (2015) and Clarke (2013), for example, criticise the underlying assumption of the skill-led approach that skills can be transferred across contexts, thus ignores the situated nature of learning; decontextualizes, generalises and isolates skills from the learner's world. Kalfa and Taksa (2015), then based on Bourdieu's cultural theory, develop an alternative conceptual framework which consists three main components: Field and Doxa, Habitus and Cultural Capital. With this framework, employability is placed within each specific field of study (Field) where not only skills or knowledge are important, but the network or the way agents see themselves with others in the Field also matters. Fields are differentiated from one another by the fundamental

principles, beliefs and rules of behaviour (Doxa). Doxa is not always explicit and is often taken for granted and viewed as inherently true by agents in the same Field. Thus, challenges will arise when “one Field is increasingly influenced by the Doxa of other Fields” (Kalfa & Taksa, 2015, p. 586).

Employability also depends on the way people think, feel and act subconsciously rather than consciously and in an instrumental manner (Habitus). Cultural capital, the last component of the Kalfa and Taksa's (2015) framework, refers to widely shared, high status cultural signals (attitudes, preferences, formal knowledge, behaviours, goods and credentials). Thus, cultural capital is used for “social and cultural exclusion, the former referring to exclusion from jobs and the latter to exclusion from high status groups” (Lamont & Lareau, 1988). Exclusion is a critical issue that is often overlooked when assessing employability. Nonetheless, investment in higher education study is also considered as a process of cultural accumulation, and it offers a route for students from disadvantaged backgrounds to develop cosmopolitan identities for social inclusion (Beck, 2004). Clarke (2017), develops another employability framework where skills, competencies and work experience together are only one component of graduate employability, called Human Capital. Human Capital, Social Capital (network, social class and university ranking), Individual Behaviors and Attributes are four main components forming perceived employability. The perceived employability is the employees' own perception of their chance of success in the labour market and how they approach job search.

Nonetheless, perceived employability is also affected by the labour market factors, especially in mass higher education when graduates are often over supplied. Hinchliffe and Jolly (2011), on the other hand, do accept the neoliberal pressure for higher education to provide work-ready graduates, and the need to understand and to ‘take in’ employers' requirements. Nonetheless, they criticise the skills approach since it is based on the assumption that skills performance must be measurable and observable, thus ignores the complexity of gradueness and the fact that even employers also “think beyond conventional skill discourse and attempt to probe a broader range of graduate experience in order to assess their potential” (Hinchliffe & Jolly, 2011). They, then, based on Len Holmes's (2001) argument emphasizing on the need to examine the condition of performance, and the employer perceptions of graduates in respect of their employability, develop the concept of graduate identity and claim that it is a way to deepen the

understanding of graduate employability. Their four-stranded concept of identity includes Values (personal ethics, social values and contextual, organisational values, including the value of entrepreneurship), Intellect(graduate's ability to think critically, analyse and communicate information, reflect on all aspects of their work and bring challenge and ideas to an organisation), Performance(the ability to learn quickly and effectively and to develop skills appropriate to the role),and Engagement (a willingness to meet personal, employment and social challenges and to be 'outward looking'). They claim that Performance – one of the four elements in their concept is most closely aligned to the employability skills matrix popular in the employability literature now. When assessing the potential of graduates, Performance is only part of the criteria that employers take into account, instead, the four elements of identity interpenetrate, and different employers often emphasis different facets of this identity. Although supporting the 'graduate identity' perspective on graduate employability, Leonard Holmes's (2013) argument does not share the common ground with Hinchliffe and Jolly's (2011) argument.

Leonard Holmes (2013) argues that graduate identity is socially negotiated and constructed and names it as 'processual perspective on graduate employability', he compares this perspective with the other two perspectives, namely possessive (the skills agenda) and positioning perspectives (considering cultural capitals, personal capitals and habitus are those decide societal positioning of graduates)on graduate employability and points out the limitations of the two latter perspectives. Similar like other researchers, he criticises the possessive approach and names numerous limitations associated with the names of different skills, how to measure and assess such skills, how different parties make sense of the lists of skills, and most importantly, he claims, the focus on skills and attributes as requirements for employability, fails to explain employment outcomes which are generally different among different demographic groups. The above discussed employability frameworks varies, however, they were all developed with the aim to overcome the limitations of the instrumental, simplistic skill-led employability approach popularly deployed in the contemporary higher education context. Their conceptualising frameworks also point out clearly that higher education is only one factor alongside many others that make for employability, and thus, at best, higher education can play only an enabling role (Yorke, 2006). Universities need to develop a better understanding of the broad contexts their graduates are likely to be engaged in the future, then develop plans to assist their students in

building not only human capital (relevant knowledge, skills and attributes), but also social and cultural capital. Universities should also help students understand the importance of career self-management and personal responsibility in managing, maintaining and enhancing graduate employability. This is especially important in a market with over-supply of graduates. Students need to be clear that their future prospects depend much on their individual attributes (flexibility, adaptability, openness to challenges and new experience), and that the university-to-work transition is most often not straightforward, and often depends on students' decisions and acts or the extent they enhance their perceived employability and persuade employers that they are graduates worthy of being employed.

2.1.6.5 Mobility of Academic Researchers Staff

Tertiary institutions are increasingly now established in ways that entail a crossing of national, linguistic, cultural and other boundaries (Brooks and Waters 2011; Hébert and Abdi 2013). Recent years have seen significant expansion in the sector around transnational education and online learning, with students, academic staff, educational programmes and even institutions all increasingly mobile (Ullberg, 2015). The association between a higher education institution and a specific locality has become more fluid than was previously the case. Mobility is a hallmark of a scientist's professional life. The phenomenon, especially in recent decades, has acquired important implications and has been the subject of numerous studies by scholars and interventions by policymakers. The basic idea is that "researcher mobility" is a mechanism of knowledge diffusion able to generate positive spillovers on organizations, sectors, and territories.

Academic mobility is the movement of students or research faculty to study or conduct research for a certain academic period: a semester or academic year to another higher educational institution (domestically or abroad) with the obligatory transfer of the acquired educational programs in the form of credits in their higher educational institution or continuation of studies at another higher education institution. Although internationalisation of the scientific world is a key issue in public attention and policy, the actual information base on migration and mobility of 'teachers in higher education', 'scholars', 'academics' or 'researchers' has remained weak. Most available statistics focus on 'foreign' students or 'foreign' scholars rather than persons

mobile for purposes of learning and academic/research work, and provide information only on a single moment rather than on the life course of moving between countries.

In recent years, some surveys of the ‘academic profession’ and ‘researchers’ have been undertaken primarily in economically advanced countries or especially in European countries that provide an overview on various modes, e.g. migration prior study, short-term student mobility and mobility for the whole degree programme, mobility in the phase of doctoral education and training, professional mobility in various stages of the professional career and finally shorter visits linked to academic and research work. All available information suggests that substantial differences exist by country and that no signs of convergence are visible. Moreover, surveys confirm that international experience is a frequently valuable asset of academic research careers but often is viewed as less beneficial than conventional wisdom suggests((Ullberg, 2015).

Institutions of higher education belong in some respects to the most international institutions. Knowledge is universal in some disciplines, and in many other disciplines we aim at getting to know the academic progress worldwide. Scholars consider international academic reputation superior only to national reputation. Finally, many scholars harbour cosmopolitan values. In other respects, however, higher education tends to be national: for example, funding, staff policies, institutional types, study programmes and degrees. Thus, ‘internationalisation’ – understood as a trend or policies to increase border-crossing knowledge transfer and various related activities as well as possibly understood as a trend and policy to increase the similarity of higher education across countries (often also called ‘globalisation’) – is by no means just a matter of procedure, but rather quite a challenge.

The issue most frequently addressed in the discourse on internationalisation of higher education is that of physical mobility. Mobility of academics, i.e. persons active at higher education institutions and other research institutions, has been less in the limelight, but is viewed as very important for academic progress in general, for international understanding, comparative analysis and as a counterbalance to parochial thinking in general.

2.1.7 Conceptual Framework

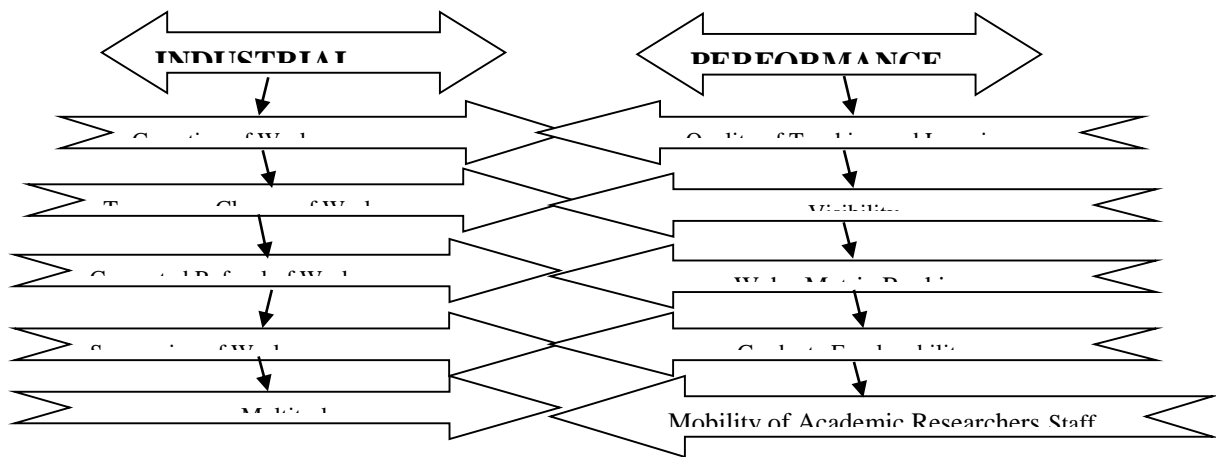


Fig. 2.1 Conceptual framework of industrial action and performance of federal universities in South East, Nigeria

2.2 Theoretical Framework

The following theories guided the study:

Craig's Model of industrial relations, (Alton Craig, 1967), Frustration-aggression-theory (John Dollard, Neal E. Miller, 1939), Social Conflict Theory and contingency theory but the study anchored on Craig's Model of industrial relations. This is because Craig suggested that the output of an industrial relations system be considered terms and conditions of employment. This is a situation where a union uses a industrial action to achieve goals through agitation to improve the conditions of service as an output of the industrial relations system. He incorporated both the rules and substantive issues.

2.2.1 Craig's model of industrial relations (Craig, 1975).

The theoretical framework of this study was rooted in Craig's model of industrial relations. This model was an advancement over the John Dunlop schema, which was based on Talcot Parsons' paradigm (Adams, 1983). Craig's model was based on David Easton's analysis of political life that described industrial relations systems as a complex of private and public activities operating in an environment, in which the system is concerned with the allocation of rewards to employees for their services, and the conditions under which services are rendered (Craig, 1975). Industrial relations are the relationship between employees and employers within the organizational

setting. It is the relationship between management and workers, particularly groups of workers represented by a union. It involves the interactions between employers, employees and the government, and institutions and associations through which such interactions are mediated. The main objectives of industrial relations are to safeguard the interest of labor and management by securing the highest level of mutual understanding and goodwill among staff and to avoid industrial conflict or strife and develop harmonious relations, which are an essential factor in the productivity of workers and the industrial progress of a country.

Craig suggested that the output of an industrial relations system be considered terms and conditions of employment as against the rules of work, which was previously the central focus of John Dunlop's industrial relations systems (Adams, 1983). This is a situation where a union uses a industrial action to achieve goals through agitation to improve the conditions of service as an output of the industrial relations system. He incorporated both the rules and substantive issues, which are the specific actor objectives in the systems model (Adams, 1983). In the model, labor strikes are both conversion mechanisms and outputs of the Industrial Relation system (Chaulk & Brown, 2008). The model proposes that external inputs from the environment influence the actors of the industrial relations system, and through a series of conversion mechanisms such as collective bargaining process and labor strikes, the parties convert the inputs into both organizational and worker-oriented outputs (Brown, 2003; Chaulk & Brown, 2008). Other procedures for converting inputs to outputs are day-to-day relationships among individuals in the work place and their perceptions of work. These constitute a complicated set of relationships involving those between managers, workers and managers, workers themselves and other workers, and their union leaders (Craig, 1975).

For Craig, it is at this level that the participants satisfy their social and psychological needs. Craig viewed the three actors of the system (labor, government and private agencies, and management) as being impacted by internal inputs (power, values, and goals of the actors) that flow from the external inputs of the external environment (Brown, 2003). The National Universities Commission (NUC) regulates the Nigerian university system, which constitutes an industrial relation system.

The NUC as an agency of government is empowered to coordinate the orderly development of the Nigerian university system (NUC, 2009a). For the Commission to discharge this responsibility efficiently and effectively, the atmosphere in the system should be peaceful and conducive for learning, research and community service. The university community is made up of teaching and nonteaching staff, represented by their respective unions. There are four unions in the system, namely: the ASUU, the NAAT, the SSANU, and the NASU. These unions are supposed to be working harmoniously with university management in repositioning the system to attain the objectives for which the institutions were established. Unfortunately, this has not been the situation as the unions, at various times, are often engaged in industrial disputes with their respective university authorities and the federal government over issues that should have been discussed and resolved amicably. The serial industrial crises in the universities have on several occasions, compelled the federal government to empanel a team to negotiate, on its behalf, with the university-based unions in order to restore lasting peace in the system. In the process, the National Universities Commission, as the regulatory agency, has played a pivotal role in ensuring hitch-free collective bargaining between the federal government and the university-based unions. Most of the reasons for the strikes in the universities have been on agitation for increase funding of the system and non-implementations of collective bargaining agreements, which were on the condition of services of staff (Esenwa, 2003).

The study was anchored on Craig's model as it suggests that: Strikes (when used as a conversion mechanism to achieve union goals) impact the worker-oriented output of employee affect and actors of the system via the feedback loop; and through the feedback loop, the output of the strike can positively or negatively impact workers reactions towards their union and employer. (Chaulk & Brown, 2008). Thus, according to the system model of Industrial Relations, "strikes impact workers affect" . Craig refined the Dunlopian framework in at least three major dimensions:

He introduced 'with inputs', which included the goals, values and power of the actors in the industrial relations system; outputs of the industrial relations system were shown to have an impact on the environmental inputs through a feedback mechanism; and instead of the technological, market and budgetary context in Dunlop's framework, Craig defined broad societal environment in terms of economies, social, political and legal inputs into the Industrial

Relation system (Hameed, 1982). In the above context, some of the factors influencing the actors in the Nigerian university system are the external inputs such as legal subsystem, which supported the right of workers to strike (Isiaka, 2001; Worugji & Archibong, 2009) and a political subsystem, which was against the rights of workers to strike with the enactment of various Trade Union Acts (Abu, 2007). The other factor is the public opinion (social subsystem) on the current state of Nigerian universities. In term of the social subsystem, research has shown that public opinion on the issue of serial labor strikes and the causes of the low quality of the Nigerian universities are not uniform. Chaulk and Brown (2008) used a survey method to assess workers' reaction to their union and employer following a five-month long strike. Using a t-test data analysis, they found that the strike had a negative effect on workers' job satisfaction, work climate satisfaction, management satisfaction, organizational commitment, and union commitment (Chaulk & Brown, 2008). The study and its findings were consistent with the Craig model of feedback loops.

The Craig model suggests that external environmental factors influence the goals, values, and power of the actors and the outputs of the university system, the quality of their productivity, which in turn will influence the quality of the universities, as was true for the IRS. The perceptions of the actors on the effects of serial labor strikes on the quality of universities may be different. A lecturer may see serial labor strike as a right of workers irrespective of the damages the action may cause in the system (Worugji & Archibong, 2009) and students may see the effects of the action differently (Okuwa & Campbell, 2011).

2.2.2 Frustration-Aggression Theory

Frustration-aggression-theory is a theory of aggression proposed by John Dollard, Neal E. Miller et al. in 1939. The theory says that aggression is the result of blocking or frustration. A person's effort to attain a goal, it further states that frustration causes aggression. They opined "that the occurrence of aggressive behavior always presupposes the existence of frustration and, contrariwise, that the existence of frustration always leads to some form of aggression". Frustration, in this context, was specified as the thwarting of a goal response.

The theory says that aggression is the result of blocking, or frustrating, a person's efforts to attain a goal. When first formulated, the hypothesis stated that frustration always precedes aggression,

and aggression is the sure consequence of frustration. Two years later, however, Miller, & Mowrer, Dollard. 1941) re-formulated the hypothesis to suggest that while frustration creates a need to respond, some form of aggression is one possible outcome. Therefore, the re-formulated hypothesis stated that while frustration prompts a behavior that may or may not be aggressive, any aggressive behavior is the result of frustration, making frustration not sufficient, but a necessary condition for aggression.

The hypothesis attempts to explain why people scapegoat. It attempts to give an explanation as to the cause of violence. According to Dollard and colleagues, frustration is the "condition which exists when a goal-response suffers interference", while aggression is defined as "an act whose goal-response is injury to an organism (or an organism surrogate)". The theory says that frustration causes aggression, but when the source of the frustration cannot be challenged, the aggression gets displaced onto an innocent target. For example, if a man is disrespected and humiliated at his work, but cannot respond to this for fear of losing his job, he may go home and take his anger and frustration out on his family. The frustration-aggression model is based on the psychodynamic approach. When people are frustrated, they experience a drive to be aggressive towards the object of their frustration, but this is often impossible or inappropriate, so the source of their aggression is displaced on something or someone else. It uses the concepts of catharsis (relieving emotional tension) and displacement (unconscious defense mechanism whereby the mind diverts emotions from their original source to a less threatening, dangerous or unacceptable one to avoid experiencing anxiety). Frustration is a feeling of tension that occurs when our efforts to reach a goal are blocked. According to this theory, proposed by Dollard (1939) frustration often leads to aggression. This is known as the goal gradient principle (Thompson and Kolstoe, 1974). Although the extent to which the frustration interferes with the attainment of a desired outcome matters (Berkowitz, 1989), experiencing frustrations while attempting to reach a goal can actually make it more attractive, intensifying the reaction to a following frustration (Filer, 1952).

Although some have argued that the expression of aggression serves as a catharsis, Morlan (1949) argues that the expression of aggression sets up a vicious cycle that leads to further aggression, as aggressive acts rarely occur or exist in isolation and have consequences for future interactions (Breuer and Elson, 2017). According to Berkowitz, frustration creates an inclination

towards aggression but environmental cues may act as a trigger for aggressive behavior. This argument is used to advocate the concealment of weapons in countries such as the US where people can carry guns as this could act as a cue to use them. “The finger pulls the trigger, but the trigger may also be pulling the finger” (Nickerson, 2021). The frustration-aggression hypothesis does not explain individual differences in the way people react to frustration. Some people may withdraw whereas others will become extremely physically or verbally abusive. Brad and Bushman (2002) found that instead of being cathartic as the hypothesis predicts, venting anger makes people more angry and aggressive.

The theory is related to the present study as it explains reactive aggression which is a response to a threat or provocation, strikers are aggressive, it is used as a means to an end. It does not take into account free will and moral values for example a pacifist individual is unlikely to resort to aggression when experiencing frustration.

Consequently, being frustrated means both that one’s access to reinforcements is being thwarted by another party (or possibly by a particular circumstance) and the one’s reaction to this thwarting is annoyance. Hinging this theory to this work, we note that the frequent conflict between the Academic unions and the government in recent times that has always led to striken action by the academic staff is as a result of frustration from the government’s inability to adhere to the cry and plea of the various academic unions and the end result is aggression by the union which in turn causes them to embark on industrial action.

2.2.3 Social Conflict Theory (Karl Marx, 1848)

The social conflict theory according to Karl Marx, (Engels & Marx, 1848). Max Weber in Oparah, Gbenga and Ngozi (2014) is the struggle for agency or power in society. Social conflict or group conflict occurs when two or more actors oppose each other in a social interaction, reciprocally exerting social power in an effort to attain scarce or incompatible goals and prevent the opponent from attaining them. It is a social relationship where the action is oriented intentionally for carrying out the actor's own will against the resistance of other parties. For Max and Weber “all history is the history of class conflict” they assert that the capitalist or industrialist (government) which is the employers of labor and the working class (laborers)

which make up the lecturers, teachers, students are always in conflict due to exploitation by the government.

The above theory is in line with social conflict between the labor union and the government due to government inability to pay workers and meet up with their demand results in industrial action among workers, lecturers and staff of universities that eventually give birth to poor academic performance among students. Marx believed that the gap between industrialists and the laborers would continue to grow. Industrialists would become wealthier, and the laborers continue to move towards poverty.

Conflict theory is seen throughout relationships and interactions between two groups of the people including races, opposite sex and religions. The goal of the academic bodies such as lecturers, teachers, and staff in various higher institutions is to work and be paid after all, if neglected by the government or employers of labor, leads to frustration and aggression, which will in turn lead to poor academic performance of students. This is also in line with Tyler Rationale planning objectives as cited in Igwe (2000). The objective emphasizes product (achievement of the educational objective or achievement performance, or intent) as a prerequisite issue as far as curriculum development is concerned. Igwe (2000) highlighted the general assumption of Tyler Rationale Planning Approach as follows: school is a formal institution with purpose and education should be an intentional activity which ought not to be disrupted either by internal or external classroom factors. All rational activities are characterized by having both purpose, procedure, aims and goals. Curriculum as rational activity is no exception in this rule. Education is a process which involves changing the behavior of learners. The success of academic activity depends on the learner's attention, intention, commitment to the activities; that the end enumerates and justifies the means. The accomplishment of the academic goals by the students is a priority. Based on the foregoing, staff union industrial action cannot come and go without leaving any aftermath effect on the educational achievement of students.

2.2.4 Contingency Theory

The contingency theory was proposed by Fred Edward Fiedler 1964 developed contingency theory emphasizes the importance of both the leader's personality and the situation in which that

leader operates. Contingency theory posits that an organizations strategic posture either augments or diminishes the impact of human resource practices on performance. Wright, Smatr and McMahan (1995), organizatuions exhibited higher performance when they recruited and acquired employees possessing competencies consistent with the organizations current strategies. Moreover, they also found that organization exhibited high performance when they sought out a strategy that matched their current employee's competencies (Snow and Snell, 1993). In other words, contingency theory proposes that effective leadership is contingent on factors independent of an individual leader. As such, the theory predicts that effective leaders are those whose personal traits match the needs of the situation in which they find themselves. Fiedler's contingency model of leadership focuses on the interaction of leadership style and the situation. He identified three relevant aspects of the situation; the quality of the leaders relationships with others, how well structured their tasks were and the leaders amount of formal authority. The theory indicated that task-oriented leaders were more effective when the situation was either highly favourable or highly unfavourable, but that person-oriented leaders were more effective in the moderately favourable or unfavourable situation. The theory did not necessarily propose that leaders could adapt their leadership style to different situation, but that leaders with different leadership style would be more effective when placed in situations that matched their preferred style.

2.3 Empirical Review

2.3.1 Relationship between cessation of work and quality of teaching and learning of federal universities.

Falaye, Adama, Osho, Ugwuoke and Ogunlana (2014) carried out a study on the Cost Effective Multimedia E-Learning Application for Nigerian Higher Institutions. The necessity of good reliable modern and cheap communication and information transfer within an institution cannot be overemphasized. However, the expensive cost of using internet subscriptions and telephone technology make this prospect difficult to actualize. In another vein, limitation in space of conducive learning environment vis-à-vis the number of students has made effective teaching and learning nearly impossible. In this research work, we designed and implemented an intranet-based communication and e-learning system, as a unified system, to offer seamless institution-

wide communication, at low cost, and remote learning, by use of the local intranet networks already present in most Nigerian tertiary institutions. This system is to provide high quality VOIP Calls, Video Conferencing, Network TV, E-Classrooms, File sharing, cheap customized SMS, Audio/Video/File messaging, Search FM Radio Utility, News, Entertainment, and lots more. Some intranet related issues bothering on accessibility and duplicates were also addressed. This system was developed with Microsoft Visual Basic 6.0 and ASP.NET Visual Studio 2010.

Adamu (2015) conducted a study on the Impact Appraisal of Academic Staff Union of Universities (Asuu) Strike on Quality of University Education in Nigeria. This paper examined the effect of ASUU strike on quality of education in Nigeria. The study has five objectives and five null hypotheses. Descriptive survey design was adopted for the study. The researchers targeted 450 undergraduate students from three federal universities in the North-West Geopolitical zone in the country. Four rating scale structured questionnaire titled, ASUU Strike and Quality of Education in Nigeria (ASQEN) was used for data collection. The researchers assisted by two research assistants distributed the instruments. Three hundred and eighty four copies of questionnaire were properly completed. Data collected were coded in to SPSS; the package was used to run multiple regression models to determine the five null hypotheses. In all the tests of the hypotheses, the .05 confidence level was used for determining statistical significance. The result revealed that, ASUU strike has negative effect on the quality of university graduates that the country produces. In view of this, it was recommended among others that, government should develop actions that will help to check incessant industrial action in Nigerian educational sector.

Famade, Omiyale and Adebola (2015) conducted a study Towards Improved Funding of Tertiary Institutions in Nigeria. The study sought to defines the quality of life; it is the foundation on which the society is built. The study adopted qualitative methods. The finding shows that the success of any educational system hinges on proper planning, effective administration, and adequate funding. The study concluded that funding is essential for the survival of any institution and tertiary institutions in Nigeria are not left out. It is due to these reasons that this paper examined how tertiary institutions can be better funded in Nigeria. The study recommends that that all the stakeholders in education which include parents, guardians,

the general public, government, non-governmental agencies, international partners and the private sector should support and subsidize the funding of tertiary education in Nigeria.

Bello and Isa, (2016) conducted a study on the Collective Bargaining in Nigeria: ASUU and Federal Government Face-Off in Perspective. The academic staff of public universities in Nigeria went on six months strike in 2013 over federal government's non-adherence and implementation of the 2009 FGN/ASUU Agreement. The industrial conflict between ASUU and the FGN can be understood as having the features of Nigerian government's insincerity in honoring agreement and domestic factors such as low wages and conditions of service, poor and erratic funding, rising student population and weak institutional autonomy. This study which is documentary review is aimed at taking a particular look at the 2013 ASUU strike with a view to discovering the issues which led to this strike and to what extent have those issues being addressed to forestall future occurrence. Regarding the cause of the strike, findings reveal that the poor emolument of academic staff coupled with the deterioration in teaching and learning facilities have contributed to the 'brain drain' from Nigerian universities, that is, the migration of staff, students and other professionals from the country in search of better opportunities abroad and therefore fueled the strike. The major recommendations of this paper are that government at the federal and state levels must be committed to the better funding of higher education and be faithful in honoring labor-management agreement.

Wayan, Djumilah and Fatchur (2016) conducted a study on the Performance-based compensation effect on employee motivation, satisfaction of employees, and performance of employees (Study on private universities in the province of Bali): Conceptual frameworks. The study sought to examine the relationship between performance-based compensation and employee motivation. The study was carried out at Southeast Asia. The study adopted primary and secondary source. Data were analyzed using Descriptive statistical analysis. The study shows that performance of employees, especially in the field of administration need to be improved. The study concluded that employees have a high boarding costs expected by activities of the organization and can be run properly. The study recommended that human resources owned should actually have full support in terms of performance-based compensation and motivation to work in order to produce job satisfaction and higher employee performance.

Faboyede, Faboyede and Fakile (2017) carried out a study on Funding of university education in Nigeria: challenges and prospects. The purpose of the study was to examine the severity of University education underfunding in Nigeria; enhancing adequate University education funding through creative income strategies; the significance of alternative funding strategies for University education in Nigeria; and how can Nigerian Universities be brought out of the woods. The study adopted descriptive design. The finding shows that private higher education is the fastest growing segment of higher education worldwide and African universities can as well be more active in getting funds from local institutions and global philanthropic support sources. The study recommended that the putting in place of a National University educational budget reform which gives unflinching priority to allocation of more funds and that actualizing the realization of suggested intensified creative financing strategies should be the responsibility of all major stakeholders of University education in Nigeria.

Odim, Anashie and Aniah (2017) conducted a study on the Effect of Strikes on Management and Planning of Educational Activities in Nigerian Universities. This paper examines the effect of strike on management and planning of educational activities in Nigerian universities. The meaning of strike was defined, and a brief history of strike in tertiary institutions in Nigeria was analyzed including the 2017 strike by ASUU. The causes of strikes were thoroughly explained. The effect of strike on management and planning of universities in Nigeria was also treated. It was concluded that Strike is a problem that has lingered for too long, yet nothing serious has been done about it. That management of strike in Nigeria requires the attention of both the government, educational managers, academic and non-academic staff, as well as other relevant stakeholders. That strike makes planning for universities' academic and non-academic activities to be very difficult. That everyone must play his or her role by abiding to agreements signed. That educational managers faces the challenge of re-planning educational activities, re-preparing the school calendar, re-assigning old task to new staff and not achieving certain long term goals due to the prolonged un- accomplishment as a result of the strike. Strike is an event that consumes and waste a lot of time which implies that urgent attention is needed to solve this problem. Recommendations were also made based on the observations from this paper.

Agbionu, Anyalor and Nwali (2018) carried out a study on the Employee Engagement and Performance of Lecturers in Nigerian Tertiary Institutions. The study sought to investigate on

employee engagement and performance of lecturers in Nigerian Tertiary Institutions. The study employed descriptive and correlation research designs. Stratified random sampling was used to select three tertiary institutions in Nigeria and the sample size of 314 lecturers was obtained through Taro Yamane. Questionnaires were distributed to 314 lecturers but only 290 of them positively responded by returning the filled questionnaires. The reliability of the instrument was measured with Spearman Brown's Split Half method which yielded the reliability coefficient of 0.835 which is deemed adequate for the study. The hypothesis was tested using Pearson Product Moment Coefficient. The result shows that there is a positive relationship between employer reciprocity and lectures' research output. The study recommended that management of tertiary institutions in Nigeria need to develop and nurture engagement by providing adequate training opportunities for academic staff to increase organizational visibility and ranking.

Asogwa, Oboegbulem, Ugwoke, Okeke, Ugwuanyi and Diara (2018) conducted a study on the Information and Communication Technology Skills and Job Satisfaction among Academic Staff in Colleges of Education. This study is on the relationship between the level of information and communication technology skills, religious status, ethnicity and ownership of institution and job satisfaction among academic staff of Colleges of Education in South East, Nigeria. A correlational survey design was utilized for the study. The population for the study consisted of 1581 academic staff of colleges of education in South East, Nigeria. Six hundred and thirty-two respondents were randomly selected as the sample for the study. A questionnaire developed by the researchers was used for data collection. Data were analyzed using means, standard deviations, and multiple linear regressions. The findings of the study among others showed that the levels of job satisfaction of academic staff were significantly related to ownership of institution while the level of information and communication technology skills, religious status and ethnicity had no influence on job satisfaction. Based on these findings, it was recommended; among others that the government and or supervising agencies of colleges of education should design and implement programmes that would cater for individual differences in the workplace which will promote job satisfaction among academic staff of colleges of education.

Lorbis (2019) conducted a study on the Utilization of contextualized teaching and learning (ctl) approach in grade two Araling Panlipunan in Southern Luzon State University Philippine. The objectives of the study were to describe the perspectives on the utilization of the Contextualized

Teaching and Learning (CTL) Approach in Grade Two Araling Panlipunan; develop a lesson guide and learning materials utilizing Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan for Grade Two; find out if there is a significant difference in the mastery of learning competencies of the Grade Two pupils in Araling Panlipunan before and after utilizing Contextualized Teaching and Learning (CTL) Approach; and examine the connection between the qualitative and quantitative results of the study. The study employed a sequential exploratory mixed method research design. The finding shows that the participants have philosophical perspectives and implementation perspectives about the Contextualized Teaching and Learning (CTL) Approach;; and there is a significant difference between the learning competencies of the Grade Two pupils in Araling Panlipunan before and after applying Contextualized Teaching and Learning (CTL) Approach. The study concluded that; the participants are willing to utilize Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan; developed Lesson Guide and Learning Material utilizing Contextualized Teaching and Learning (CTL) Approach in Araling Panlipunan is ready for improvement and test for effectiveness; contextualized Teaching and Learning (CTL) Approach is useful to increase mastery in learning competencies in Araling Panlipunan. The study recommended that the produced Contextualized Lesson Guide and Learning Material may be adopted and used for another try-out for experimental purposes.

Shimawua (2020) conducted a study on the Impact of Industrial Unions Strike on the Performance of Public Universities in Nigeria. The Nigerian University system, which is designed and packaged to be a fulcrum for national development has witnessed so much industrial unrest. Strikes of various and reasons have become a normal phenomenon in growing inconsiderate policy making relationship between the government and academia. Though it is stipulated in the constitution that strikes can be used as avenues to express public opinion which can bring positive changes, and the frequency of industrial crisis/disputes has affects the standard and products of public Universities in Nigeria despite highly improved inputs and this situation is mirrored effectively in the Nigerian economy. This paper reviews the impact of industrial unions strikes on the performance of public universities in Nigeria. The study revealed that the problem of industrial relations in the Nigerian University system were found to be lack of education of some labour leaders, the rigid structure of relationships, lack of flow of communication, management and government meddling with union affairs, frequent trade

disputes, under funding and inadequate teaching facilities. Political factors were also discovered as some of the causes of industrial disputes within the university system. These affect student academic performance and generally loss of productivity in economic sector of Nigeria. The study recommended that both union leaders and management representatives should from time to time embark on training to understand the workings of industrial relations.

Barroj, Kashmir Srinagar and Kashmir (2020) conducted a study on a Correlates of Organisational Commitment Among University Teachers in India: An Empirical Investigation. For the success of educational institutions (herein referred as an organisation), teachers' commitment has, in particular, been recognised as an effectual route. As the educational system is the most influential spot that leads to the progress of society, it requires committed teachers who are not mere tools, but their strategic partners. This research study highlights the state of commitment of university teachers under various dimensions in India and explore whether there is any significant difference between selected demographics and the perception of teachers over their organisational commitment issues. The data were collected from full-time teachers working in selected universities of India. This study reveals that the majority of teachers possess continuance commitment, as they weigh the costs and risks associated with leaving the university and when given better alternatives, they may leave their institutions. Among the demographic variables, it was only the level of education that was found to be significantly affecting the commitment of university teachers. This study reveals that the teachers and the universities are engaged in give and take relationship. When teachers perceive high organisational engagement, they respond back with a greater commitment, perceiving them as an integral part of the organisation. They are more motivated and dedicated towards meeting and achieving organisational goals. Moreover, universities depend on committed teachers to create and sustain a competitive advantage and achieve superior performance.

Monogbe, and Monogbe, (2019) conducted a study on ASUU Strike and Nigerian Educational System: An Empirical Investigation of the Nigerian Tertiary Institution. Education is the panacea that liberates an individual from slavery while the university is the brain box of a nation. As such, this study set out to examine the extent to which academic staff union of the university (ASUU) strikes influences tertiary educational system in Nigeria. The study adopts the descriptive research design where questionnaires were distributed to 600 students of the four

target universities in Rivers and Ekiti state. Student performance, quality of education and permanent solution to education problems were measures of the Nigerian educational system while ASUU strike remains the dimension. Findings from the study reveal that quality of education and student performance is negatively influenced by incessant ASUU strike such that increase in ASUU strike is capable of decreasing student performance in the Nigerian universities. The study thus concludes that incessant industrial actions culminate into the erosion of academic quality, robbing off academic time from school administrators and upon resuming from a strike, academic work is bound to be rushed. As such, this study recommends that universities monitoring committee should be formulated whose responsibility will be to liaise with the union on the recent challenges the universities are facing and relate back to the government for quick action. This will further help in reducing the incessant industrial action of ASUU and thus boost the education system in Nigeria.

Zhang, Wang, Yang and Wang (2020) conducted a study on Suspending Classes without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak. Against the backdrop of the COVID-19 outbreak, an emergency policy initiative called "Suspending Classes without Stopping Learning" was launched by the Chinese government to continue teaching activities as schools across the country were closed to contain the virus. However, there is ambiguity and disagreement about what to teach, how to teach, the workload of teachers and students, the teaching environment, and the implications for education equity. Possible difficulties that the policy faces include: the weakness of the online teaching infrastructure, the inexperience of teachers (including unequal learning outcomes caused by teachers' varied experience), the information gap, the complex environment at home, and so forth. To tackle the problems, we suggest that the government needs to further promote the construction of the educational information superhighway, consider equipping teachers and students with standardized home-based teaching/learning equipment, conduct online teacher training, include the development of massive online education in the national strategic plan, and support academic research into online education, especially education to help students with online learning difficulties.

Orga and Monanu (2020) carried out a study on an Overview of Industrial Harmony in Public University System in Nigeria: A Panacea to Quality Education for Sustainable National

Development. University is a citadel of learning and an apex of educational institution. Any country that has functional and efficient educational system is achieving national development as it produces people who can transform the economy of that nation. Nigeria which is one of the developing economies needs functional and quality education if they must achieve the much desired national development. It has been noticed overtime that there is industrial disharmony which truncates academic activities. It becomes imperative that without industrial harmony there cannot be smooth flow of academic activities that can transform our country to national development. Nigerian government should adopt educational policies that are in line with global standard. It was concluded that government should give priority to education especially university because of her incessant industrial action so that such dehydrated monster should be curbed. FGN should be keep to all agreements reached with ASUU as to ensure flow of academic activities. The researchers recommended that government of Nigeria should place high premium on education by meeting up with the recommended 26% educational spending prescribed by UNESCO, to help revitalize the higher education system. Government at all levels should allocation a reason amount to educational sector in their annual budget. Academic staff should be well motivated to reduce brain drain and ASUU's agreements with FGN kept as to curbing the incessant industrial actions in public universities that disrupt academic activities.

Kathleen and Robyn (2021) conducted a study on the COVID-19 Impacts on Teaching and Learning: A Collaborative Autoethnography by Two Higher Education Lecturers. The phenomenon of the Covid-19 lockdown in New Zealand during 2020 enabled two Higher Education (HE) lecturers to reflect on grappling with new technologies, changes in lifestyle and livelihoods, and the impact that social isolation had on Bachelor of Sport and Recreation (BSR) students as they shifted to emergency "remote" teaching and learning. This paper presents personal narratives, authored collaboratively by lecturers Anna and Hana (pseudonyms), engaging with a socio-ecological systems framework. The systems framework presents a layered, multi-faceted approach to reveal the complexity of the impacts of Covid-19 on HE teaching and learning. In-depth analysis of the microsystems, mesosystems, and macrosystems making up their systems framework, serve to highlight specifically how Anna and Hana interpreted their own and their university students' responses to the unprecedented measures imposed on their lifestyle (home), livelihood (employment), and HE experience (online learning). By applying an autoethnographic methodology, this paper acknowledges and

celebrates the lecturers' subjectivity, emotionality, and influence on the presented research. As educators, their critical self-reflections are authentic and timely, expressing key concerns and considerations, while searching for optimal solutions to deliver equal and equitable learning opportunities for all students. A unique characteristic of this phenomenon was the inability (due to COVID-19 restrictions) of students who learn through practical contexts, to enact kinesthetically in a meaningful manner, and the subsequent implications on their learning. This paper presents a snippet of the lecturers' reflective practice, co-constructed from recollections, memories, and anecdotal evidence, against a backdrop of current Covid-19 research on the effects of the pandemic, on teaching and learning globally. Whilst this paper sheds light on the experiences of two HE lecturers during the COVID-19 lockdown, a collection and analysis of "student" voice, is recommended. This paper concludes that a collaborative autoethnographic approach during exceptional circumstances, such as natural disasters, pandemics, and other disruptive situations, provides an opportunity for professional self-observation and self-reflective practice that is mutually beneficial, and empowering. These insights provide shared critical knowledge to sustain achievement while averting negative impacts, for students and lecturers alike.

Nwamadi and Ogbonna (2021) carried out a study on an Empirical Appraisal of Academic Staff Performance in Selected Universities in Southwest, Nigeria. This study examined the academic staff performance in selected universities in South- West, Nigeria. The study employed the descriptive research design of correlational type. Data for the study was collected using structured questionnaire. Data analysis was done descriptively with Relative Importance Index (RII) approach as well as correlation analysis. The study revealed that the RII of all the items were greater than the threshold of 0.5. The findings revealed The outcome of this study indicated a high level of academic staff performance with regards to published paper assessment (RII=0.725), teaching, research (RII=0.705), general performance appraisal (RII=0.698), community service (RII=0.685), research, teaching and community service (RII=0.681), project evaluation appraisal (0.676), employee self-assessment (0.671), advisory and counsel service (0.667), new curricula designed and developed (0.663), attraction of research grants (0.651) and success in general external funding to support research or other program (0.626). With regards to the challenges confronting performance appraisal methods, the study shows that Community service accounted for the highest RII of 0.716, followed closely by the remaining challenges

which includes; employees' perception of the appraisal method (0.714), challenges in measurement of teaching (0.713), procedural (0.709), research and publication (0.705), favoritism (0.682) and bias (0.671). The study concluded that there is a significant relationship between the parameters of performance appraisal and academic staff productivity in universities in south-west, Nigeria.

Nwanze and Akudo (2021) carried out a study on the Implication of the use of Industrial action as an Instrument of Achieving Better Conditions of Service in our Educational System. This paper examined "implication of the use of industrial action as an instrument of achieving better conditions of service in our educational system." The study noted that strike has become synonymous with the educational system in Nigeria. Strike is a period of time when an organized group of employees of a company stops working because of a disagreement over pay or conditions. The past two decades have witnessed strike very often, which have made completing one full academic calendar year look unlikely. The theoretical framework employed in the analysis of this scholarly study is the conflict theory. Conflict theory is a theory which examines the ways in which groups of people disagree, struggle for power and compete for resources such as wealth and prestige. Conflict theory shares the basic assumption that no group exists which does not possess conflicts of interest. Conflict theory was relevant and found very useful in explaining and analyzing the realities in Nigeria's educational system. The state who wields political power of control does little or nothing to improve the education sector and that is why workers often result to industrial actions. The methodology for this work was the systematic qualitative content analysis derived mainly from secondary sourced materials. The study revealed that strikes negatively affect the educational system in Nigerian and make students and their families disappointed with high level of stress. Due to these industrial actions, students are not able to complete their academic work within the prescribed period as stated in the prospectus. The paper recommended that the government should be proactive and not reactive in initiating increase in salaries and allowance as well as welfare packages of their workers as this will put in check frequent agitations on salary increase and welfare packages by staff unions. Furthermore, workers' and government's negotiating teams should be more efficient in resolving industrial conflicts through dialogue.

Ghada (2021) conducted a study on how COVID-19 Pandemic Affect Higher Education Learning Experience: An Empirical Investigation of Learners' Academic Performance at a University in a Developing Country. COVID-19 has dramatically reshaped the way global education is delivered. Millions of learners were affected by educational institution closures due to the pandemic, which resulted in the largest online movement in the history of education. With this sudden shift away from classrooms in many parts of the globe, universities had to rapidly shift to virtual and digital strategies. Many believe that the adoption of online distance learning will persist after pandemic. A new hybrid model of education is expected to emerge, and, given the digital divide, new shifts in education approaches could widen equality gaps. This is one of the first empirical studies investigating the effect of the sudden shift from face-to-face to online distance learning due to COVID-19 lockdown at one of the universities in Egypt. Comparison of grades was made between 376 business students who completed a face-to-face course in spring 2019 and 372 students who completed the same course but fully online via distance learning mode in spring 2020 during the lockdown. T-test was conducted to compare grades of quizzes, course work, and final exam for the two groups. Chi-square test was used to compare grade distribution for both groups. The effect of gender, credit hours, age, and CGPA was assessed. The results suggested that there was no statistically significant difference in students' grades. In addition, the unplanned and rapid move to online distance learning at the time of pandemic did not result in a poor learning experience as was expected. The study also included a survey of 435 students and interviews with a sample of professors about their learning and teaching experience during the lockdown. The results of this study provide specific recommendations for universities, instructors, and higher education portal designers about future application of online distance learning. Since Egypt decided to make the shift to online distant learning in all future higher education plans, the results of this research would be especially vital for universities in Egypt and other developing countries. If administered correctly, this shift could lead to a larger learner population, more cost efficiencies, and more university revenue.

Oladejo (2022) carried out a study on the Appraisal of Teaching and Supervision Load of Academic Staff in Selected Universities in Nigeria. Nigerian universities have been attributed to lack of funds, inadequate infrastructure, improper teaching aids (laboratories, projectors, libraries, and computers) and irregular or lack, thereof, of salary as evidenced in some states in

Nigeria. It is of little wonder then that the work performance of academic staff will spiral down particularly in terms of their teaching and supervision, research and publication and their involvement in community development services. This study, therefore, assessed teaching and supervision load of lecturers in some selected universities in Nigeria. Data were obtained using semi-structured questionnaire from nine universities. Through proportional sampling technique, 25% of the academic staff in each university were selected giving a total of 969 as the sample size. Data were analyzed using SPSS. The results showed that teaching and supervision load of the academic staff was quite heavy; hence, concluding that the performance of academic staff in terms of their teaching and supervision in the selected universities is unsatisfactory.

Nguyen, Nguyen and Nguyen (2022) conducted a study on the relationship between leadership style and staff work engagement: An empirical analysis of the public sector in Vietnam. This analysis explores the relationship between transformational, transactional, and laissez-faire leadership styles with staff work engagement at the department level in the public sector in Vietnam. Using a cluster sampling method, a total of 378 participants were selected and agreed to participate in a survey by completing a questionnaire on the relationship between leadership style and work engagement. All participants are attendees of a training course for department-level leaders at the School of Culture, Sports, and Tourism Administration Officers under the Ministry of Culture, Sports, and Tourism of Vietnam. A regression was run on the collected data to test the hypothesis on the relationship between leadership styles and staff task performance. The regression results show that there is a significant indirect relationship between staff work engagement and innovative work behavior and task performance. In addition, there is a relatively positive relationship between the transformational leadership style and transactional leadership style of the department-level leaders in the Vietnamese public sector with staff work engagement, particularly innovative work behavior and task performance. On the contrary, laissez-faire leadership style negatively impacts staff work engagement and innovative work behavior. Staff work engagement is an integral part of the relationship between leadership style and leadership effectiveness. The findings suggest that the Vietnamese public sector should aim to identify transformational and transactional leaders. This research focuses on the department level and is limited to three leadership styles (transformational, transactional, and laissez-faire) only. Future research therefore can expand the scope to higher levels than the department leaders.

2.3.2 Relationship between temporary closure of work and visibility of federal universities

Evuarherhe & Olatunde (2014) examined Conflict resolution strategies and staff effectiveness in selected federal universities in Nigeria. Conflict is inevitable in all organizations, and the university being a center of learning, with diverse needs is not left out. The study examined the different conflicts occurring in the Nigerian South- West federal universities and their impact on staff effectiveness. The academic and the non-academic staff of the three South-West federal universities in Nigeria constituted the population for the study from which 1385 participants were selected as samples. The survey research design was adopted for the study. The stratified and simple random sampling techniques were used to select the sample from the three unions in the selected universities. Two sets of research instrument namely: Conflict and Staff Effectiveness Questionnaire (CSEQ) and an interview schedule were used for data collection. Three research questions and two research hypotheses were answered and tested in the study. The research questions were answered using descriptive statistics of percentages, frequencies, and means while the hypotheses were tested using inferential statistics of T-Test and Pearson Product Moment Correlation. The findings of the study are that conflicts were significantly related to staff effectiveness and that the effectiveness of the academic staff was affected more than that of the non-academic staff during conflicts. The study recommended the need for the Nigerian South-West federal universities and the federal government to embark on morale booster programs for the university staff.

Ihwarulam, (2015) examined Management strategies of conflict between academic and non-academic staff of federal Universities in South East, Nigeria. The study investigated management strategies of conflict between academic and non-academic staff of federal universities in South East, Nigeria. The study was guided by nine research questions and nine null hypotheses. The design of the study was descriptive survey. The population of the study was 16,387 respondents. A multi-stage sampling technique was used to select a sample of 1,025 subjects, comprising 527 academic and 488 non-academic staff from the universities. Purposive sampling technique was also used to select another 10 academic and non-academic staff for the focus group discussion (FGD). The instrument for data collection was a questionnaire titled: Management Strategies of Conflict. Questionnaire (MSCQ) and focus group discussion guide

which was put in prose form. The research questions were answered using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. Findings of the study were that interpersonal and intrapersonal conflicts, interdependence conflicts, breakdown in communication, subordinate conflicts and breakdown of collective bargaining, among others are the nature of conflicts experienced in the federal universities. It was also found that breach of communication, poor human relationship, unequal attention to staff welfare, differences in staff perception, inadequate representation of staff in decision making, competition for scarce resources and their allocations, were among the sources of conflicts. The study revealed that conflict increases disunity, communication gap, bitterness, helps staff to voice out their dissatisfactions, reduces motivation, decreases productivity. The responses of academic and non- academic staff did not differ significantly ($p < 0.05$) with regard to the strategies suitable for managing conflicts in federal universities. Among the recommendations were that university management should adopt the identified management strategies of conflict which, among others, include mediation, negotiation, dialogue, and effective communication that will tackle conflict between academic and non-academic staff in universities so as to enable them work together in peace and harmony for the effective and efficient achievement of the university goals. University management should organize conferences, workshops and seminars to create awareness on the adverse effects of conflicts in the universities and on their staff and students. This will encourage peaceful co-existence and team spirit for smooth running of the universities. Also university management should constitute conflict management committee who would be trained and guided on management strategies of conflict. The study will help prevent and check any form of biased tendencies and will create synergy in order to achieve educational goals and objectives.

Okafor, & Okoye, (2017) Workplace Conflict Manifestations and Turnover Intentions of Employees of Hospitality Organizations in Enugu Metropolis, South – East Nigeria. This study centered on Manifestations of Workplace Conflict and Employee Turnover Intentions. Abusive Supervision, Workplace Mobbing, Workplace Ostracism and Employee Turnover Intentions with respect to restaurants in Enugu metropolis formed the focus of the study. Structural Equation Modeling was used for testing the hypotheses. The findings revealed that Abusive Supervision was significantly related to Employee Turnover Intention (Standardized Coefficient=0.944, $p < 0.05$). Workplace Mobbing was not significantly related to Employee

Turnover Intention (Standardized Coefficient=-0.553, $p>0.05$). Also, existence of relationship was found between Workplace Ostracism and Employee Turnover Intention (Standardized Coefficient=0.318, $p<0.05$). On the strength of these findings, we recommend amongst others the need for training and re-training of owners and managers of these firms to update their supervisory skills as well as the need to review and possibly update laws relating to employment in Nigeria.

Onwuka, Oforegbu, Dibua & Ezeanyim, (2017) Conflict Management and Employee Turnover in Selected Private Universities in Anambra State. The study examined conflict management and its influence on employee turnover. The objective of the study was to determine the relationship between conflict, management and employee turnover. The study employed descriptive survey design to generate data which were analyzed using product moment correlation coefficient, which establish the extent of correlation between two variables. Subject for the study were one hundred and eighty two. It was discovered that conflict management has a positive influence on employee turnover. Locating the core conflict helps management to seek for resolutions that work and management should concentrate on developing innovative, structural and procedural changes that encourage communications and a broad corporate focus

Irida, (2019) Impact of employee turnover on the profitability of the banks - the case of the Albanian banking system. This research study has been focused on the impact the employee turnover can have for the banks in Albania. High rates of the voluntary turnover among the banking employees can affect the business results. The negative impact might be higher when the turnover has been among the highly professional employees covering key areas of expertise. The research methodology used has been the case study. The data have been collected from statistical documents and archives and 75 % of the banks operating in the market have been included in the study. The study found an increasing trend in the employee turnover over the last three years for most of the banks, however when it comes to the profitability it has not been evidenced a clear trend for the banks, there is a lot of fluctuations on their net profit. Somehow due to this fluctuation the regression model built to test the connection among the turnover and banks profitability come out to have no statistical importance

Shona, Jim Lizzi & Agata (2019) carried out a study on Issues of (in)visibility and compromise in academic work in UK universities. As higher education increasingly aligns with the ideology of the marketplace, we argue that conditions of corporate competition have contributed to the invisibilization of collective work in UK higher education. theorise the conditions under which tensions between collective and individual work play out and examine the impact on academic work through 207 surveyed UK academics' perceptions of priorities and motivations. These were collected as part of a funded study to critically examine the teaching-research nexus in the humanities and social science. Findings show how systemic tensions reflect individual perceptions of competing demands, resulting in daily compromises to meet priorities that are strongly influenced by individual motivation. The concluded that highly-visible individuals are supported by invisible collective endeavours that contribute to the mystification of knowledge production, inequalities of representation, and research into matters of collective concern.

Zakai, (2020) Factors effecting employee's turnover in banking sector. The purpose of this study is to analyze the variables that trigger employee turnover by addressing factors such as the working environment, economic factors, performance appraisals and career development. The survey method for data collection was introduced as a descriptive analysis to find out the variables. For the study, a self-developed questionnaire, measured on a Likert Scale was used to collect data from respondents, a sample was chosen from 211 private and public banks. Using frequency test (demographic), Cronbach's Alpha, correlation, regression and coefficient in SPSS (22.0) software, data was analyzed. Findings of the research are that the independent variable working environment and performance appraisals have a strong association with the turnover of employees. Although economic and career development factors have an insignificant relationship with the turnover of workers

Yeo, (2020) The Determinants of Turnover Intention among Bank Employees. The aim of this study is to identify the determinants of turnover intention among bank employees in Kuala Lumpur. Specifically, the objective of this study is to assess the relationships between employee relations, working environment and conditions, compensation and benefit packages, career advancement opportunities and turnover intention. A total of 150 questionnaires were distributed among bank employees in the Masjid Jamek area and the researchers successfully collected 120 questionnaires from the respective respondents. All the data was analyzed using

Statistical Package for Social Science (SPSS) 23.0 version. Two types of data analysis were used - descriptive analysis and inferential analysis. Descriptive analysis was used to study the respondent demographic information such as age, gender, education level, length of services, and monthly income level. Meanwhile, the inferential analysis was used to examine the relationships between employee relations, working environment and conditions, compensation and benefit packages, career advancement opportunities and turnover intention. The results show that the relationship between turnover intention and employee relations is weak. However, working environment and conditions, compensation and benefit packages, and career advancement opportunities are moderately correlated to turnover intention among bank employees. Based on a multiple regression analysis, working environment and conditions, and compensation and benefit packages have negative and significant relationship with turnover intention.

Siswanto, (2020) investigated Organizational Conflict, It's Effect on Turnover Intention on Family Manufacture Corporate. Employees are an essential factor in the course of an organization. Therefore, companies need to keep employees loyal to the company so that there is no turnover intention. The aims of this study is to analyze organizational conflict with turnover intention. In addition, this study also analyzes the effect of organizational commitment on turnover intention through work engagement. This research uses a quantitative approach. The sampling technique uses random sampling. The number of samples was 80 employees of family manufacturing corporate in Pasuruan, East Java. Data collection techniques using a questionnaire. Data analysis using path analysis. The results showed that organizational conflict had a positive effect on turnover intention. Meanwhile, organizational commitment has not too influence on turnover intention. Likewise, work engagement does not have a role as a mediating variable. The results of this study have managerial implications on efforts to manage organizational conflict so that high turnover intention does not occur.

Gulhayo, & Indira, (2020) The employee turnover and its impact on productivity of Banking Sector in Uzbekistan. A notion 'employee turnover' is becoming a famous term in business sphere and social science. Several research studies have been carried out to examine the causes and consequences, the factors affecting turnover of employees and discussed what measures could be taken to maintain an acceptable rate. Hence, this research paper looks into the nature

of the research problem while discussing the major factors influencing employee turnover and its impact on productivity of banking sector in Uzbekistan. The study used primary data and is based on the employee responses of leading banks of the state. A self-formulated questionnaire was used to collect data from respondents including measures on a 5-point Likert scale. Hence, the impact of four major factors, namely compensation, job stress, work environment and career growth on employee turnover was examined. The data was analyzed using a program Statistical Package for Social Science (SPSS version 20.0). The analysis of data was implemented by computing the descriptive statistics such as mean and standard deviation, and the factor analysis. The reliability of the data was measured by Cronbach's Alpha test. The results concluded that compensation, job stress, work environment and career growth significantly influence employee turnover on which productivity is substantially concerned.

Legbeti, (2021). Employee turnover intentions among bank employees in South Western Nigeria. In recent times, the Nigerian banking sector has been faced with peculiar challenges, which coupled with the current economic challenges constitute a particularly difficult and high-pressure environment for bank employees. This study therefore investigated employee turnover intention among bank employees in South West Nigeria. A cross sectional survey research design was adopted. A total of 1032 employees of Guaranty Trust Bank, First Bank and Zenith Bank with an age range of 20 to 59 years with a mean of 31.41 ± 5.98 , participated in this study. The Turnover intention scale by Roodt (2004) with a Cronbach alpha of 0.82 was used for data collection in this study. Findings reveal that although males rated slightly higher on turnover intention than female bank employees (male $x=48.12$ while female $x=47.58$), gender had no significant effect on turnover intentions of bank employees ($t= .644$; $df =1030$; $p>.05$). Also, demographic variables jointly predicted turnover intentions of bank employees [$F_{(3,1031)}=2.549$, $R^2=.010$; $p<.05$] and accounted for 1.0% of the variance in turnover intentions. Additional results of the independent regressions suggest that age ($\beta=.121$; $p<.01$) and position in organization ($\beta=-.083$; $p<.05$) were significant independent predictors of turnover intentions while HEQ ($\beta=.233$; $p>.05$), marital status ($\beta=.287$; $p>.05$), employee status ($\beta=.005$; $p>.05$), tenure in organization ($\beta=.464$; $p>.05$) and tenure in position ($\beta=-.074$; $p>.05$) did not significantly predict turnover intention among bank employees. It is therefore recommended that employers should find ways of communicating employee relevance to the organization.

Also, long serving employees should be treated with respect, appreciation and intentional rewards (tangible and intangible) for effective performance and service.

Uba & Okonkwo, (2021) carried out a study on "Global Visibility through the Use of Institutional Repositories: The Struggles of Local Content Resources in Selected Nigerian Tertiary Institutions in South-East Geo-political Zone. The aim of the study was to investigate the struggles of local content resources in gaining global research visibility through institutional repositories in selected Nigerian tertiary institutions in the South-East geo-political zone. Specifically, the study identified the different local content resources acquired and available to be published in the institution's repository, how institutional repositories are managed or enhanced to improve global visibility, challenges and strategies for enhancing local content resources visibility through the use of institutional repositories. Descriptive survey research design was employed in carrying out the study which had a population comprised of 3 university librarians and 93 other librarians in the institutions. Instruments for data collection used were an observation checklist, interview and structured questionnaire. Data collected were analysed using frequency counts, percentage and Mean scores, and presented in tables for clarity. The findings showed that PhD thesis, Master degree projects, inaugural lecture handbooks, convocation brochure, matriculation brochure, induction programme, oath taking programme, University calendar, academic calendar for sessions, journal publications, etc were the local content resources acquired and available; from the interviews, it was discovered that the institutional repositories are managed by ICT professionals who are also librarians; major challenges include inadequate fund, inadequate resources, no strict law on statutory deposit by authors in the university, lack of cooperation by authors to donate local contents to the library and increased in plagiarized local contents resources. From the above findings, it was recommended that researchers should be encouraged to write more and libraries should operate an open access repository more, local content resources should be adequately acquired in the library, a section should be dedicated to collecting local contents and library should organize sensitization programmes to educate researchers and the general community on how to use and access local content resources through institutional repositories.

Chigbundu, & Muda, (2022) Investigating the Factors Influencing Turnover Intentions in the Nigerian Banking Sector. The bank sector in Nigeria has identified job satisfaction, job stress,

organizational identification, organisational commitment, organisational justice, and leader-member exchange as factors influencing turnover intentions. This study's importance helps reduce employee turnover, increase satisfaction and commitment, enhance leaders-member exchange relationships and minimise the job stress bank employees encounter. This study helps investigate the factors influencing turnover intentions in the Nigerian banking sector. Simple random sampling with 5 Likert scales was adopted to collect respondents' data. Out of 220 questionnaires distributed to the bank employees, 197 questionnaires were received with an 89.6% success rate of 89.6%. Therefore, the sample size of this study is 197, which met the statistical criteria required in this study. This study explores descriptive statistics, exploratory factor analysis, normality of data, reliability, correlation and regression analysis. This study confirmed a significant relationship between job satisfaction, job stress, organisational identification, organisational commitment, organisational justice, leader-member exchange, and turnover intentions in the Nigerian banking sector. Therefore, reducing the factors tends to reduce employees seeking job alternatives. Future research needs to explore the effect of employee demographic profiles on turnover intention in the Nigerian banking sector

Akhyar, (2022) Assesed the Effect of Work Conflict and Work Stress on Turnover Intention of Hotel Employees. High turnover intention in employees will have a negative impact on a company which results in ineffective productivity and company resources. The purpose of this study was to examine the effect of work conflict and work stress on turnover intention of hotel employees. The sample in this study are hotel employees who work in Makassar City with a total of 70 respondents. Collecting data by distributing questionnaires using a Likert scale with 5 points to measure 19 indicators. The analysis technique used is multiple linear regression. The results showed that work conflict and work stress together affect turnover intention. work conflict had a positive and significant effect on turnover intention. Work stress has a positive and significant effect on turnover intention

Chigbundu & Muda (2022) conducted a study on investigating the factors influencing turnover intentions in the Nigerian Banking Sector. The study sought to investigate the relationship between job satisfaction, job stress, organisational identification, organisational commitment, organisational justice, leader member exchange, and turnover intentions in the Nigerian banking

sector. Simple random sampling with 5 Likert scales was adopted to collect respondents' data. The population was 220, and the sample size of this study is 197. The study explores descriptive statistics, exploratory factor analysis, normality of data, reliability, correlation and regression analysis. The finding showed a significant relationship between job satisfaction, job stress, organisational identification, organisational commitment, organisational justice, leader member exchange, and turnover intentions in the Nigerian banking sector. The study concluded that, reducing the factors tends to reduce employees seeking job alternatives. The study recommended that, future research needs to explore the effect of employee demographic profiles on turnover intention in the Nigerian banking sector.

2.3.3 Relationship between concerted refusal of work and Webometric ranking of federal

Usman, Tahir and Muhammed (2013) examined on effect of salary and stress on job satisfaction of academic staff in District Sialkot, Pakistan. The objective of the study was to check which factors contribute to job satisfaction of academic staff in various colleges of Sialkot. Questionnaires were sent to 100 academic staff and 87 were returned by respondents. Data were analyzed with descriptive statistics and correlation and regression was also applied. The result shows that salary of the academic staff was significantly affecting the job satisfaction of academic staff. The study concluded that management of these colleges should pay high attention to financial rewards of academic staff. It has been observed in this area that academic staff in private sector colleges quickly moves from one college to the other due to salary and supervision of the management. The study recommended that the actual number of financially distressed employees in a particular workplace depends primarily on the makeup of the workforce, the educational level of the employees.

Olatunji & Amuni (2014) conducted a study on wages and Salaries Administration as Motivational Tool in Nigerian Organisation (A Case Study of Nestle Nigeria Plc), Ogun State. The purpose of the study were to examine the difference between a paid job and a gratuitous job and eventually, how well paid workers put in much more effort to their job and possibly how such staff or worker always avoid what will bring them at logger heads with their employer. The study used descriptive approach. The population of the study were forty. The study shows

that wages and salaries serves as motivational tool and that wages and salaries has significant relationship with workers performance in Nigerian organisation. The study concluded that wages and salaries serves as motivational tools in Nigerian organisation and that it has significant effect on the performance of an average worker. The study recommended that wages and salaries should not only be seen to be paid but must be adequate if not more than expected, as it shows that whatever you do to your workers is a future investment; and that organisations should employ experts to handle their wages and salaries structure and review it when the need arise.

Hendra and Rezki (2015) conducted a study on wages and employees performance: The quality of work life as moderator, Kuala Lumpur, Malaysia. The study sought to know the effects of wages on employee's performance are moderated by the quality of work life. The study adopted primary data in the form of a questionnaire. Sampling is done by stratified random sampling of 100 employees in a manufacturing company. Data were analysed using linear regression and moderated regression analysis. The result showed a significant negative effect on the wages of employees performance; there is negative effect of wages which are moderated by the quality of work life is caused by the effect of intrinsic motivation (quality of working life) is more powerful than extrinsic motivation (wages). The study concluded that wages are moderated by the quality of work life significant negative effect on the performance of employees. The study recommended that the factor wages and quality of working life needs attention from management to improve employee performance.

Okpe, Duru and Alor (2015) conducted a study on the effect of cash flow statement on company's profitability (a study of some selected banks in Nigeria). The study was carried out at Enugu State, Nigeria. The objectives were to examine the effect of operational activities; financing activities; and to determine the effect of investing activities on the profitability of banks in Nigeria. The study employed ex-post research design. Multiple regression was used to analyze the data. The results revealed that operating and financing cash-flows have significant positive effect on company's profitability in the Banking sector of Nigeria. The study concluded that Investing cash flow has significant negative effect on the profitability of these companies under study.

Okpalaibekwe, Onyekwelu, & Dike, (2015) conducted a study on Collective Bargaining and Organizational Performance; A Study of the Nigeria Union of Local Government Employees of Idemili North Local Government Council, Anambra State (2007 -2012). The study examined Trade Union, collective Bargaining and Organizational Performance, a study of the Nigeria Union of Local Government Employees of Idemili North Local Government Council of Anambra State. Trade Unions have often been accused of pursuing their own selfish interests without due consideration of their role in enhancing organizational performance. Adequate and detailed exposition on the role trade unions can play in organizational performance therefore becomes very necessary, thus this study intends to examine trade Unions, Collective Bargaining and Organizational Performance. The survey research method was adopted for the study and the study relied much on primary and secondary data. Three hypotheses were formulated as guide to the study and simple random sampling technique was used to select the study sample. The data generated were analyzed using percentages and mean scores and the hypotheses were tested using one sample t-test. The findings from the study showed that the Nigeria Union of Local Government Employees has helped to ensure industrial peace, employee commitment to optimum job productivity as well as effectively using collective bargaining to enhance organizational performance. The researcher concludes that the Nigeria Union of Local Government Employees of Idemili North is a veritable instrument for improved employee productivity as well as organizational performance. The researcher recommends that continuous and adequate awareness should be created among the stakeholders (Trade Union, management and Government) on their role in not only developing but sustaining a rancor free work environment which is a prerequisite for organizational performance.

Nwanyanwu, (2015) carried out a study on Cash flow and Organizational Performance in Nigeria: Hospitality and Print Media Industries Perspectives. The study examined the relationship between cash flow and organization performance from the perspective of the hospitality and print media industrial sectors of the economy. From a pilot study, forty five small and medium enterprises (SMES) in these sectors were sampled. Data were collected through questionnaire. Analyses were performance by means of descriptive statistics and Pearson's product moment coefficient of correlation using the statistical package for social sciences (SPSS). Results indicate a significantly strong positive relationship between cash flow position and net profit. Consequently, cash flow position determines the extent of net profit performance

of organizations in the hospitality and print media. Considering advances in technology and quality of service delivery which create competition, hospitality and print media organizations should develop strategies to enhance their cash inflow

Amah, Ekwe & Ihendinihu, (2016) Relationship of Cash Flow Ratios and Financial Performance of Listed Banks in Emerging Economies – Nigeria Example. The study examines the relationship between cash flow and performance in the Banking sector of Nigeria. The study involved a survey of four (4) Banks quoted in the Nigeria Stock Exchange. Data were obtained from the annual report and accounts of selected Banks. The data were subjected to statistical analysis using correlation technique. The result of the study revealed that operating cash flow has a significant and strong positive relation with performance in the Banking sector in Nigeria, it was also reified that investing cash flow and financing cash flow have negative and weak relationship. The study recommends that regulatory authorities such as CBN, SEC, CAC and NDIC should be securitizing their financial statement and also external auditors of the quoted Banks in the Banking sector to use cash flow ratio in evaluating performance which will help investors make good decisions.

Sayed (2017) conducted a study on the relationship between cash flows and stock returns: an empirical study of financial investment banks on the Khartoum Stock of Exchange. The study sought to examine the relationship between cash flows from operational, investment, and financing activities individually and jointly, and the stock returns of financial investment Banks on the Khartoum stock exchange. Using an analytical approach, the study analyzes the financial statements for 2010-2015. The finding showed no statistically significant relationship between cash flows from operations, investment, and financing activities individually or jointly, and stock returns of financial investment Banks on the Khartoum Stock Exchange. The study recommendations that the statement of cash flows requires a special awareness because it provides important, quality information that reflects the ability of the firm to meet obligations and function as a going concern, which is useful for users in making decisions.

Oladimeji & Aina (2018) evaluated Cash flow management techniques practices of local firms in Nigeria. This article assessed the perceptions of local construction firms (LCFs) on cash flow management techniques (CFMT) practices with the aim of drawing out relevant inferences that

will improve firms' cash flow. About 59 LCFs were surveyed out of which 31 firms' questionnaires were fit for analysis. The questionnaire for this study elicited general information about the respondents, their firms and how regular they practice six identified CFMT measured on a five point Likert scale. The result showed that all LCFs are categorised as micro and small business enterprises. All the mean scores were below the midpoint score of 3.00 but greater than 2.00 which indicate a generally fairly practice of CFMT. Most LCFs practiced reduction of profit margin in order to win contracts and CFMT of trade credit (TC) supplies of materials are more frequently practiced than the supplies of labour, and hiring of plants and equipments. LCFs should maximize working capital by assigning profit markup on the criteria of the balance use of cost item base and front-loaded profit markup distribution in presenting a fair bid that will be ethically acceptable. LCFs can also maximize the use of TC supply to achieve highly liquid firms.

Itodo & Abang (2018) conducted a study on staff welfare and organisational performance: An impact analysis of the Nigeria Police Academy Wudil. The objective was to examine the impact of staff welfare on the performance of the officers and men of Nigeria Police Academy Wudil. The study adopted simple percentage, descriptive statistics, tables and the Spearman's rho statistical tools in presenting. The finding shows that welfare package is necessary for high productivity of the officers and men of the Nigeria Police Academy, Wudil. The study recommended that Pragmatic efforts should be made to enhance the personnel job capabilities through training; to improve working conditions of the employees and their general welfare in order to elicit job satisfaction and motivation for increased performance.

In the study of Mulunda, Were, & Muturi, (2018) on effect of collective bargaining on employee performance in the energy sector in Nairobi City County, Kenya. This study sought to find out the effect of collective bargaining on employee performance in the Energy sector in Nairobi County, Kenya. The target population of the study was 5,001 staff in the Energy Sector. A representative sample of 356 staff was obtained by use stratified random sampling. This study targeted both Management and Unionisable staff of all companies in the Energy Sector in Nairobi County. The study targets management staff who are charged with the responsibility of formulation and implementation of employee relations policies, procedures and strategies as well as Unionisable staff since they are affected by the

policies, procedures and strategies. The study used a descriptive research design to measure the effect of employee relations on employee performance. The study used a questionnaire to collect data. A structured questionnaire was used to collect data. The Statistical Package for Social Sciences version 22 was used to analyze data. Inferential statistics were used to establish the relationships that existed between the variables. The correlation coefficient results found that collective bargaining had a positive significant effect on employee performance, $r = .547$, $p = .000$ while the regression results showed that for every one unit change in collective bargaining, employee performance increases by 0.362 hence implying a positive impact of collective bargaining on employee performance. The study found out that collective bargaining had a significant effect on employee performance

Bala, Kwaghe, & Wuyep, (2018) examined the effect of Collective Bargaining on Employee Performance in Nigeria Social Insurance Trust Fund (NSITF), FCT, Abuja. Workers all over the world desire recognition, better salaries, wages and great improvements in the terms and conditions of work. However, in spite of the Government policies put in place including arbitration, communication, third party intervention and negotiation aimed at enhancing organisational performance, some of NSITF employees are still not performing at the level expected of them. The study thus evaluates the effect of collective bargaining on employee performance in Nigeria's Social Insurance Trust Fund (NSITF). A descriptive survey design was adopted; while structured questionnaires were used as an instrument for the data collection. The analysis was conducted using an Independent Sample T-Test. The total population is five hundred and twelve (512) out of which a sample of one hundred and twenty (120) was used. Findings from the study showed that negotiation has a significant effect on the work output of NSITF employees. The implication of this is that negotiation served as a key to corporate performance as it helps to secure a consensus in resolving task and process conflicts by making sure all members understand the reasons behind the compromises made by individual members. However, the study revealed that communication has no significant influence on employee effectiveness at NSITF. The study thus recommends that NSITF management should encourage the use of negotiation (third-party intervention) as a form of a conflict management strategy to boost the work outputs of the employees. More so, the management of NSITF should maintain effective communication channels and explore other ways to improve employee effectiveness.

Ekechukwu, Ugochukwu & Mbah (2018) conducted a study on improving the performance of money deposit banks through corporate governance in South East, Nigeria. The objectives were to examine the extent through fulfillment of responsibilities by the board has increased on the absolute profit, integrity and ethical behavior has expanded on the earning per share; and determine the size through disclosure and transparency has increased on the net contribution to the economic development of the nation of money deposit banks in South East, Nigeria. The research survey design was used. The population comprise of 2624, 330 staff was sampled. The data were analyzed using the Pearson correlation coefficient (r); students T-test for the statistical tool. The result showed that fulfillment of responsibilities by the board has no positive effect on increasing the absolute profit. The study concluded for the vibrant, transparent and healthy banking system in the mobilization and intermediation of fund, for the growth and development of the economy requirement not be over-emphasized. The study recommended that money deposits banks should increase the board composition and board diversity to enhance investor's confidence with the bank due to an increase of independence of the board.

Usman, Orma & Ahmad (2018) conducted a study on the impact of free cash flow on profitability of the firms in automobile sector of Germany. The objective of the study was to determine the relationship between profitability and free cash available to firms and interpret the data. The study adopted a descriptive survey. The data was analyzed using SPSS. The finding shows that while testing the proxies (Leverage, Current asset, Firm size, Capital liquidity, Sales growth, FCF) that Leverage has an inverse insignificant impact on Profitability (ROA) of the listed firms. The study concluded that there was a positive relationship between the free cash flows and profitability of listed firms.

Agbionu, Anyalor & Nwali, (2018) carried out a study on employee Engagement and Performance of Lecturers in Nigerian Tertiary Institutions. The study investigated employee engagement and performance of lecturers in Nigerian Tertiary Institutions. It employed descriptive and correlation research designs. Stratified random sampling was used to select three tertiary institutions in Nigeria and the sample size of 314 lecturers was obtained through Taro Yamane. Questionnaires were distributed to 314 lecturers but only 290 of them positively responded by returning the filled questionnaires. This represents 92.36% response rate and 7.64% non response rate. The reliability of the instrument was measured with Spearman Brown's

Split Half method which yielded the reliability coefficient of 0.835 which is deemed adequate for the study. The hypothesis was tested using Pearson Product Moment Coefficient. Result revealed that there is a positive relationship between employer reciprocity and lectures' research output with a coefficient of correlation (r) value of .710 and from the finding; it recommended that management of tertiary institutions in Nigeria need to develop and nurture engagement by providing adequate training opportunities for academic staff to increase organizational visibility and ranking.

Adedina, Moshood Abiola Polytechnic, & Ayelotan (2019) explored the implication of the incessant industrial action by academic staff unions on the students' academic performance: ex-post-facto evidence from University of Lagos, Nigeria. With the objective of carrying out relative analysis of the students' academic performances in the pre-strike semester to post strike semester capturing the academic performance by GPA. The study developed a theoretical framework and employed ex-post-facto research design. The research revealed that industrial action disrupts academic calendar which bestowed on students psyche cost, disheartenment and unable to speedily regenerate themselves towards academic exercises at the resumption. Consequently, poor academic performance in the post-strike semester. The Study recommends amongst others that whatever the grievances, academic union and other bodies that operate in education sector should not resort to the strike as weapon of bargaining. Joint Consultation Committee should be set up and meet on periodic intervals to discuss impending matters that could generate dispute.

Soet (2020) conducted a study on the effect of management of cash flow on the financial performance of mutual funds in Kenya. The study sought to assess the effect of operating cash flow management, investing cash flow management, financing cash flow management, free cash flow management and the size of the firm moderating effect in relation to the management of cash flow and financial performance. The study employed causal research or explanatory design with secondary panel data. Data were analyzed using the OLS regression technique. The finding shows that operating cash flow management had a significant positive effect on return on assets and insignificant positive effect on return on equity. Investing cash flow management had an insignificant positive effect on return on assets and return on equity. The study concludes that financing cash flow management had a significant negative effect on the financial performance

of mutual funds in Kenya. The study recommends that managers must come up with the required income policies.

Nangih, (2020) conducted a study on Cash Flow Management and Financial Performance of Quoted Oil and Gas Firms in Nigeria. Corporate financial statements are self-reports of the management intended to serve as instruments of accountability, statement of cash flows inclusive. Information about the cash flows is useful in providing users of financial statements with a basis to assess the ability of the entity to generate and utilize cash and cash equivalents. This study examined, empirically, the relationship between cash flow management and the financial performance of some selected oil and gas firms listed on the Nigerian Stock Exchange. The work was anchored on the Stakeholders' Theory. It employed the judgmental research design. Data were obtained from the annual reports of five selected listed firms for five years (2013-2018) and analyzed with correlation and multiple regression techniques. The results obtained established that cash flows from operating and investing cash flows had negative and insignificant relationship with profitability whereas cash flow from financing activities had positive and significant influence on firm performance in the oil and gas sector. It was recommended that firms should re-evaluate their cash flow management strategies in order to enable them operate more profitably as well as generate cash flows sufficient enough to meet their daily cash needs as they fall due.

Mukiira, Moguche, & Muema, (2020). Relationship between Collective Bargaining and Performance of Public Health Facilities in Imenti North Sub-County, Meru County. Many public health facilities have experienced employee discontent in the recent past contributing to a decline in the delivery of healthcare services. This was due to delayed salaries, poor working climate, insufficient facilities, and lack of engagement on the part of management to communicate with workers. This study analyzed the relationship between collective bargaining and performance of public health facilities in Imenti North Sub-County, Meru County. It adopted a correlational research design. Data was collected through questionnaires. Descriptive and inferential analyses were employed. The correlation results revealed a positive and significant association between collective bargaining and performance of public health facilities ($r=0.676^{**}$, $P=0.000$). Regression results ($\beta=0.683$, $P=0.000$) indicated that a positive and significant relationship existed between collective bargaining

and organizational performance. According to regression results, the computed significance level, $P < 0.05$, hence the null hypothesis was rejected and settled that collective bargaining had a significant relationship with organizational performance. The study concluded that collective bargaining has a significant effect on organizational performance. This meant that for better employee and general organization performance to improve, employees have to participate fully in the collective bargaining agreements. Based on the findings, the study recommended that the management of health facilities in Imenti North Sub-County should strengthen policies relating to collective bargaining, which is a key strategy for employees to raise their voices. The management should particularly focus on the following policy aspects: discrimination, employee hiring procedures, retention and retrenchment.

Özcan (2020) conducted a study on the use of cash flow statement in predicting business failure: evidence from an emerging market. The study sought to examine the usefulness of cash flow statement in the prediction of business failure by using a sample including 66 firms listed on Borsa Istanbul from 2010 to 2018. A total of 33 non-failed firms are matched with 33 failed firms based on size and industry. The study employed logistic regression models. The findings showed that cash flow measures are strong predictors of business failure.

Ofoegbun & Okoro (2020) conducted a study on the effect of cash flow on performance of listed deposit money banks in Nigeria. The objectives were to ascertain the effect of operating cash flow on the returns on investment, returns on equity and earnings per share; examine the effect of investing cash flow on the returns on investment, returns on equity and earnings; and determine the effect of financing cash flow on the returns on investment, returns on equity and earnings per share of listed deposit money banking firms in Nigeria. The population was two hundred and seventy (270). The study adopted an ex post facto design. Data were analysed with the aid of simple regression technique, and the EViews statistical software package. The findings showed that cash flows from operating, investing and financing activities, have no statistically significant effect on the returns on investment, returns on equity and earnings per share of Deposit Money Banks (DMBs) studied. The study recommended that the new regime should specifically take banks' credit, creating function into consideration mostly because this uniqueness in banking operations entails that cash flow from the operating activities functions differently and hence requires being differently accounted for too.

Iskandar & Wiwy (2021) carried out a study on the impact of cash flow statement on firm value in Indonesia. The study aimed to determine the impact of cash flow statement on firm value in Indonesia companies that listed on the Indonesia Stock Exchange. The study used quantitative research method. The total data used as the sample was 1,236. The finding showed that the operating cash flow ratio had a positive significant effect on firm value. The study concluded that operating dummy and investing dummy had no effect on firm value. The study recommended that, the corporate governance variables including managers' holding ratio and board size have a negative effect on firm value except the independent director dummy indicates a negative effect on firm value.

Do & Pham (2021) conducted a study on the impact of collective bargaining on the income of employees: an empirical study in Vietnam. The study aims to identify the impact of collective bargaining on the income of employees in enterprises. The population consists of 285 and sample size of; 255 was used. The study employed qualitative research methods; and quantitative research methods. Data were analyzed using Cronbach's alpha, Exploratory Factor Analysis (EFA) and Multiple Regression Analysis. The finding shows that time to organize collective bargaining (TD), the competence of the parties of the collective bargaining (NL), collective bargaining organization process (QT) are positively correlated with the income of workers in enterprises; information provided for collective bargaining (TT) has a negative correlation with the income of employees in enterprises.

Oginni, & Ajibola & Olaniyan (2021) conducted a study on the influence of collective bargaining on industrial conflict in public health sector Lagos State, Nigeria. The study identified the legal framework for enforcing collective agreement on industrial conflict and relationship between collective bargaining and industrial harmony. A sample size of 252 was used. The study adopted survey design. The finding shows that there exists strong relationship between legal framework for enforcing collective agreement and industrial harmony , and collective bargaining has significant effect on and industrial harmony. The study concluded that there exists a strong relationship between legal framework for enforcing collective agreement and industrial harmony in Lagos State Public Health Sector. The study recommended that the frequency of usage of collective bargaining with respect to matters concerning employees' terms

and conditions of employment should be regular and to be the first point of call at any time on labour matters.

Osayande (2021) conducted a study on knowledge management and organizational performance of selected deposit money banks in Nigeria. The objective was to determine the relationship between them and hence the effect of knowledge acquisition, knowledge conversion, knowledge application and knowledge protection on the performance of deposit money banks in Nigeria. The study employs the survey research design. The sample size of 400 respondents was used. Data analyzed was subjected to simple percentage, descriptive statistics, and normality test. Correlation and OLS linear regression analysis was also carried out. The finding showed that knowledge acquisition practices have significant positive relationship on performance by deposit money banks in Nigeria, that knowledge conversion practices have significant positive relationship with performance of deposit money banks in Nigeria, that knowledge application practices have significant positive relationship with performance of deposit money banks in Nigeria and knowledge protection practices have significant positive relationship with performance of deposit money banks in Nigeria. The study recommends among others that deposit money banks should encourage knowledge conversion practices so that their performance will improve.

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Oginni, & Ajibola & Olaniyan (2021) conducted a study on the influence of collective bargaining on industrial conflict in public health sector Lagos State, Nigeria. The study

identified the legal framework for enforcing collective agreement on industrial conflict and relationship between collective bargaining and industrial harmony. A sample size of 252 was used. The study adopted survey design. The finding shows that there exists strong relationship between legal framework for enforcing collective agreement and industrial harmony , and collective bargaining has significant effect on and industrial harmony. The study concluded that there exists a strong relationship between legal framework for enforcing collective agreement and industrial harmony in Lagos State Public Health Sector. The study recommended that the frequency of usage of collective bargaining with respect to matters concerning employees' terms and conditions of employment should be regular and to be the first point of call at any time on labour matters.

Appah, Awuji & Anuogwo (2021) conducted a study on cash flow accounting and corporate financial performance of listed consumer goods companies in Nigeria. The objectives were to examine the relationship between operating cash flow; investing cash flow; financing cash flow; firm size; and financial leverage and profit after tax of listed companies in Nigeria. The study employed ex-post facto and correlational research designs. The population of the study comprised of twenty-six firm and Taro Yamene formula was utilized for the determination of sample size of twenty three firms. Data were analyzed using descriptive, bivariate and multivariate. The finding showed a positive and significant relationship between operating cash flow, financing cash flow and firm size to profit after tax of listed consumer goods manufacturing companies while investing activities and financial leverage revealed a negative and significant relationship. The study concludes that cash flow accounting influences the corporate financial performance of firms in Nigeria. The study recommended amongst others that firms should always strike a balance between liquidity and profitability in their capital expenditure decision making.

Akinola, Awodola, Usman & Olaosebikan (2022) conducted a study on impact of strategic management on organisational performance in Nigeria Deposit Money Banks. The objectives were to investigate the impact of environmental scanning on organisational effectiveness; the impact of strategy formulation on employees' turnover; the impact of strategy implementation on business expansion; and ascertain the impact of strategy evaluation and control on business expansion of Deposit Money Banks in Nigeria. Descriptive survey designed was adopted for

the study. The sample size was 156. Data was sourced through the use of a structured questionnaire and the study adopted stratified sampling technique. Descriptive statistics and regression analysis were both adopted as methods of data analysis. The finding showed that environmental scanning had significant impact on organisational effectiveness; and strategy formulation had significant impact on employee's turnover. The study concluded that environmental scanning, strategy formulation, strategic implementation and strategy evaluation and control has positive impact on the organisational performance of Deposit Money Banks in Nigeria. The study recommended that banks should have a well-conceived strategic vision that must be communicated to all employees.

Hashim & Hassnain. (2022) conducted a study on the effect of free cash flow on the firm value in a sample of iraqi commercial companies listed in the Iraqi stock exchange. The study sought to measure the impact of free cash flow on the value of the firm. The study adopted descriptive survey design. The finding shows that the free cash flow also allows the company to increase dividends to shareholders, develop new products and repurchase shares, which will have positive effects in raising the value of the company. The study recommended that The Companies Control Board's evaluation of management decisions regarding free cash flow due to its importance in raising the value of the company.

Kanumbu, Abdulrazaq and Umar, (2022) conducted a study the Effect of Negotiations and Collective Bargaining as a Tool for Organisation Effectiveness: Evidence from the Literature. The paper identifies the influence of negotiation and collective bargaining as a technique in influencing organisational effectiveness in Nigeria by reviewing the literature on the variables under study. The investigation is entirely exploratory and is based on desktop research. For that, the study reviewed several publications leading to significant findings. Most of the justifications presented for evaluating variables in the research area were based on the existing literature. The study concluded that collective bargaining and negotiation had a significant impact on the effectiveness of organisations. The report proposes that stereotypes of unions as adversaries of employers be dispelled. Both the union and the employers should consider each other as collaborators in developing their members, organisations, and the country. The cost-of-living index should be used to adjust salaries and earnings in the public sector

2.3.4 Relationship between suspension of work and graduate employability of federal

Tharunya & Kottawatta, (2014) examined Perception of Employability Skills of HRM Graduates: From Employers' and Graduates' Perspective. A sum of two samples were selected for this comparative investigation namely, graduates and employers. For the study 45 graduates and 25 employers were obtained as the two samples. Two self-administered survey questionnaires were developed targeting the two groups. Descriptive statistics were used for the data analysis. The findings reveal that there are differences in the perception between employers and undergraduates for certain employability skills where as for others no difference can be identified. In addition for some employability skills there is a skill gap where the employers' level of expectation is higher than the level of skills possessed by the graduates. As the findings reveal that there is considerable skill gap pertaining to undergraduates with regard to most important employability skills due attention must be paid by the relevant parties in order to cultivate the employability skills before entering to the labour market. The findings of the present study will contribute to eliminate not only unemployment but also underemployment of HRM graduates.

Adebakin, Ajadi, & Subair, (2015) conducted a study on a Required and Possessed University Graduate Employability Skills: Perceptions of the Nigerian Employers. University is a place where skilled labour is produced for societal and global consumption. This is premised on the fact that education provided at this level enhances human capital development which widens employment opportunities. However, there seems to be disparity over the skills required and those possessed by graduates from Nigerian universities. As a result, many university graduates are either underemployed or unemployed. The study adopted descriptive survey research design. Using stratified and simple random sampling techniques, a total of 300 employers of labour drawn from the manufacturing, banking and finance, education, and telecommunication industries in Lagos State constituted the sample frame. A Skill Assessment Questionnaire (SKAQ) was designed to elicit information from the participants. The results obtained showed that skills required of university graduates as perceived by employers were analytic and problem solving (98%), decision – making (98.3%), risk management (96.7%), leadership (98%), information and communication (97.7%), team-work (99%), official communication (97.7), and English proficiency and literacy skills (97%) while skills possessed by university graduates were

English proficiency and literacy (58%) and information and communication skills (53%). These results showed disparity in both the employers required skills and those possessed by the university graduates. The study, therefore, recommends that Nigerian university curriculum should be revised to reflect courses that will teach the required skill by employers.

Yusuf (2015) conducted a study on pay for performance: AN empirical review. The objective of the study was to examine the relationship is there between CEO cash compensation and firm performance in New York Stock Exchange (NYSE). The quantitative research method was selected for this research study. The forty large companies were selected through a stratified sampling method. The results found that, there was a relationship between CEO salary, bonus, and firm performance, among the NYSE companies. The study concluded that there are correlations between CEO salary, CEO bonus, and return on assets, return on equity, earnings per share, cash flow per share, net profit margin, and common stock outstanding, book values of common stock outstanding, and market value of common stocks outstanding, were characterized as weak ratios respectively. The study recommended that pay for performance system could be achieved through strengthening the independence of directors and compensation committees, increase the shareholders' rights to elect directors and to express their views on compensation plans, to discourage manipulation of CEO compensation, and align incentives more closely with the aims of the owners.

Erabaddage, Mohd & Ali (2015) established a study on a Review of Literature on Graduate Employability. There is increasing pressure from governments, funding organizations, students and parents on universities around the world since graduate employability has been clearly recognized as one of the main objectives of university education. Accreditation bodies also appear to measure quality of education through the contributions made towards employability. In such a context one would assume that employability of university graduates to be clearly understood and extensively researched area. However, the real situation appears to be one which requires the urgent attention of all stakeholders of university education. A review of literature on graduate employability is a clear need today and current paper achieves this by summarizing the major articles on university graduate employability theoretical frameworks and empirical studies. Despite the large number of studies, graduate employability appears to be suffering

from the problems of lack of theoretical control and politicization which appear to have become major obstacles for future developments of the concept.

Akareem and Hossain (2016) investigated on determinants of education quality, Dhaka, Bangladesh: what makes students' perception different? The study sought to identify the demographic and background information of students that differentiate their perception about quality of higher education. A sample of 432 students was taken from five top private universities of Bangladesh to evaluate their perception toward dimensions of higher education. Multinomial regression analysis was used in the study. The findings show that status of students for scholarship, extracurricular activities, parents' education, age, previous result, and university they study in have a significant influence on perception about quality of higher education. Part-time job status has moderate influence on the students' perception. The study concluded that students' perception of higher education quality is heavily influenced by the university they study at, scholarship status, extra-curricular activities, parents' education, age, and previous educational success. The study recommended that establishing strong alumni associations and bringing practitioners from professional fields from different industries and different parts of the world in diverse programs can provide better understanding about the dimensions of education.

Okeke, Nwele and Achilike (2017) conducted a study on impact of effective wages and salary administration on civil service productivity in Nigeria: A Study of Anambra State. The objectives of the study are to examine the relationship between wages administration and employee performance in the civil service and the constraints to full implementation of minimum wage by state governments in Nigeria. The study adopted descriptive survey design, an item structured instrument developed to reflect the modified 5 points Likert Scale format was used to elicit information from the respondents. The population consisted of 2951 Civil Servants from which a sample of 557 respondents was selected, using a formula developed by Borg and Gall (1973). Whereas percentages and mean ratings were used to answer the research questions, Chi-square (χ^2) test of independence and T- test for independent large sample, ($n > 30$) were used to test the hypotheses. The study revealed that employees need effective salary and wages administration to achieve high productivity in the civil service. The study found also that poor leadership and lack of political will were the major reasons for not fully implementing the

minimum wage policy by some state governments including Anambra State. The study concluded that Government has the capacity to implement the policy but the problem is weak leadership and misplacement of priority. The study recommends that the government should take the issue of wages and salary administration serious by giving workers a living wage to enable them take care of their basic needs and be better positioned for enhanced productivity and output level in civil service.

Rashid, Hamza, & Said (2018) conducted a study on Impacts of Rewards, Promotions and Supervisor Support on Academic Staff's Performance: An Empirical Study in Malaysian Universities. The objective of the study were to examine the relationship between reward and job performance; relationship between promotion and job performance; relationship between supervisor support and job performance. A survey method was used in which 166 academic staff were participated. The result shows that the variables of rewards, promotions and supervisor support have significant positive relationships with the academic staff's job performance. The study concluded that there is Relationship between promotion programs and job performance among academic staff in Malaysian universities. The study recommended that management team should create a year plan strategy about career development for all academic staff to ensure that all academics are given fair opportunity by designing specific criteria and administering these criteria appropriately.

Samia, Abdalmenem, Amal, Samy, & Mazen, (2018) carried out a study to identify the efficiency of the university education performance from the perspective of postgraduate and undergraduate students in international and Palestinian universities. The analytical descriptive approach was used for this purpose and the questionnaire was used as a main tool for data collection. The study community consists of: post graduate students, (23850) graduate students and (146355) undergraduate students. The sample of the study was 378 graduate students and 383 undergraduate students. The random stratified sample was used. The Statistical Package of Social Sciences (SPSS) was also used for data analysis. The study reached a number of results, the most important of which are: The level of efficiency of educational performance in Palestinian and international universities from the point of view of postgraduate and undergraduate students was high. And that there are significant differences between the average views of the sample of the study on the efficiency of educational performance in Palestinian and

international universities attributed to the University and to the benefit of international universities. The study concluded many recommendations, the most important of which is the necessity of continuing to develop e-learning strategies that affect the efficiency of educational performance and research commensurate with the university's position in the local and international community, which puts it on the best classification between local and international universities through e-learning.

Study of Abdalmenem (2018) aimed to identify the efficiency of the university education performance from the point of view of the faculty members and their assistants in international and Palestinian universities. The analytical descriptive approach was used for this purpose and relying on the questionnaire as a key tool for data collection, and the study community consists of the faculty members and their assistants (375). The random stratified sample was used, and the Statistical Program of Social Sciences (SPSS) was used. The study found that the relative weight of the areas of efficiency of educational performance was high at 82.33, and the efficiency of educational performance from the point of view of faculty members and their assistants in international universities was average (4.20), for Palestinian universities, the efficiency of educational performance from the point of view of faculty members (3.30). The study concluded many recommendations, the most important of which is the importance of the senior management to develop standards that help to increase the efficiency of performance, while for international universities work with the Palestinian universities and provide them with expertise in this field.

Dhruba (2019) conducted a study on impact of cash management on profitability in small manufacturing organization. The study was carried out at Kirtipur Municipality. The objective was to evaluate the relationship between cash management and profitability. The study adopted correlational research design. 80 samples were considered while collecting data. Data were collected using five point Likert Scale Questionnaires. Data were analyzed using mean, correlation and regression models. The finding shows that conversion cycle, cash flow and inventory manage positively effects to the profitability but the effect is nominal. The study concluded that cash management had an insignificant but positive co-relationship with profitability of small and medium size business.

Motende& Mogikoyo (2019) conducted a study on the effect of cash flow management activities on financial performance of manufacturing companies in Nairobi. The objective of the study was to determine the effect of cash flow management activities on the financial performance of manufacturing companies in Nairobi. The study adopted a descriptive research design. The sample size was 735 manufacturing companies in Nairobi. Data were analyzed using Mean, Standard deviation, Correlation and Regression analysis. The finding shows that, the analyzed information will be presented in tables, charts and figures to aid in recommendation and future decision making.

Dhakal, (2019) Cash Flow Statement Analysis between Commercial Banks (With Reference to Himalayan Bank Ltd. and Global IME Bank Ltd.). Banks are general means of institutions that deal with money. They provide financial resources for the development of the nation. They collect deposits from the people and lend these resources to people who demand investment. This study aims to evaluate and compare cash flows of selected two commercial banks. It helps to find out sources and uses of cash to analyze cash flow performance of Himalayan Bank and Global IME Bank limited. Cash flow statement is a statement which states the cash inflows and outflows of cash. A statement of cash flow reports cash receipts and payments classified according to the major activities: operating, investing and financing during the period. In this study, a comparative study has been undertaken between two banks Global IME Bank limited and Himalayan Bank Limited. This study has been carried out with analytical research design to analyze the cash flow of two banks. Secondary data were used in this study. The cash flow from operating, investing and financing activities is fluctuating trend. It is also found that operating cash flow is positive and financing cash flow is negative in most of the years. In comparison, the cash flow of HBL has more consistency than GIBL. Both banks have positive Net cash flow except few years. Because of the conflict and political instability, the banking sector has also been affected. In banking industry, it seems that operating expenses are increasing year by year. Therefore, commercial banks should pay good attention to the minimization of operating expenses as possible

Okolie, Nwosu and Mianga (2019) established a study on Graduate employability: How the higher education institutions can meet the demand of the labour market. Following the outcry of several employers that many higher education (HE) graduates do not possess employability

skills and therefore are not employable, the purpose of this paper, therefore, is to examine what the labour market (LM) actually demands from the higher education institutions (HEIs) and how the demands of the LM can be met by the HEIs in Nigeria. The study is based on interviews and focus group with 28 university professors, executives of the students' industrial work scheme (SIWES), industry executives, executive officers of the Directorate of Employment and the HE course/programme leaders that revealed substantial information about what the LM actually requires from the HE, and how the HE can meet the demands of the LM in terms of supply of quality graduates. Findings The key findings reveal that with adequate teaching resources and competent teachers, graduate employability skills (technical and soft), which the LM demands from the HEIs, can be imparted to the students. Concerning LM and HEIs partnerships, it is found that understanding the demands of the LM by the HEIs can enhance the graduates' outcomes and their prospects in the LM. Research limitations/implications The study argues that the graduate employability is still relevant to the existing practice, but further engagement and research surrounding how the HEIs in the developing countries, especially Nigeria, can meet the actual demands of the LM in terms of competent graduates are needed to examine this range of HE. Originality/value – The study provides significant suggestions on the improvement needs of the HE teachers to inspire and motivate students to increase the knowledge (know-how), skills (how to do), self-efficacy (effectiveness) and qualities (technical and creative knowledge) required by the LM.

Giovanni, Ciriaco & D'Angelo, Flavia (2022) investigates the effects of researchers' mobility on their research performance. The reference context is that of national intrasector mobility, in a country, Italy, characterized by a research system lacking the typical elements of an academic labor market. In particular, the analysis was conducted on 568 academics working at national universities and affected by mobility in the period 2009–2014. The effect of mobility on the variation of performance at the turn of the transfer was analyzed considering the interplay of demographic/sociological characteristics of the researchers, as well as contextual factors related to both the organization of origin and destination. Results show that it is the less productive academics who represent the larger share of those who move, and more than half of the mobile academics worsen their performance after the transfer.

Petruzzello, Chiesa & Mariani, (2022) carried out a study on *The Storm Doesn't Touch me!—The Role of Perceived Employability of Students and Graduates in the Pandemic Era*. Perceived Employability acquires growing relevance as a psychological protective resource now that new entrants in the labour market from higher education are experiencing a deterioration of their occupational prospects due to the COVID-19 pandemic, which brings worries and jeopardizes psychological well-being. This study aims to extend research on perceived employability among Italian University students and graduates. Perceived employability is posited to predict flourishing directly and indirectly by reducing material, social, and health worries related to COVID-19. Moreover, this study contends that perceived employability buffers the positive impact of perceived adverse conditions of the labour market on worries, changing the effect on flourishing. In total, 471 university students and graduates completed an online survey. The analyses revealed that perceived employability positively influences flourishing directly and indirectly by reducing COVID-19-related worries. Nevertheless, the results do not support the moderating action of perceived employability. Despite some limitations (e.g., a cross-sectional design), this study significantly advances the exploration of perceived employability as a critical personal resource to deal with the transition to work under pandemic-related crises. The study draws on its results to advise higher education to increase perceived employability, such as through career guidance activities and work-based learning experiences.

2.3.5 Relationship between multi task and mobility of academic researchers staff in federal

Paaso, (2013) *the Effects of Contingency Factors on Management Control Systems: An Empirical Study at CERN*. Contingency theory and management control systems research offer avenues for investigating how contextual factors in organizations affect performance. This quantitative case study investigates how the context of CERN internal services influences the performance consciousness of functional service managers. A literature review recognized four contingency factors relevant for performance consciousness: interdependence, scope, standardization and variation. Data from these factors was measured empirically using a cross-sectional electronic survey and supplemented by data gathered from CERN internal documentation. A quantitative analysis of the data was performed using structural equation modelling. The main findings were congruent with existing literature

indicating that a.) high interdependence between work units is associated with decreased variation, increased standardization and increased performance consciousness. b.) high scope is related to increased variation and decreased standardization. Overall, a better understanding of the effects of organizational structure and work processes on performance consciousness was gained, proving valuable for academics and practitioners alike. Some recommendations for possible courses of action to improve performance consciousness were given, based on the findings in this study and existing theory. The results contribute to the knowledge base of contingency-based management control systems research by further validating the behavior of the chosen contingency factors in new circumstances.

Pamuji, Dedi, Adler & Tubagus (2014) conducted a study on the determinant of commercial banks' interest margin in Indonesia: An Analysis of Fixed Effect Panel Regression. The purpose of the study was to study and analyze the determinant factors of commercial banks' interest margin in Indonesia, both internal factors (bank specific factors) and external factors. The study applied fixed effects on a panel data regression model. The finding shows that, the net interest margin of Indonesian commercial banks are affected by the entire internal variables on a different level of significance, meanwhile inflation is the only external factors that affects on interest margins significantly. The study concluded that Interest margin of Indonesian commercial banks is affected by bank-specific factors and external factors. The entire internal factors (bank-specific factors) used in this study have an influence on the interest margin on a different level of significance.

Dushie, (2014) Business Continuity Planning: An Empirical Study of Factors that Hinder Effective Disaster Preparedness of Businesses. In a disaster, lives can be lost, property and equipment destroyed and business operations come to a standstill. According to the Insurance Information Institute, 40% of small businesses never reopen after a disaster; only 26% of small-to-medium size businesses have a disaster plan, and 75% of the largest segment of business does not have a disaster plan. Disaster preparedness describes measures that minimize the adverse effect of a hazard on life, property and livelihoods. The study revealed that real-world events increase awareness and impel businesses to act; disaster threat on businesses has not translated into a plan; measures taken have mostly focused on data storage and Internet security. Perception of high cost, lack of staff, inadequate information,

apathy and low priority accounted for the reasons why businesses fail to plan for a disaster. There exist barriers to effective disaster preparedness which has significant effect on business continuity.

Ogunbiyi & Ihejirika (2014) conducted a study on interest rates and deposit money banks' profitability nexus: The Nigerian Experience. The study sought to examine how interest rates affect the profitability of deposit money banks in Nigeria. The study made use of multivariate regression analysis. The findings show that Maximum lending rate, real Interest rate and Savings deposit rate have negative and significant effects on the profitability of Nigerian deposit money banks as measured by return on assets at the 5% level of significance. The study concluded that the profitability of the banking sector is a function of changing interest rates. The study recommends that government should adopt monetary policies that will help Nigerian deposit money banks to improve on their profitability and there is need to review and strengthen bank lending rate policies through effective and efficient regulation and supervisory framework. Banks can improve their profitability through charging moderate lending rates as against maximum rates as their circumstances may allow.

In the same vein, Ige Akindele (2014) researched on “towards the stemming of the tide of strikes in tertiary institutions in Nigeria: stakeholder’s roles and responsibilities. The study used slight descriptive statistics and expository style in its analysis. The study finally recommended that to stem the tide of strike and move tertiary institutions forward, an effective administration of tertiary institutions, adequate funding of education/tertiary education by government, orientation of staff of tertiary institutions are necessary.

Osuorji and David (2014) carried out research on the effect of incessant strike on academic performance of studies in ABU Zaria. The aim was to determine the extent to which the industrial action has affected academic performance of business education students in ABU, Zaria and to assess the perception of students about incessant strike on Academic performance of Business Education in Abu; Zaria. The study adopted a descriptive survey research design. The result shows that incessant strikes by lecturers have a resultant effect on the academic performance of the students of the Business Education program in Abu Zaria.

Abiodun-Oyebanji, (2015) examined the Academic Staff's perception of industrial actions in Nigerian universities. The descriptive research of the survey design was used for the study. The study population comprised all the academic staff of the Ekiti State University, Ado -Ekiti. The sample was made up of 120 academic staff selected through the use of simple and purposive random sampling techniques. A self-designed questionnaire tagged „Lecturers“ Perception of ASUU Strike Questionnaire (LEPASQ)” was used to collect data for the study. A reliability coefficient of 0.72 was established for “LEPASQ” through test-retest method of testing reliability. Data collected for the study were analyzed using frequency counts, simple percentages and t-test analysis. All hypotheses were tested at 0.05 level of significance. The results of the study showed that many factors among which are inadequate funding, interference with university autonomy, poor condition of service are responsible for industrial actions by academic staff of Nigerian universities. The study further revealed that there was a significant difference between junior and senior members of universities academic staff, and between male and female members of universities academic staff, and likewise between old and new members of universities academic staff on their perceptions of industrial actions in Nigerian universities. Based on the findings of the study, it was recommended among others that, emphasis should be placed on proper funding of universities by the government, and other stakeholders in education so as to avert or curb incessant strike in the system. ASUU on its part should see strike as a last resort, and therefore should use it sparingly” or rarely since it has been found to be inimical to the overall university progress and advancement which ASUU is claiming to defend or protect.

Eric & Urho (2015) examined the Effects of Industrial actions on Educational Management Planning of Universities in Rivers State , Nigeria – Africa to analyze the effects of industrial actions on educational development management of Universities in Rivers State. It is a survey design. The study randomly selected seventy five (75) non-academic staff and sixty (60) academic staff from each population of the university which total one hundred and thirty five (135) respondents randomly and independently sampled. The data collected was gathered using structured questionnaire and oral interview and it was synthesized with the sample percentage (%) method. The data collected were analyzed and presented in tabular form. The results obtained showed irregularity of academic programmes, examination malpractices and cultism amongst students, certificate racketeering, erosion of dignity and respect of higher education are the effects of industrial actions. The measures to eradicate industrial actions in Universities in

Rivers State include stifling all aspects of collective bargaining, both employees and managers to allow third party in negotiations and both labour and management to base subsequent negotiations on the rules and regulations binding labour matters. It was therefore recommended that previous agreement on salaries, fringe benefit and other working conditions between labour and management government should be respected as at when due.

Ahmed, Ningi & Dalhat (2018) conducted a study on capital structure and performance of deposit money banks in Nigeria. The objective of the study was to assess the impact of capital structure on the financial performance of Bank in Nigeria with specific reference to how debt ratio and equity ratio affect return on equity and net interest margin of banks in Nigeria. The population of the study is the entire 21 licensed DMBs in Nigeria (CBN, 2017). The sample size of 12 banks was determined using convenience sampling technique for the period 2007- 2016. The study utilizes panel design to analyse the data based on random effect estimation. The finding showed a positive relationship with financial performance measured by Net Interest Margin (NIM). The study concludes that more incentives need to be given to STD suppliers to effectively adjust the maturity structure of STDs. The study recommends, debt should be used with caution in order to explore its tax shield and managerial efficiency benefits.

Abiodun, Olaoye, Bolarinwa & Olusegun (2020) attempted to analyse the courses, effect and implication of incessant strike on the education in tertiary institutions. The paper examined students, government and the unfair circumstances by the employee, ability of the employees to provide for their family, students roaming about the streets, well learned academics still engaged in farming, trading to fetch food for their family, the ugly situations faced by students during strike and failed government promises. It was however concluded that the school calendar needs to be restored appropriately to stabilize the school system. Government should fulfill all their promises made during resolution meetings and restore the glory of education and status of lecturers/teachers in the country when adequate infrastructures and man power are provided for use on our various purposes. Government must ensure security of lifes and properties to make learning more meaningful.

Ibenyenwa, Nwakoby, Okaro & Ogbonna (2020) conducted a study on interest rate and deposit money banks credit: A Study of Nigeria and South Africa. The objectives of the study were to

analysed both the long run and short run relationship between lending interest rate (LIR), deposit interest rate (DIR), interest rate spread (IRS), risk premium on lending rate (PLR), real interest rate (RIR) and credit ratio of commercial banks to the domestic economy (CBDS). Data were analyzed using Co-integration and ARDL regression. The findings indicated that interest rate components showed absence of significant long run and short run relationship with credit ratio of DMBs to the domestic economy while the South African interest rates components showed significant presence of long run and Short run relationship with domestic credit provided by the DMBs. The study concluded that interest rate components have significant relationship with credit ratio of DMBs to the domestic economy in South Africa while having insignificant impact in Nigeria. Hence, the study recommends strengthening of the depth of credit capacity of banks as more reduced interest rate components would improve the credit capacity of banks in South Africa while the Nigeria interest rates components should drastically be reduced to exert significant impact and improve credit facilitation of DMBs.

Elen, Bambang Nur & Gladis (2021) conducted a study on the relationship between net interest margin and return on asset: empirical study of conventional banking in Indonesia. The purpose was to examine the relationship between net interest margin and return on assets by placing the net interest margin as the mediating variables. Data were analyzed using panel data. Results showed that the capital adequacy ratio and non-performing loan do not have effect with NIM. The study concluded that e, the effort that can be made by bank management to increase their profitability. The study recommended that Management of bank capital adequacy needs to be improved.

Ali-Momoh & Fajuyagbe (2022) conducted a study on interest rate and financial performance of listed deposit money banks in Nigeria. The study sought to investigate how the growth of domestic money supply affect financial performance; how the maximum bank lending rate affect financial performance; how the monetary policy rate influences the financial performance of Nigerian deposit money banks; and how the rate of inflation affects the financial performance of Nigerian deposit money banks. The study adopted both descriptive and ex-post facto analyses. The analysis was carried out using panel data. The finding showed that there are positive and statistically significant relationships between domestic money supply and financial performance; maximum lending rate with financial performance; monetary policy rate on

financial performance; and inflation on financial performance. The study concluded that, interest rate liberalization in Nigeria benefited the financial performance of the country's deposit money banks. It further concluded that, effective interest rate administration has played a critical role in the growth and development of Nigeria's deposit money banks. This suggests that a change in the money supply have a major effect on the financial performance of listed deposit money banks in Nigeria. As a consequence, the study proposed that the Central Bank of Nigeria redefine domestic money supply as a monetary policy instrument by defining an equilibrium level. This would make additional cash accessible to deposit money institutions, allowing them to enhance their performance and accelerate loan applications.

Abaekwume, Agundu, Agoha, Obinna & Annabel (2022) examined the industrial action on the academic performance of students in tertiary institutions with particular reference to Alvan Ikoku Federal College of Education, Owerri, Imo State. The population of the study was 635 academic staff in five schools of the college. A sample of 128 representing 20% of the population was taken. The study adopted a descriptive survey design while the instrument for data collection was structured questionnaire. The Likert four-point, scale rating was adopted whereas the data collected were analyzed using mean. The result of the data analyzed showed that industrial action highly influences the academic performance of students in tertiary institutions. Poor remuneration, negligence by government, conducive academic environment among others were identified as major causes of industrial action. The researchers recommend that autonomy of tertiary institutions, adequate funding, and the re-orientation of staff to find alternative ways of expressing their grievances as measures to curb incessant industrial actions in our tertiary institutions.

2.4 Summary of the Empirical Reviewed Literature

S/N	Author (s)	Year	Location/Place	Topic	Methodology	Findings
1.	Paaso	2013		This quantitative case study investigates how the context of CERN internal services influences the performance consciousness of functional service managers.	Quantitative analysis	The main findings were congruent with existing literature indicating that a.) high interdependence between work units is associated with decreased variation, increased standardization and increased performance consciousness

Summary of the Empirical Reviewed Literature Continued

2.	Osuorji and David	2014	ABU Zaria	The effect of incessant strike on academic performance of studies in ABU Zaria.	Descriptive survey research design	The result shows that incessant strikes by lecturers have a resultant effect on the academic performance of the students of the Business Education program in Abu Zaria.
3.	Pamuji, Dedi, Adler & Tubagus	2014	Indonesia	The purpose of the study was to study and analyze the determinant factors of commercial banks' interest margin in Indonesia, both internal factors (bank specific factors) and external factors.	Fixed Effect Panel Regression	The finding shows that, the net interest margin of Indonesian commercial banks are affected by the entire internal variables on a different level of significance, meanwhile inflation is the only external factors that affects on interest margins significantly
4.	Ogunbiyi & Ihejirika	2014	Nigeria	The study sought to examine how interest rates affect the profitability of deposit money banks in Nigeria	multivariate regression analysis	The findings show that Maximum lending rate, real Interest rate and Savings deposit rate have negative and significant effects on the profitability of Nigerian deposit money banks as measured by return on assets at the 5% level of significance.
5.	Abiodun-Oyebanji	2015	Nigeria	Academic Staff's perception of industrial actions in Nigerian universities. The descriptive research of the survey design was used for the study.	Purposive random sampling techniques	The results of the study showed that many factors among which are inadequate funding, interference with university autonomy, poor condition of service are responsible for industrial actions by academic staff of Nigerian universities.
6.	Eric & Urho	2015	Rivers State , Nigeria	Effects of Industrial actions on Educational Management Planning of Universities in Rivers State , Nigeria	Structured questionnaire and oral interview and	The results obtain showed irregularity of academic programmes, examination malpractices and cultism amongst students, certificate racketeering, erosion of dignity and respect of higher education are the effects of industrial actions. The measures to eradicate industrial actions in Universities in Rivers State include stifling all aspects of collective bargaining, both employees and managers to allow third party in negotiations and both labour and management to base subsequent negotiations on the rules and regulations binding labour matters.
7.	Usman, Tahir and Muhammed	2013	District Sialkot, Pakistan	Salary and stress on job satisfaction of academic staff in District Sialkot, Pakistan. The objective of the study was to check which factors contribute to job satisfaction of academic	Descriptive statistics and correlation and regression	The result shows that salary of the academic staff was significantly affecting the job satisfaction of academic staff. The study concluded that management of these colleges should pay high attention to financial rewards of academic

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				staff in various colleges of Sialkot.		staff. It has been observed in this area that academic staff in private sector colleges quickly moves from one college to the other due to salary and supervision of the management.
8.	Olatunji & Amuni	2014	Ogun State, Nigeria	Wages and Salaries Administration as Motivational Tool in Nigerian Organisation (A Case Study of Nestle Nigeria Plc), Ogun State.	Descriptive approach	The study shows that wages and salaries serves as motivational tool and that wages and salaries has significant relationship with workers performance in Nigerian organisation. The study concluded that wages and salaries serves as motivational tools in Nigerian organisation and that it has significant effect on the performance of an average worker.
9.	Evuarherhe & Olatunde	2014	Nigeria	Conflict resolution strategies and staff effectiveness in selected federal universities in Nigeria.	Stratified and simple random sampling techniques	The findings of the study are that conflicts were significantly related to staff effectiveness and that the effectiveness of the academic staff was affected more than that of the non-academic staff during conflicts.
10.	Tharunya & Kottawatta	2014		Perception of Employability Skills of HRM Graduates: From Employers' and Graduates' Perspective.	Descriptive statistics	The findings reveal that there are differences in the perception between employers and undergraduates for certain employability skills where as for others no difference can be identified. In addition for some employability skills there is a skill gap where the employers' level of expectation is higher than the level of skills possessed by the graduates.
11.	Falaye, Adama, Osho, Ugwuoke and Ogunlana	2014	Nigeria	The Cost Effective Multimedia E-Learning Application for Nigerian Higher Institutions. The necessity of good reliable modern and cheap communication and information transfer within an institution cannot be overemphasized.	Designed and implemented an intranet-based communication and e-learning system	This system is to provide high quality VOIP Calls, Video Conferencing, Network TV, E-Classrooms, File sharing, cheap customized SMS, Audio/Video/File messaging, Search FM Radio Utility, News, Entertainment, and lots more. Some intranet related issues bothering on accessibility and duplicates were also addressed.
12.	Adamu	2015	Nigeria	Impact Appraisal of Academic Staff Union of Universities (Asuu) Strike on Quality of University Education in Nigeria.	Multiple regression models	The result revealed that, ASUU strike has negative effect on the quality of university graduates that the country produces.
13.	Adebakin, Ajadi, & Subair	2015	Nigeria	Required and Possessed University Graduate Employability Skills: Perceptions of the Nigerian Employers. University is a place where skilled labour is produced for societal and global consumption.	Stratified and simple random sampling techniques	The results obtained showed that skills required of university graduates as perceived by employers were analytic and problem solving (98%), decision – making (98.3%), risk management (96.7%), leadership (98%), information and communication (97.7%), team-work (99%), official communication (97.7%), and English

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						proficiency and literacy skills (97%) while skills possessed by university graduates were English proficiency and literacy (58%) and information and communication skills (53%).
14.	Yusuf	2015	New York	Pay for performance: AN empirical review. The objective of the study was to examine the relationship is there between CEO cash compensation and firm performance in New York Stock Exchange (NYSE).	Stratified sampling method	The results found that, there was a relationship between CEO salary, bonus, and firm performance, among the NYSE companies. The study concluded that there are correlations between CEO salary, CEO bonus, and return on assets, return on equity, earnings per share, cash flow per share, net profit margin, and common stock outstanding, book values of common stock outstanding, and market value of common stocks outstanding, were characterized as weak ratios respectively.
15.	Erabaddage, Mohd & Ali	2015		Review of Literature on Graduate Employability. There is increasing pressure from governments, funding organizations, students and parents on universities around the world since graduate employability has been clearly recognized as one of the main objectives of university education.	Survey Design	A review of literature on graduate employability is a clear need today and current paper achieves this by summarizing the major articles on university graduate employability theoretical frameworks and empirical studies.
16.	Ihuarulam,	2015	South East, Nigeria.	Management strategies of conflict between academic and non-academic staff of federal Universities in South East, Nigeria.	Mean and standard deviation while t-test	Findings of the study were that interpersonal and intrapersonal conflicts, interdependence conflicts, breakdown in communication, subordinate conflicts and breakdown of collective bargaining, among others are the nature of conflicts experienced in the federal universities. It was also found that breach of communication, poor human relationship, unequal attention to staff welfare, differences in staff perception, inadequate representation of staff in decision making, competition for scarce resources and their allocations, were among the sources of conflicts.
17.	Famade, Omiyale and Adebola	2015	Nigeria	Towards Improved Funding of Tertiary Institutions in Nigeria. The study sought to defines the quality of life; it is the foundation	Qualitative methods	The finding shows that the success of any educational system hinges on proper planning, effective administration, and adequate funding. The study concluded that funding is essential for the

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				on which the society is built.		survival of any institution and tertiary institutions in Nigeria are not left out.
18.	Hendra and Rezki	2015	Kuala Lumpur, Malaysia.	Wages and employees performance: The quality of work life as moderator, Kuala Lumpur, Malaysia.	Linear regression and moderated regression analysis	The result showed a significant negative effect on the wages of employees performance; there is negative effect of wages which are moderated by the quality of work life is caused by the effect of intrinsic motivation (quality of working life) is more powerful than extrinsic motivation (wages). The study concluded that wages are moderated by the quality of work life significant negative effect on the performance of employees.
19.	Okpe, Duru and Alor	2015	Nigeria	The objectives were to examine the effect of operational activities; financing activities and to determine the effect of investing activities on the profitability of banks in Nigeria.	Multiple regression	The results revealed that operating and financing cash-flows have significant positive effect on company's profitability in the Banking sector of Nigeria.
20.	Okpalaibekwe, Onyekwelu, & Dike	2015	Anambra State, Nigeria	The study examined Trade Union, collective Bargaining and Organizational Performance, a study of the Nigeria Union of Local Government Employees of Idemili North Local Government Council of Anambra State	one sample t-test	The findings from the study showed that the Nigeria Union of Local Government Employees has helped to ensure industrial peace, employee commitment to optimum job productivity as well as effectively using collective bargaining to enhance organizational performance.
21.	Nwanyanwu	2015	Nigeria	The study examined the relationship between cash flow and organization performance from the perspective of the hospitality and print media industrial sectors of the economy.	descriptive statistics and Pearson's product moment coefficient of correlation	Results indicate a significantly strong positive relationship between cashflow position and net profit. Consequently, cashflow position determines the extent of net profit performance of organizations in the hospitality and print media.
22.	Amah, Ekwe & Ihendinihu	2016	Nigeria	The study examines the relationship between cash flow and performance in the Banking sector of Nigeria	Correlation technique	The result of the study revealed that operating cash flow has a significant and strong positive relation with performance in the Banking sector in Nigeria, it was also reified that investing cash flow and financing cash flow have negative and weak relationship.
23.	Bello and Isa	2016	Nigeria	The Collective Bargaining in Nigeria: ASUU and Federal Government Face-Off in Perspective.	Descriptive design	Regarding the cause of the strike, findings reveal that the poor emolument of academic staff coupled with the deterioration in teaching and learning facilities have contributed to the 'brain

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						drain' from Nigerian universities, that is, the migration of staff, students and other professionals from the country in search of better opportunities abroad and therefore fueled the strike.
24.	Wayan, Djumilah and Fatchur	2016	Southeast Asia	Performance-based compensation effect on employee motivation, satisfaction of employees, and performance of employees (Study on private universities in the province of Bali): Conceptual frameworks.	Descriptive statistical analysis	The study shows that performance of employees, especially in the field of administration need to be improved. The study concluded that employees have a high boarding costs expected by activities of the organization and can be run properly.
25.	Akareem and Hossain	2016		Determinants of education quality, Dhaka, Bangladesh: what makes students' perception different?	Multinomial regression analysis	The findings show that status of students for scholarship, extracurricular activities, parents' education, age, previous result, and university they study in have a significant influence on perception about quality of higher education. Part-time job status has moderate influence on the students' perception.
26.	Sayed	2017	Khartoum stock exchange	The study sought to examine the relationship between cash flows from operational, investment, and financing activities individually and jointly, and the stock returns of financial investment Banks on the Khartoum stock exchange.	Analytical approach	The finding showed no statistically significant relationship between cash flows from operations, investment, and financing activities individually or jointly, and stock returns of financial investment Banks on the Khartoum Stock Exchange.
27.	Faboyede, Faboyede and Fakile	2017	Nigeria	Funding of university education in Nigeria: challenges and prospects.	Descriptive design	The finding shows that private higher education is the fastest growing segment of higher education worldwide and African universities can as well be more active in getting funds from local institutions and global philanthropic support sources.
28.	Odim, Anashie and Aniah	2017	Nigeria	The Effect of Strikes on Management and Planning of Educational Activities in Nigerian Universities.	Descriptive statistical analysis	Strike is an event that consumes and waste a lot of time which implies that urgent attention is needed to solve this problem.
29.	Okeke, Nwele and Achilike	2017	Anambra State, Nigeria	Impact of effective wages and salary administration on civil service productivity in Nigeria: A Study of Anambra State.	Descriptive survey design, an item structured instrument developed to reflect the modified 5 points Likert Scale format	The study revealed that employees need effective salary and wages administration to achieve high productivity in the civil service. The study found also that poor leadership and lack of political will were the major reasons for not fully implementing the minimum wage policy by some state governments including Anambra State.

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30.	Okafor, & Okoye	2017	South – East Nigeria	Workplace Conflict Manifestations and Turnover Intentions of Employees of Hospitality Organizations in Enugu Metropolis, South – East Nigeria	Structural Equation Modeling	The findings revealed that Abusive Supervision was significantly related to Employee Turnover Intention (Standardized Coefficient=0.944, $p<0.05$).
31.	Onwuka, Oforegbu, Dibua & Ezeanyim, (2017)	2017		The study examined conflict management and its influence on employee turnover. The objective of the study was to determine the relationship between conflict, management and employee turnover.	product moment correlation coefficient	It was discovered that conflict management has a positive influence on employee turnover. Locating the core conflict helps management to seek for resolutions that work and management should concentrate on developing innovative, structural and procedural changes that encourage communications and a broad corporate focus
32.	Rashid, Hamza, & Said	2018	Malaysia	Impacts of Rewards, Promotions and Supervisor Support on Academic Staff's Performance: An Empirical Study in Malaysian Universities.	Survey method	The result shows that the variables of rewards, promotions and supervisor support have significant positive relationships with the academic staff's job performance.
33.	Samia, Abdalmenem, Amal, Samy, & Mazen	2018	Palestinian	Identify the efficiency of the university education performance from the perspective of postgraduate and undergraduate students in international and Palestinian universities.	Statistical Package of Social Sciences (SPSS)	The study reached a number of results, the most important of which are: The level of efficiency of educational performance in Palestinian and international universities from the point of view of postgraduate and undergraduate students was high. And that there are significant differences between the average views of the sample of the study on the efficiency of educational performance in Palestinian and international universities attributed to the University and to the benefit of international universities.
34.	Abdalmenem	2018	Palestinian	The efficiency of the university education performance from the point of view of the faculty members and their assistants in international and Palestinian universities.	Statistical Program of Social Sciences (SPSS)	The study found that the relative weight of the areas of efficiency of educational performance was high at 82.33, and the efficiency of educational performance from the point of view of faculty members and their assistants in international universities was average (4.20), for Palestinian universities, the efficiency of educational performance from the point of view of faculty members (3.30).
35.	Ahmed, Ningi & Dalhat	2018	Nigeria	The objective of the study was to assess the impact of capital structure on the financial performance of Bank in Nigeria with	panel design	The finding showed a positive relationship with financial performance measured by Net Interest Margin (NIM).

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				specific reference to how debt ratio and equity ratio affect return on equity and net interest margin of banks in Nigeria		
36.	Agbionu, Anyalor and Nwali	2018	Nigeria	Employee Engagement and Performance of Lecturers in Nigerian Tertiary Institutions. The study sought to investigate on employee engagement and performance of lecturers in Nigerian Tertiary Institutions.	Pearson Product Moment Coefficient	The result shows that there is a positive relationship between employer reciprocity and lectures' research output.
37.	Agbionu, Anyalor & Nwali	2018	Nigeria	Performance of Lecturers in Nigerian Tertiary Institutions. The study investigated employee engagement and performance of lecturers in Nigerian Tertiary Institutions.	Stratified random sampling	Result revealed that there is a positive relationship between employer reciprocity and lectures' research output with a coefficient of correlation (r) value of .710
38.	Asogwa, Oboegbulem, Ugwoke, Okeke, Ugwuanyi and Diara	2018	Nigeria	Information and Communication Technology Skills and Job Satisfaction among Academic Staff in Colleges of Education.	Means, standard deviations, and multiple linear regressions	The findings of the study among others showed that the levels of job satisfaction of academic staff were significantly related to ownership of institution while the level of information and communication technology skills, religious status and ethnicity had no influence on job satisfaction.
39.	Oladimeji & Aina	2018	Nigeria	This article assessed the perceptions of local construction firms (LCFs) on cash flow management techniques (CFMT) practices with the aim of drawing out relevant inferences that will improve firms' cash flow.	questionnaires analysis	The result showed that all LCFs are categorised as micro and small business enterprises.
40.	Itodo & Abang	2018	Nigeria	The objective was to examine the impact of staff welfare on the performance of the officers and men of Nigeria Police Academy Wudil	Spearman's rho statistical tools	The finding shows that welfare package is necessary for high productivity of the officers and men of the Nigeria Police Academy, Wudil.
41.	Mulunda, Were, & Muturi	2018	Nairobi County, Kenya	This study sought to find out the effect of collective bargaining on employee performance in the Energy sector in Nairobi County, Kenya	Inferential statistics	results showed that for every one unit change in collective bargaining, employee performance increases by 0.362 hence implying a positive impact of collective bargaining on employee performance. The study found out that collective bargaining had a significant effect on employee performance
42.	Bala, Kwaghe, & Wuyep	2018	Nigeria	The study thus evaluates the effect of collective	Independent Sample T-Test	Findings from the study showed that negotiation has a

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				bargaining on employee performance in Nigeria's Social Insurance Trust Fund (NSITF).		significant effect on the work output of NSITF employees.
43.	Ekechukwu, Ugochukwu & Mbah	2018	Nigeria	The objectives were to examine the extent through fulfillment of responsibilities by the board has increased on the absolute profit, integrity and ethical behavior has expanded on the earning per share	Pearson correlation coefficient (r)	The result showed that fulfillment of responsibilities by the board has no positive effect on increasing the absolute profit
44.	Usman, Orma & Ahmad	2018	Germany	The objective of the study was to determine the relationship between profitability and free cash available to firms and interpret the data	descriptive survey	The finding shows that while testing the proxies (Leverage, Current asset, Firm size, Capital liquidity, Sales growth, FCF) that Leverage has an inverse insignificant impact on Profitability (ROA) of the listed firms.
45.	Dhruba	2019	Kirtipur Municipality	The study was carried out at Kirtipur Municipality. The objective was to evaluate the relationship between cash management and profitability	Correlation and regression models	The finding shows that conversion cycle, cash flow and inventory manage positively effects to the profitability but the effect is nominal
46.	Adedina, Moshood Abiola Polytechnic, & Ayelotan	2019	Lagos, Nigeria	Implication of the incessant industrial action by academic staff unions on the students' academic performance: ex-post-facto evidence from University of Lagos, Nigeria.	Ex-post-facto research design	The research revealed that industrial action disrupts academic calendar which bestowed on students psyche cost, disheartenment and unable to speedily regenerate themselves towards academic exercises at the resumption. Consequently, poor academic performance in the post-strike semester.
47.	Lorbis	2019	Southern Luzon State, Philippine	Utilization of contextualized teaching and learning (ctl) approach in grade two Araling Panlipunan in Southern Luzon State University Philippine.	Sequential exploratory mixed method research design	The finding shows that the participants have philosophical perspectives and implementation perspectives about the Contextualized Teaching and Learning (CTL) Approach;; and there is a significant difference between the learning competencies of the Grade Two pupils in Araling Panlipunan before and after applying Contextualized Teaching and Learning (CTL) Approach.
48.	Shona, Jim Lizzi & Agata	2019	UK	Issues of (in)visibility and compromise in academic work in UK universities. As higher education increasingly aligns with the ideology of the marketplace, we argue that conditions of corporate competition have contributed to the	Descriptive Survey	Findings show how systemic tensions reflect individual perceptions of competing demands, resulting in daily compromises to meet priorities that are strongly influenced by individual motivation.

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				invisibilization of collective work in UK higher education.		
49.	Okolie, Nwosu and Mianga	2019	Nigeria	Graduate employability: How the higher education institutions can meet the demand of the labour market.	Survey Design	Findings The key findings reveal that with adequate teaching resources and competent teachers, graduate employability skills (technical and soft), which the LM demands from the HEIs, can be imparted to the students.
50.	Irida	2019	Albania	This research study has been focused on the impact the employee turnover can have for the banks in Albania	case study	The study found an increasing trend in the employee turnover over the last three years for most of the banks, however when it comes to the profitability it has not been evidenced a clear trend for the banks, there is a lot of fluctuations on their net profit.
51.	Motende& Mogikoyo	2019	Nairobi, Kenya	the effect of cash flow management activities on financial performance of manufacturing companies in Nairobi	Correlation and Regression analysis	The finding shows that, the analyzed information will be presented in tables, charts and figures to aid in recommendation and future decision making.
52.	Dhakal	2019	Himalayan Bank Ltd. and Global IME Bank Ltd.	This study aims to evaluate and compare cash flows of selected two commercial banks	analytical research design	The cash flow from operating, investing and financing activities is fluctuating trend. It is also found that operating cash flow is positive and financing cash flow is negative in most of the years. In comparison, the cash flow of HBL has more consistency than GIBL.
53.	Mukiira, Moguche, & Muema	2020	Imenti North Sub-County, Meru County.	This study analyzed the relationship between collective bargaining and performance of public health facilities in Imenti North Sub-County, Meru County.	Descriptive and inferential analyses	The correlation results revealed a positive and significant association between collective bargaining and performance of public health facilities ($r=0.676^{**}$, $P=0.000$). Regression results ($\beta=0.683$, $P=0.000$) indicated that a positive and significant relationship existed between collective bargaining and organizational performance.
54.	Özcan	2020	Borsa Istanbul	The study sought to examine the usefulness of cash flow statement in the prediction of business failure by using a sample including 66 firms listed on Borsa Istanbul from 2010 to 2018.	Logistic regression models	The findings showed that cash flow measures are strong predictors of business failure.
55.	Abiodun, Olaoye, Bolarinwa & Olusegun	2020		Analyse the courses, effect and implication of incessant strike on the education in tertiary institutions.	Descriptive Survey	It was however concluded that the school calendar needs to be restored appropriately to stabilize the school system. Government should fulfill all their promises made during resolution meetings and restore the glory of education and status of lecturers/teachers in the country when adequate infrastructures and man power are

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						provided for use on our various purposes.
56.	Shimawua	2020	Nigeria	The Impact of Industrial Unions Strike on the Performance of Public Universities in Nigeria.	Descriptive Survey	The study revealed that the problem of industrial relations in the Nigerian University system were found to be lack of education of some labour leaders, the rigid structure of relationships, lack of flow of communication, management and government meddling with union affairs, frequent trade disputes, under funding and inadequate teaching facilities. Political factors were also discovered as some of the causes of industrial disputes within the university system.
57.	Barroj, Kashmir Srinagar and Kashmir	2020	India	Correlates of Organisational Commitment Among University Teachers in India: An Empirical Investigation.	Survey Design	This study reveals that the majority of teachers possess continuance commitment, as they weigh the costs and risks associated with leaving the university and when given better alternatives, they may leave their institutions. Among the demographic variables, it was only the level of education that was found to be significantly affecting the commitment of university teachers. This study reveals that the teachers and the universities are engaged in give and take relationship.
58.	Monogbe, and Monogbe	2020	Nigeria	ASUU Strike and Nigerian Educational System: An Empirical Investigation of the Nigerian Tertiary Institution.	Descriptive Survey	Findings from the study reveal that quality of education and student performance is negatively influenced by incessant ASUU strike such that increase in ASUU strike is capable of decreasing student performance in the Nigerian universities. The study thus concludes that incessant industrial actions culminate into the erosion of academic quality, robbing off academic time from school administrators and upon resuming from a strike, academic work is bound to the rushed.
59.	Zhang, Wang, Yang and Wang	2020	China	Suspending Classes without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak.	Descriptive Survey	To tackle the problems, we suggest that the government needs to further promote the construction of the educational information superhighway, consider equipping teachers and students with standardized home-based teaching/learning equipment, conduct online teacher training, include the development of massive online education in the national strategic plan, and support academic research into online education, especially education to help

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						students with online learning difficulties.
60.	Ibenyenwa, Nwakoby, Okaro & Ogbonna	2020	Nigeria and South Africa	The objectives of the study were to analysed both the long run and short run relationship between lending interest rate (LIR), deposit interest rate (DIR), interest rate spread (IRS), risk premium on lending rate (PLR), real interest rate (RIR) and credit ratio of commercial banks to the domestic economy (CBDS)	Co-integration and ARDL regression	The findings indicated that interest rate components showed absence of significant long run and short run relationship with credit ratio of DMBs to the domestic economy while the South African interest rates components showed significant presence of long run and Short run relationship with domestic credit provided by the DMBs.
61.	Orga and Monanu	2020	Nigeria	Overview of Industrial Harmony in Public University System in Nigeria: A Panacea to Quality Education for Sustainable National Development.	Educational policies that are in line with global standard	It was concluded that government should give priority to education especially university because of her incessant industrial action so that such dehydrated monster should be curbed. FGN should be keep to all agreements reached with ASUU as to ensure flow of academic activities.
62.	Gulhayo, & Indira	2020		The study looks into the nature of the research problem while discussing the major factors influencing employee turnover and its impact on productivity of banking sector in Uzbekistan.	Statistical Package for Social Science	The results concluded that compensation, job stress, work environment and career growth significantly influence employee turnover on which productivity is substantially concerned.
63.	Zakai	2020		The purpose of this study is to analyze the variables that trigger employee turnover by addressing factors such as the working environment, economic factors, performance appraisals and career development	Cronbach's Alpha, correlation, regression and coefficient in SPSS (22.0) software	Findings of the research are that the independent variable working environment and performance appraisals have a strong association with the turnover of employees.
64.	Yeo	2020	Kuala Lumpur	The aim of this study is to identify the determinants of turnover intention among bank employees in Kuala Lumpur.	Descriptive analysis	The results show that the relationship between turnover intention and employee relations is weak. However, working environment and conditions, compensation and benefit packages, and career advancement opportunities are moderately correlated to turnover intention among bank employees.
65.	Siswanto	2020	Pasuruan, East Java	The aims of this study is to analyze organizational conflict with turnover intention. In addition, this study also analyzes the effect of organizational commitment on turnover	path analysis	The results showed that organizational conflict had a positive effect on turnover intention. Meanwhile, organizational commitment has not to influence on turnover intention. Likewise, work

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				intention through work engagement.		engagement does not have a role as a mediating variable.
66.	Soet	2020	Kenya	The study sought to assess the effect of operating cash flow management, investing cash flow management, financing cash flow management, free cash flow management and the size of the firm moderating effect in relation to the management of cash flow and financial performance.	OLS regression technique	The finding shows that operating cash flow management had a significant positive effect on return on assets and insignificant positive effect on return on equity.
67.	Nangih	2020	Nigeria	This study examined, empirically, the relationship between cash flow management and the financial performance of some selected oil and gas firms listed on the Nigerian Stock Exchange.	Correlation and multiple regression techniques	The results obtained established that cash flows from operating and investing cash flows had negative and insignificant relationship with profitability whereas cash flow from financing activities had positive and significant influence on firm performance in the oil and gas sector.
68.	Nwamadi and Ogbonna	2021	Southwest, Nigeria	Empirical Appraisal of Academic Staff Performance in Selected Universities in Southwest, Nigeria.	Descriptive research design of correlational type	The findings revealed The outcome of this study indicated a high level of academic staff performance with regards to published paper assessment (RII=0.725), teaching, research (RII=0.705), general performance appraisal (RII=0.698), community service (RII=0.685), research, teaching and community service (RII=0.681), project evaluation appraisal (0.676), employee self-assessment (0.671), advisory and counsel service (0.667), new curricula designed and developed (0.663), attraction of research grants (0.651) and success in general external funding to support research or other program (0.626).
69.	Nwanze and Akudo	2021	Nigeria	Implication of the use of Industrial action as an Instrument of Achieving Better Conditions of Service in our Educational System.	Systematic qualitative content analysis	The study revealed that strikes negatively affect the educational system in Nigerian and make students and their families disappointed with high level of stress. Due to these industrial actions, students are not able to complete their academic work within the prescribed period as stated in the prospectus.

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70.	Ghada	2021	Egypt	COVID-19 Pandemic Affect Higher Education Learning Experience: An Empirical Investigation of Learners' Academic Performance at a University in a Developing Country.	Chi-square test	The effect of gender, credit hours, age, and CGPA was assessed. The results suggested that there was no statistically significant difference in students' grades. In addition, the unplanned and rapid move to online distance learning at the time of pandemic did not result in a poor learning experience as was expected. The study also included a survey of 435 students and interviews with a sample of professors about their learning and teaching experience during the lockdown.
71.	Oginni, & Ajibola & Olaniyan	2021	Lagos State, Nigeria	The study identified the legal framework for enforcing collective agreement on industrial conflict and relationship between collective bargaining and industrial harmony.	survey design	The finding shows that there exists strong relationship between legal framework for enforcing collective agreement and industrial harmony, and collective bargaining has significant effect on and industrial harmony.
72.	Osayande	2021	Nigeria	The objective was to determine the relationship between them and hence the effect of knowledge acquisition, knowledge conversion, knowledge application and knowledge protection on the performance of deposit money banks in Nigeria	Correlation and OLS linear regression analysis	The finding showed that knowledge acquisition practices have significant positive relationship on performance by deposit money banks in Nigeria
73.	Uba & Okonkwo	2021	South-East	Global Visibility through the Use of Institutional Repositories: The Struggles of Local Content Resources in Selected Nigerian Tertiary Institutions in South-East Geo-political Zone.	Descriptive survey research design	The findings showed that PhD thesis, Master degree projects, inaugural lecture handbooks, convocation brochure, matriculation brochure, induction programme, oath taking programme, University calendar, academic calendar for sessions, journal publications, etc were the local content resources acquired and available; from the interviews,
74.	Do & Pham	2021	Vietnam	The study aims to identify the impact of collective bargaining on the income of employees in enterprises	Exploratory Factor Analysis (EFA) and Multiple Regression Analysis	The finding shows that time to organize collective bargaining (TD), the competence of the parties of the collective bargaining (NL), collective bargaining organization process (QT) are positively correlated with the income of workers in enterprises; information provided for collective bargaining (TT) has a negative correlation with

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						the income of employees in enterprises.
75.	Iskandar & Wiwy	2021	Indonesia	The study aimed to determine the impact of cash flow statement on firm value in Indonesia companies that listed on the Indonesia Stock Exchange.	quantitative research method	The finding showed that the operating cash flow ratio had a positive significant effect on firm value
76.	Legbeti	2021	South West Nigeria	This study therefore investigated employee turnover intention among bank employees in South West Nigeria	independent regressions	Findings reveal that although males rated slightly higher on turnover intention than female bank employees (male $x=48.12$ while female $x=47.58$), gender had no significant effect on turnover intentions of bank employees ($t=.644$; $df=1030$; $p>.05$).
77.	Elen, Bambang Nur & Gladis	2021	Indonesia	The purpose was to examine the relationship between net interest margin and return on assets by placing the net interest margin as the mediating variables.	Panel data	Results showed that the capital adequacy ratio and non-performing loan do not have effect with NIM
78.	Appah, Awuji & Anuogwo	2021	Nigeria	The objectives were to examine the relationship between operating cash flow; investing cash flow; financing cash flow; firm size; and financial leverage and profit after tax of listed companies in Nigeria	Descriptive, bivariate and multivariate	The finding showed a positive and significant relationship between operating cash flow, financing cash flow and firm size to profit after tax of listed consumer goods manufacturing companies while investing activities and financial leverage revealed a negative and significant relationship
79.	Akinola, Awodola, Usman & Olaosebikan	2022	Nigeria	The objectives were to investigate the impact of environmental scanning on organisational effectiveness	Descriptive statistics and regression analysis	The finding showed that environmental scanning had significant impact on organisational effectiveness; and strategy formulation had significant impact on employee's turnover.
80.	Ali-Momoh, Egbekun, Omoolorun, Omole & Aruna	2022	Nigeria	The study sought to examine the effect of administrative cost, selling and distribution cost on profit after tax of manufacturing firms in Nigeria.	descriptive statistics, correlation analysis and panel regression	The findings showed that administrative cost exert insignificant negative effect on profit after tax of the sampled firms, while selling and distribution cost exert insignificant positive effect on profit after tax.
81.	Kanumbu, Abdulrazaq and Umar	2022	Nigeria	The paper identifies the influence of negotiation and collective bargaining as a technique in influencing organisational effectiveness in Nigeria by reviewing the literature on the variables under study.	exploratory and is based on desktop research	For that, the study reviewed several publications leading to significant findings. Most of the justifications presented for evaluating variables in the research area were based on the existing literature.

Summary of the Empirical Reviewed Literature Continued

82.	Giovanni, Ciriaco & D'Angelo, Flavia	2022	Nigeria	Effects of researchers' mobility on their research performance.		Results show that it is the less productive academics who represent the larger share of those who move, and more than half of the mobile academics worsen their performance after the transfer.
83.	Akhyar	2022	Makassar City	The purpose of this study was to examine the effect of work conflict and work stress on turnover intention of hotel employees.	multiple linear regression.	The results showed that work conflict and work stress together affect turnover intention. work conflict had a positive and significant effect on turnover intention.
84.	Chigbundu & Muda	2022	Nigeria	The study sought to investigate the relationship between job satisfaction, job stress, organisational identification, organisational commitment, organisational justice, leader member exchange, and turnover intentions in the Nigerian banking sector	descriptive statistics, exploratory factor analysis, normality of data, reliability, correlation and regression analysis	The finding showed a significant relationship between job satisfaction, job stress, organisational identification, organisational commitment, organisational justice, leadermember exchange, and turnover intentions in the Nigerian banking sector.
85.	Petruzzello, Chiesa & Mariani	2022	Italia	The Storm Doesn't Touch me!—The Role of Perceived Employability of Students and Graduates in the Pandemic Era.	Cross-sectional design	The study draws on its results to advise higher education to increase perceived employability, such as through career guidance activities and work-based learning experiences.
86.	Abaekwume, Agundu, Agoha, Obinna & Annabel	2022	Owerri, Imo State, Nigeria	Industrial action on the academic performance of students in tertiary institutions with particular reference to Alvan Ikoku Federal College of Education, Owerri, Imo State.	Descriptive survey design	The result of the data analyzed showed that industrial action highly influences the academic performance of students in tertiary institutions. Poor remuneration, negligence by government, conducive academic environment among others were identified as major causes of industrial action.
87.	Oladejo	2022	Nigeria	Appraisal of Teaching and Supervision Load of Academic Staff in Selected Universities in Nigeria.	Semi-structured questionnaire	The results showed that teaching and supervision load of the academic staff was quite heavy; hence, concluding that the performance of academic staff in terms of their teaching and supervision in the selected universities is unsatisfactory.
88.	Nguyen, Nguyen and Nguyen	2022	Vietnam	The relationship between leadership style and staff work engagement: An empirical analysis of the public sector in Vietnam.	Cluster sampling method, a total of 378 participants	The findings suggest that the Vietnamese public sector should aim to identify transformational and transactional leaders. This research focuses on the department level and is limited to three leadership styles (transformational, transactional, and laissez-faire) only. Future research therefore can expand the scope to higher levels than the department leaders.

Source: Researchers compilation, 2022

2.5 Gap in Knowledge

The few studies done were carried outside Federal Universities and did not focus on Cessation of work, Temporary closure of work, Concerted refusal of work, Suspension of work, Multi task, mobility of academic researchers staff, quality of teaching and learning, Visibility, webo metric ranking, graduate employability of the Federal Universities in South East, Nigeria. Most of the studies reviewed analysed their data through *Ex-post facto*, correlational, Ordinary Least Square regression analysis, (F-statistics), Z- test statistic tool and Regression Analysis respectively while the present study would make use of Pearson correlation coefficient (r) to test the hypotheses. Therefore, the study filled the research gap by evaluating industrial action and performance of Federal Universities in South East, Nigeria

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study was employ descriptive survey design. The survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The survey design was adopted because the study required a technique of observation such as questionnaire and or interview, the population of the study must be carefully chosen, clearly defined and specifically delimited and roles upon observation for the acquisition of data. It was also adopted because of its economy and because the researcher had no control over the variables of the study.

3.2 Sources of Data

Both primary and secondary sources of data was utilized for this research study.

3.2.1 Primary Sources of Data

Primary Sources of data for study included: questionnaires and interviews

- (i) **Questionnaire:** Questionnaire as one of the primary sources of data is an observational technique which comprises series of items presented to a respondent in a written form, in which the individual is expected to respond in writing. The study made use of thirty (30) designed questionnaire and was divided into sections representing the various variables adopted for the study.
- (ii) **Interview:** Interviewing is a technique that is primarily used to gain an understanding of the underlying reasons and motivations for people's attitudes, preferences or behavior. The study made use of eight questions which will guide the oral interview with the respondents.

3.2.2 Secondary Sources of Data

Secondary data are the already existing data collected by the investigator agencies and organizations. Secondary data include government publications, websites, books, journal articles, internal records etc.

- (i) **Government Publications:** The government publications collection consists of publications produced by the federal government and state government.
- (ii) **Libraries:** The researcher consulted different libraries in South East.
- (iii). State universities in South East, Nigeria under study

3.3 Area of the Study

Southeast Nigeria lies between latitudes 4°20' and 7°25' North of the Equator and longitudes 6°37' and 8°28' East of the Greenwich Meridian. The zone comprises five states, namely, Abia, Anambra, Ebonyi, Enugu and Imo States. The capitals of the states are Enugu, Awka, Abakaliki, Umuahia and Owerri respectively. The main language spoken by the people of South East Nigeria is Ibo. The states of the region have strong cultural, economic and social ties.

South East Nigeria is located in the south eastern part of Nigeria. It is one of the six geopolitical zones in Nigeria. The other geopolitical zones are South South, South West, North West, North East and North Central.

3.4 Population of the Study

The population of the study comprised Academic staff of the Federal Universities under study in South East Nigeria. The target population of the study (4525) consists of the Academic staff of Federal Universities in South East Nigeria namely: Michael Okpara University of Agriculture, Umudike (MOUA), 507; Nnamdi Azikiwe University (NAU), 713; Federal University Ndufu-Alike, Ikwo (FUNAI), 771; University of Nigeria Nsukka (UNN), 2002 and Federal University of Technology Owerri (FUTO), 532.

3.5 Sample Size Determination

The population of the study was drawn from the students of these Universities under study using a stratified sampling method. To determine the adequate sample size, the researcher used Freund and William's statistic formula as quoted by (Uzoagulu 2011).

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

Where n = Sample Size

N = The population

p = Probability of success/proportion

q = Probability of failure/proportion

Z = Standard error of the mean

e = Limit of tolerable error (or level of significance)

N = 4525

p = .5

q = (1 – .5) = .5

Z = 95 percent = 1.96

e = 0.05 percent

$$= \frac{(1.96)^2 \times 4525 \times .5 \times .5}{4525(0.05)^2 + (1.96)^2 \times .5 \times .5}$$

$$\frac{3.842 \times 4525 \times .25}{11.3125 + 3.842 \times .25}$$

$$\frac{4346.2625}{11.3125 + .96} = \frac{4346.2625}{12.2725} = 354.146 \simeq \underline{\underline{354.}}$$

Bowley's (1937) proportional allocation statistic was utilized to ensure equitable representation of the Universities. Bowley's (1937) fomular:

$$N_h = \frac{n \times N_h}{N}$$

Where nh = number of questionnaire allocated to each of the institution

n = Total sample size

Nh = Number of proposed lecturers to be used from the selected Universities

N = Population size.

Table 3. 1: Questionnaire Allocation to Each University

	Name of the University	Population	Calculation	Sample
1.	Michael Okpara University of Agriculture, Umudike (MOUA)	507	$\frac{507 \times 354}{4525}$	74
2.	Nnamdi Azikiwe University (NAU).	713	$\frac{713 \times 354}{4525}$	67
3.	Federal University Ndufu-Alike, Ikwo (FUNAI),,	771	$\frac{771 \times 354}{4525}$	69
4.	University of Nigeria Nsukka(UNN)	2002	$\frac{2002 \times 354}{4525}$	70
5.	Federal University of Technology Owerri (FUTO),	532	$\frac{532 \times 354}{4525}$	65
	Total	4525		344

Source: Author's field work 2022

3.6. Sampling Technique

The stratified random sampling with a random start was adopted so as to give every unit of the population under study equal opportunity of being selected into sample. The secondary data were collected from firms, journals, publication, textbooks and the internet. Twenty five questions (25) in the questionnaire were ranged.

3.7 Instrument for Data Collection

The study used questionnaire as the primary data collection instrument. The questionnaire was designed to introduce five (5) states Universities in the South East of Nigeria. Thirty (30) designed questions of the questionnaire were divided into sections representing the various variables adopted for the study. Questionnaire was administered using the course representative (course Rep) of all the class and/ or department in the faculty the rep also help and gathering/collecting back for easy and accurate work. The views, opinions, and attitude from the respondents were `captured by the study with the use of questionnaire. The study used assistants to distribute by hand copies of the questionnaire which were completed by the selected respondents. Upon completion, the research assistants will collect the questionnaires and ensured high completion rate and the return of the completed questionnaires

3.8 Validity of the Instrument

Asika (2012), validity refers to the degree to which a measuring instrument measures what it is designed to measure. Similarly, a research design may be said to be valid if it enables a

researcher elicit the correct responses or findings from the sample subjects. Thus, there is the validity of measurement which has to do with the measuring instrument and the validity of findings which has to do with the research findings.

To ensure the validity of the research instrument to be used for this study, the researcher will ensure that all the data and materials to be obtained are carefully verified and authenticated. Also, the questionnaire to be used for primary data was vetted and scrutinized by the Research Supervisor with particular attention to its relevance to the study and its coverage of the particular research question before it is pre-tested.

3.9 Reliability of the Instrument

Reliability is defined as the consistency between independent measurements of the same phenomenon. In reliability, the researcher is concerned with the consistency in the results given by the same instrument. Reliability is therefore, the stability, dependability and predictability of a measuring instrument. It is the accuracy or precision of a measuring instrument (Asika, 2012). In this research study therefore, reliability was established using pilot study by collecting data from 20 respondents not included in the sample. Data collected from the pilot study/sample were analyzed with the aid of Statistical Package for Social Sciences (SPSS) in order to determine a reliability coefficient that is within an acceptable reliability.

Cronbah's Alpha was used in determining the extent of consistency of the reliability. At the end of the exercise the responses from the group were consistent. The formula is as follows:

$$= \frac{K (Cov/Var)}{1 - (k-1) (Cov/Var)}$$

Where

K = number of items on the survey.

Cov = Average inter item covariance.

Var = Average item variance.

I = Constant.

A Cronbach's alpha value (∞) of greater 0.870 indicated very strong reliability.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	No. of Items
.84	30

Scale reliabilities were calculated using Cronbach's Alpha; the result obtained was 0.840. This shows that the internal consistency of the scale is good for the purpose of this study because it is greater than 0.84 which was good.

3.10 Method of Data Presentation and Analyses

The data to be collected was presented and analyzed at two levels, namely (a) Descriptive analysis, percentages and Pearson correlation (r) will be used for the test of hypotheses. Data from the questionnaire will be analyzed with the aid of SPSS version 23 using simple, and percentages. Data from the questionnaire was further analyzed using simple percentages, mean and standard deviation. For the 5-point Likert scale questions, the scale and decision rule stated below will be used in analysing the findings.

Scale

Strongly Agree (SA) -5, Agree (A) - 4, Neutral(N) -3, Disagree (D) -2, Strongly Disagree(SD),1

Decision Rule

If Mean ≥ 3.0 , the respondents agree $\bar{X} > 3.0$, agree

If mean ≤ 3.0 , the respondents disagree and $X \leq 3.0$, disagree

The decision rule was not to reject the null hypothesis if the computed Pearson coefficient(r) is less than the tabulated Pearson coefficient(r) otherwise the null hypothesis should be rejected and t-test was used to test the hypotheses and analyzed with the aid of SPSS.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

The chapter presents and analyzes the data collected for the study. The presentation and interpretation of data were based on the responses of the respondent's Academic staff of Federal Universities in South East Nigeria questionnaire administrated to the staff of the organizations under study

4.1 Distribution and returned Questionnaire

The table below shows the data distributed and returned for the study

	Name of the University	Population	No Returne d	percen t	No not Returne d	Percen t
1	Michael Okpara University of Agriculture, Umudike (MOUA)	74	72	20	2	-
2	Nnamdi Azikiwe University (NAU).	67	64	18	3	-
3	Federal University Ndufu-Alike, Ikwo (FUNAI),	69	66	19	3	-
4	University of Nigeria Nsukka (UNN)	70	69	20	1	-
5	Federal University of Technology Owerri (FUTO),	65	51	20	14	4
	Total	344	322	97	23	4

Table 4.1 shows that Three hundred and forty four (344) copies of the questionnaire were distributed and three hundred and twenty two (322) copies of the questionnaire were returned representing ninety seven percent (97%) while twenty three (23) copies of the questionnaire were not returned representing four (4) percent. This shows a high rate of the respondents.

4.2 Bio-Data

The bio-data comprises of the gender, marital status, educational qualifications, years of experience and age of the respondents understudy.

Table 4.2.1 presents the gender of the respondents

Table 4.2.1: Gender of the Respondents

	Frequency	Percent	Valid Percent
Male	152	47.2	47.2
Female	170	52.8	52.8
Total	322	100.0	100.0

Source: Field Survey, 2022

Table 4.2.1, it was observed that 152 respondents out of 322 representing 47.2 percent were males whereas 170 respondents representing 52.8 percent were females. This indicated that female were more than the males.

Table 4.2.2 presents the various age ranges of the respondents

Table 4.2.2: Age of the Respondents

	Frequency	Percent	Valid Percent
Below 30 years	63	19.6	19.6
30-39 years	99	30.7	30.7
40-49 years	96	29.8	29.8
50-59 years	39	12.1	12.1
60 years and above	25	7.76	7.76
Total	322	100.0	100.0

Source: Field Survey, 2022

Table 4.2.2, indicates that 63 respondents out of 322 representing 19.6 percent were below 30years, 99 respondents with 30.7 percent were within the age bracket of 30-39, 96 respondents representing 29.8 percent were within the age bracket of 40-49, 39 respondents representing 12.1 percent were within the age bracket of 50-59, while 25 respondents representing 7.76 percent were within the age bracket of 60 years and above. This implies that greater proportion of the respondents fall within the ages of 30-39 years.

Table 4.2.3 presents the marital status of the respondents

Table 4.2.3 Marital Status of the Respondents

	Frequency	Percent	Valid Percent
Single	86	26.7	26.7
Married	190	59.1	59.1
Divorced	19	5.9	5.9
Widowed	20	6.2	6.2
Separated	7	2.17	2.17
Total	322	100.0	100.0

Source: Field Survey, 2022

Table 4.2.3, reveals that 86 respondents out of 322 representing 26.7 percent were single, 190 respondents representing 59.1 percent were married. 19 respondents representing 5.9 percent were divorced, 20 respondents representing 6.2 percent were widowed and 7 respondents representing 2.17 percent were widowed.

Table 4.2.4 presents the educational qualification of the respondents

Table 4.2.4: Educational Qualification of the Respondents

	Frequency	Percent	Valid Percent
SSCE/NECO/NABTEB	55	17.1	17.1
NCE/OND	129	40.1	40.1
HND and BSC	77	23.9	23.9
Masters degree	42	13.0	13.0
Ph.D	19	5.9	5.9
Total	322	100.0	100.0

Source: Field Survey, 2022

Table 4.2.4, reveals that 21 respondents out of 302 representing 10.2 percent were holders of SSCE/NECO/NABTEB, 31 respondents representing 10.2 percent were holders of NCE/OND, 165 respondents representing 54.6 percent were holders of HND and BSC, 59 respondents representing 19.5percent were holders of Masters degree and 26 respondents representing 8.6 percent were holders of Ph.D.

4.3 Data Relating to Research Questions

4.3.1 The relationship between cessation of work and quality of teaching and learning of federal universities in South east, Nigeria

Table 4.3.1.1 Response on the statement that the suspension of work by federal university staff has reduced the reliability of teaching and learning

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	135	41.9	41.9	4.6015	.60717
Agree	101	31.4	31.4	3.8871	.29855
Neutral	16	5.0	5.0	2.8000	.61968
Disagree	29	9.0	9.0	2.2966	.47696
Strongly disagree	41	12.7	12.7	1.8195	.93788
Total	322	100.0	100.0	3.7261	1.16239

Source: Field Survey, 2022

Table 4.3.1.1, indicates that 135 respondents out of 322 representing 41.9 percent with mean score of (4.6015) and standard deviation of (.60717) strongly agree that the suspension of work by federal university staff has reduced the reliability of teaching and learning. 101 respondents representing 31.4 percent with mean score of (3.8871) and standard deviation of (.29855) Agree, 16 were neutral respondents representing 5.0 percent with mean score of (2.8000) and standard deviation of (.61968) that the suspension of work by federal university staff has reduced the reliability of teaching and learning. 29 respondents representing 9.0 percent with mean score of (2.2966) and standard deviation of (.47696) disagree. 41 respondents representing 12.7 percent with mean score of (1.8195) and standard deviation of (.93788) strongly disagree that the suspension of work by federal university staff has reduced the reliability of teaching and learning. Total mean score of (3.7261) and standard deviation of (1.16239).

Table 4.3.1.2 Response on the statement that the stoppages of work in the federal universities led to low staff responsiveness of their delivery

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	112	34.8	34.8	4.8125	.27936
Agree	101	31.4	31.4	3.8871	.29855
Neutral	25	7.8	7.8	2.5440	.43019
Disagree	18	5.6	5.6	2.4444	.74061
Strongly disagree	66	20.5	20.5	2.4333	1.19465
Total	322	100.0	100.0	3.7261	1.16239

Source: Field Survey, 2022

Table 4.3.1.2, indicates that 112 respondents out of 322 representing 34.8 percent with mean score of (4.8125) and standard deviation of (.27936) strongly agree that the stoppages of work in the federal universities led to low staff responsiveness of their delivery. 101 respondents representing 31.4 percent with mean score of (3.8871) and standard deviation of (.29855) Agree, 25 were neutral respondents representing 7.8 percent with mean score of (2.5440) and standard deviation of (.43019) that the stoppages of work in the federal universities led to low staff responsiveness of their delivery. 18 respondents representing 5.6 percent with mean score of (2.4444) and standard deviation of (.74061) disagree. 66 respondents representing 20.5 percent with mean score of (2.4333) and standard deviation of (1.19465) strongly disagree that the stoppages of work in the federal universities led to low staff responsiveness of their delivery. Total mean score of (3.7261) and standard deviation of (1.16239).

Table 4.3.1.3 Response on the statement that the cease from work by the staff or the universities reduced assurance of teaching and learning

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	106	32.9	32.9	4.6132	.71515
Agree	130	40.4	40.4	4.0615	.27714
Neutral	26	8.1	8.1	2.7769	.39730
Disagree	20	6.2	6.2	2.2900	.70030
Strongly disagree	40	12.4	12.4	1.6200	.65445
Total	322	100.0	100.0	3.7261	1.16239

Source: Field Survey, 2022

Table 4.3.1.3, indicates that 106 respondents out of 322 representing 32.9 percent with mean score of (4.6132) and standard deviation of (.71515) strongly agree that the cease from work by the staff or the universities reduced assurance of teaching and learning. 130 respondents representing 40.4 percent with mean score of (4.0615) and standard deviation of (.27714) Agree, 26 were neutral respondents representing 8.1 percent with mean score of (2.7769) and standard deviation of (.39730) that the cease from work by the staff or the universities reduced assurance of teaching and learning. 20 respondents representing 6.2 percent with mean score of (2.2900) and standard deviation of (.70030) disagree. 40 respondents representing 12.4 percent with mean score of (1.6200) and standard deviation of (.65445) strongly disagree that the cease from work by the staff or the universities reduced assurance of teaching and learning. Total mean score of (3.7261) and standard deviation of (1.16239).

Table 4.3.1.4 Response on the statement that the refusal to work by the staff of the universities shows lack of empathy of quality teaching

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	120	37.3	37.3	4.3983	.91247
Agree	122	37.9	37.9	4.1148	.18167
Neutral	7	2.2	2.2	3.0571	.32071
Disagree	42	13.0	13.0	2.2952	.63590
Strongly disagree	31	9.6	9.6	1.6839	.86375
Total	322	100.0	100.0	3.7261	1.16239

Source: Field Survey, 2022

Table 4.3.1.4, indicates that 120 respondents out of 322 representing 37.3 percent with mean score of (4.3983) and standard deviation of (.91247) strongly agree that the refusal to work by the staff of the universities shows lack of empathy of quality teaching. 122 respondents representing 37.9 percent with mean score of (4.1148) and standard deviation of (.18167) Agree, 7 were neutral respondents representing 2.2 percent with mean score of (3.0571) and standard deviation of (.32071) that the refusal to work by the staff of the universities shows lack of empathy of quality teaching. 42 respondents representing 13.0 percent with mean score of (2.2952) and standard deviation of (.63590) disagree. 31 respondents representing 9.6 percent with mean score of (1.6839) and standard deviation of (.86375) strongly disagree that the refusal to work by the staff of the universities shows lack of empathy of quality teaching. Total mean score of (3.7261) and standard deviation of (1.16239).

Table 4.3.1.5 Response on the statement that the restriction of an output by the universities staff decrease tangibles of service quality

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	114	35.4	35.4	4.5281	.75545
Agree	122	37.9	37.9	4.1148	.18167
Neutral	18	5.6	5.6	3.0222	.35572
Disagree	20	6.2	6.2	1.6200	.39947
Strongly disagree	48	14.9	14.9	1.9750	.70696
Total	322	100.0	100.0	3.7261	1.16239

Source: Field Survey, 2022

Table 4.3.1.5, indicates that 114 respondents out of 322 representing 35.4 percent with mean score of (4.5281) and standard deviation of (.75545) strongly agree that the restriction of an output by the universities staff decrease tangibles of service quality. 122 respondents representing 37.9 percent with mean score of (4.1148) and standard deviation of (.18167) Agree, 18 were neutral respondents representing 5.6 percent with mean score of (3.0222) and standard deviation of (.35572) that the restriction of an output by the universities staff decrease tangibles of service quality. 20 respondents representing 6.2 percent with mean score of (1.6200) and standard deviation of (.39947) disagree. 48 respondents representing 14.9 percent with mean score of (1.9750) and standard deviation of (.70696) strongly disagree that the restriction of an output by the universities staff decrease tangibles of service quality. Total mean score of (3.7261) and standard deviation of (1.16239).

4.3.2 The relationship between temporary closure of work and visibility of federal universities in South east, Nigeria

Table 4.3.2.1 Response on the statement the disruption of learning process through temporary closure of work has reduced the visibility of federal university staff

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	103	32.0	32.0	4.4408	.83284
Agree	153	47.5	47.5	4.0771	.17640
Neutral	7	2.2	2.2	2.8000	.20000
Disagree	44	13.7	13.7	1.8455	.29841
Strongly disagree	15	4.7	4.7	1.5867	.45019
Total	322	100.0	100.0	3.7447	1.09376

Source: Field Survey, 2022

Table 4.3.2.1, indicates that 103 respondents out of 322 representing 32.0 percent with mean score of (4.4408) and standard deviation of (.83284) strongly agree that the disruption of learning process through temporary closure of work has reduced the visibility of federal university staff. 153 respondents representing 47.5 percent with mean score of (4.0771) and standard deviation of (.17640) Agree, 7 were neutral respondents representing 2.2 percent with mean score of (2.8000) and standard deviation of (.20000) that the disruption of learning process through temporary closure of work has reduced the visibility of federal university staff. 44 respondents representing 13.7 percent with mean score of (1.8455) and standard deviation of (.29841) disagree. 15 respondents representing 4.7 percent with mean score of (1.5867) and standard deviation of (.45019) strongly disagree that the disruption of learning process through temporary closure of work has reduced the visibility of federal university staff. Total mean score of (3.7447) and standard deviation of (1.09376).

Table 4.3.2.2 Response on the statement the prevention from working by the lockout – reduced close to material to due research

	Frequency	Percent	Valid Percent	Mean(χ)	Std.
Strongly Agree	84	26.1	26.1	4.7405	.51370
Agree	153	47.5	47.5	4.0771	.17640
Neutral	1	.3	.3	3.2000	.
Disagree	38	11.8	11.8	2.0474	.43230
Strongly disagree	46	14.3	14.3	2.2348	.88975
Total	322	100.0	100.0	3.7447	1.09376

Source: Field Survey, 2022

Table 4.3.2.2, indicates that 84 respondents out of 322 representing 26.1 percent with mean score of (4.7405) and standard deviation of (.51370) strongly agree that the prevention from working by the lockout –reduced close to material to due research. 153 respondents representing 47.5 percent with mean score of (4.0771) and standard deviation of (.17640) Agree, 1 were neutral respondents representing .3 percent with mean score of (3.2000) and standard deviation of (.) that the prevention from working by the lockout –reduced close to material to due research. 38 respondents representing 11.8 percent with mean score of (2.0474) and standard deviation of (.43230) disagree. 46 respondents representing 14.3 percent with mean score of (2.2348) and standard deviation of (.88975) strongly disagree that the prevention from working by the lockout –reduced close to material to due research. Total mean score of (3.7447) and standard deviation of (2.46218).

Table 4.3.2.3 Response on the statement that the Staff has reduced their willingness to creative output as result of temporary closure of work

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	92	28.6	28.6	4.5826	.75456
Agree	155	48.1	48.1	4.0761	.19774
Neutral	6	1.9	1.9	2.7333	.10328
Disagree	40	12.4	12.4	1.9700	.35533
Strongly disagree	29	9.0	9.0	1.9724	.76480
Total	322	100.0	100.0	3.7447	1.09376

Source: Field Survey, 2022

Table 4.3.2.3, indicates that 92 respondents out of 322 representing 28.6 percent with mean score of (4.5826) and standard deviation of (.75456) strongly agree that the Staff has reduced their willingness to creative output as result of temporary closure of work. 155 respondents representing 48.1 percent with mean score of (4.0761) and standard deviation of (.19774) Agree, 6 were neutral respondents representing 1.9 percent with mean score of (2.7333) and standard deviation of (.10328) that the Staff has reduced their willingness to creative output as result of temporary closure of work. 40 respondents representing 12.4 percent with mean score of (1.9700) and standard deviation of (.35533) disagree. 29 respondents representing 9.0 percent with mean score of (1.9724) and standard deviation of (.76480) strongly disagree that the Staff has reduced their willingness to creative output as result of temporary closure of work. Total mean score of (3.7447) and standard deviation of (1.09376).

Table 4.3.2.4 Response on the statement that the Lack of staff accessibility to libraries hampered research development

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	108	33.5	33.5	4.6222	.57638
Agree	123	38.2	38.2	4.0114	.08219
Neutral	23	7.1	7.1	2.5043	.45475
Disagree	6	1.9	1.9	1.8000	.00000
Strongly disagree	62	19.3	19.3	2.3355	1.07110
Total	322	100.0	100.0	3.7447	1.09376

Source: Field Survey, 2022

Table 4.3.2.4, indicates that 108 respondents out of 322 representing 33.5 percent with mean score of (4.6222) and standard deviation of (.57638) strongly agree that the Lack of staff accessibility to libraries hampered research development. 123 respondents representing 38.2 percent with mean score of (4.0114) and standard deviation of (.08219) Agree, 23 were neutral respondents representing 7.1 percent with mean score of (2.5043) and standard deviation of (.45475) that the Lack of staff accessibility to libraries hampered research development. 6 respondents representing 1.9 percent with mean score of (1.8000) and standard deviation of (.00000) disagree. 62 respondents representing 19.3 percent with mean score of (2.3355) and standard deviation of (1.07110) strongly disagree that the Lack of staff accessibility to libraries hampered research development. Total mean score of (3.7447) and standard deviation of (1.09376).

Table 4.3.2.5 Response on the statement that the High social and economic costs due closure of work and lack of salary reduced capabilities to research

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	135	41.9	41.9	4.4430	.76153
Agree	102	31.7	31.7	4.0000	.00000
Neutral	14	4.3	4.3	3.4429	.45186
Disagree	43	13.4	13.4	1.9116	.31563
Strongly disagree	28	8.7	8.7	2.4143	1.08311
Total	322	100.0	100.0	3.7447	1.09376

Source: Field Survey, 2022

Table 4.3.2.5, indicates that 135 respondents out of 322 representing 41.9 percent with mean score of (4.4430) and standard deviation of (.76153) strongly agree that the High social and economic costs due closure of work and lack of salary reduced capabilities to research. 102 respondents representing 31.7 percent with mean score of (4.0000) and standard deviation of (.00000) Agree, 14 were neutral respondents representing 4.3 percent with mean score of (3.4429) and standard deviation of (.45186) that the High social and economic costs due closure of work and lack of salary reduced capabilities to research. 43 respondents representing 13.4 percent with mean score of (1.9116) and standard deviation of (.31563) disagree. 28 respondents representing 8.7 percent with mean score of (2.4143) and standard deviation of (1.08311) strongly disagree that the High social and economic costs due closure of work and lack of salary reduced capabilities to research. Total mean score of (3.7447) and standard deviation of (1.09376).

4.3.3 The relationship between concerted refusal of work and webo metric ranking of federal universities in South east, Nigeria

Table 4.3.3.1 Response on the statement that the reporting of unsafe working conditions

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	104	32.3	32.3	4.8212	.31888
Agree	119	37.0	37.0	4.0538	.20118
Neutral	12	3.7	3.7	2.9000	.30151
Disagree	30	9.3	9.3	1.7333	.27957
Strongly disagree	57	17.7	17.7	2.5544	.92815
Total	322	100.0	100.0	3.7770	1.12877

Source: Field Survey, 2022

Table 4.3.3.1, indicates that 104 respondents out of 322 representing 32.3 percent with mean score of (4.8212) and standard deviation of (.31888) strongly agree that the reporting of unsafe working conditions. 119 respondents representing 37.0 percent with mean score of (4.0538) and standard deviation of (.20118) Agree, 12 were neutral respondents representing 3.7 percent with mean score of (2.9000) and standard deviation of (.30151) that the reporting of unsafe working conditions. 30 respondents representing 9.3 percent with mean score of (1.7333) and standard deviation of (.27957) disagree. 57 respondents representing 17.7 percent with mean score of (2.5544) and standard deviation of (.92815) strongly disagree that the reporting of unsafe working conditions. Total mean score of (3.7770) and standard deviation of (1.12877).

Table 4.3.3.2 Response on the statement the joining with co-staff of the federal universities to talk directly to the government for fair salary and infrastructures has reduced their web citation analysis

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	132	41.0	41.0	4.4833	.80230
Agree	111	34.5	34.5	4.0757	.15737
Neutral	14	4.3	4.3	2.6286	.38316
Disagree	13	4.0	4.0	3.1231	.65084
Strongly disagree	52	16.1	16.1	1.8192	.55767
Total	322	100.0	100.0	3.7770	1.12877

Source: Field Survey, 2022

Table 4.3.3.2, indicates that 132 respondents out of 322 representing 41.0 percent with mean score of (4.4833) and standard deviation of (.80230) strongly agree that the joining with co-staff of the federal universities to talk directly to the government for fair salary and infrastructures has reduced their web citation analysis. 111 respondents representing 34.5 percent with mean score of (4.0757) and standard deviation of (.15737) Agree, 14 were neutral respondents representing 4.3 percent with mean score of (2.6286) and standard deviation of (.38316) that the joining with co-staff of the federal universities to talk directly to the government for fair salary and infrastructures has reduced their web citation analysis. 13 respondents representing 4.0 percent with mean score of (3.1231) and standard deviation of (.65084) disagree. 52 respondents representing 16.1 percent with mean score of (1.8192) and standard deviation of (.55767) strongly disagree that the joining with co-staff of the federal universities to talk directly to the government for fair salary and infrastructures has reduced their web citation analysis. Total mean score of (3.7770) and standard deviation of (1.12877).

Table 4.3.3.3 Response on the statement that the participating in a concerted refusal to work affected their link analysis

	Frequency	Percent	Valid Percent	Mean(χ)	Std.
Strongly Agree	115	35.7	35.7	4.4313	.87883
Agree	134	41.6	41.6	4.1149	.30865
Neutral	8	2.5	2.5	2.9250	.14880
Disagree	29	9.0	9.0	1.8828	.28039
Strongly disagree	36	11.2	11.2	2.1444	1.00809
Total	322	100.0	100.0	3.7770	1.12877

Source: Field Survey, 2022

Table 4.3.3.3, indicates that 115 respondents out of 322 representing 35.7 percent with mean score of (4.4313) and standard deviation of (.87883) strongly agree that the participating in a concerted refusal to work affected their link analysis. 134 respondents representing 41.6 percent with mean score of (4.1149) and standard deviation of (.30865) Agree, 8 were neutral respondents representing 2.5 percent with mean score of (2.9250) and standard deviation of (.14880) that the participating in a concerted refusal to work affected their link analysis. 29 respondents representing 9.0 percent with mean score of (1.8828) and standard deviation of (.28039) disagree. 36 respondents representing 11.2 percent with mean score of (2.1444) and standard deviation of (1.00809) strongly disagree that the participating in a concerted refusal to work affected their link analysis. Total mean score of (3.7770) and standard deviation of (1.12877).

Table 4.3.3.4 Response on the statement that the Strike in response to universities staff grievance affected their link analysis

	Frequency	Percent	Valid Percent	Mean(χ)	Std.
Strongly Agree	142	44.1	44.1	4.5887	.60155
Agree	99	30.7	30.7	3.9576	.14076
Neutral	7	2.2	2.2	2.9714	.07559
Disagree	43	13.4	13.4	1.8651	.31988
Strongly disagree	31	9.6	9.6	2.3161	.94907
Total	322	100.0	100.0	3.7770	1.12877

Source: Field Survey, 2022

Table 4.3.3.4, indicates that 142 respondents out of 322 representing 44.1 percent with mean score of (4.5887) and standard deviation of (.60155) strongly agree that the Strike in response to universities staff grievance affected their link analysis. 99 respondents representing 30.7 percent with mean score of (3.9576) and standard deviation of (.14076) Agree, 7 were neutral respondents representing 2.2 percent with mean score of (2.9714) and standard deviation of (.07559) that the Strike in response to universities staff grievance affected their link analysis. 43 respondents representing 13.4 percent with mean score of (1.8651) and standard deviation of (.31988) disagree. 31 respondents representing 9.6 percent with mean score of (2.3161) and standard deviation of (.94907) strongly disagree that the Strike in response to universities staff grievance affected their link analysis. Total mean score of (3.7770) and standard deviation of (1.12877).

Table 4.3.3.5 Response on the statement that the Concerted refusal to work overtime reduced unforemetric approaches of the universities

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	129	40.1	40.1	4.5442	.68874
Agree	114	35.4	35.4	3.7807	.62399
Neutral	15	4.7	4.7	3.8133	.78728
Disagree	25	7.8	7.8	2.7680	1.18979
Strongly disagree	39	12.1	12.1	1.8615	.67145
Total	322	100.0	100.0	3.7770	1.12877

Source: Field Survey, 2022

Table 4.3.3.5, indicates that 129 respondents out of 801 representing 40.1 percent with mean score of (4.5442) and standard deviation of (.68874) strongly agree that the Concerted refusal to work overtime reduced unforemetric approaches of the universities. 114 respondents representing 35.4 percent with mean score of (3.7807) and standard deviation of (.62399) Agree, 15 were neutral respondents representing 4.7 percent with mean score of (3.8133) and standard deviation of (.78728) that the Concerted refusal to work overtime reduced unforemetric approaches of the universities. 25 respondents representing 7.8 percent with mean score of (2.7680) and standard deviation of (1.18979) disagree. 39 respondents representing 12.1 percent with mean score of (1.8615) and standard deviation of (.67145) strongly disagree that the Concerted refusal to work overtime reduced unforemetric approaches of the universities. Total mean score of (3.7770) and standard deviation of (1.12877).

4.3.4 The relationship between suspension of work and graduate employability of federal universities in South east, Nigeria

Table 4.3.4.1 Response on the statement that the prolonged strike of staff lecturers have led to poor academic performance of students

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	137	42.5	42.5	4.5401	.65636
Agree	102	31.7	31.7	3.7824	.53481
Neutral	16	5.0	5.0	3.3000	1.20444
Disagree	22	6.8	6.8	2.8000	.59841
Strongly disagree	45	14.0	14.0	2.1422	.98130
Total	322	100.0	100.0	3.7845	1.09346

Source: Field Survey, 2022

Table 4.3.4.1, indicates that 137 respondents out of 322 representing 42.5 percent with mean score of (4.5401) and standard deviation of (.65636) strongly agree that the prolonged strike of staff lecturers have led to poor academic performance of students. 102 respondents representing 31.7 percent with mean score of (3.7824) and standard deviation of (.53481) Agree, 16 were neutral respondents representing 5.0 percent with mean score of (3.3000) and standard deviation of (1.20444) that the prolonged strike of staff lecturers have led to poor academic performance of students. 22 respondents representing 6.8 percent with mean score of (2.8000) and standard deviation of (.59841) disagree. 45 respondents representing 14.0 percent with mean score of (2.1422) and standard deviation of (.98130) strongly disagree that the prolonged strike of staff lecturers have led to poor academic performance of students. Total mean score of (3.7845) and standard deviation of (1.09346).

Table 4.3.4.2 Response on the statement there is delay in student's graduation and no research to support their evidence due to strike

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	145	45.0	45.0	4.4745	.75460
Agree	89	27.6	27.6	3.9798	.10890
Neutral	10	3.1	3.1	2.7200	.10328
Disagree	35	10.9	10.9	2.4286	.49739
Strongly disagree	43	13.4	13.4	2.4047	1.21772
Total	322	100.0	100.0	3.7845	1.09346

Source: Field Survey, 2022

Table 4.3.4.2, indicates that 145 respondents out of 322 representing 45.0 percent with mean score of (4.4745) and standard deviation of (.75460) strongly agree that there is delay in student's graduation and no research to support their evidence due to strike. 89 respondents representing 27.6 percent with mean score of (3.9798) and standard deviation of (.10890) Agree, 10 were neutral respondents representing 3.1 percent with mean score of (2.7200) and standard deviation of (.10328) that there is delay in student's graduation and no research to support their evidence due to strike. 35 respondents representing 10.9 percent with mean score of (2.4286) and standard deviation of (.49739) disagree. 43 respondents representing 13.4 percent with mean score of (2.4047) and standard deviation of (1.21772) strongly disagree that there is delay in student's graduation and no research to support their evidence due to strike. Total mean score of (3.7845) and standard deviation of (1.09346).

Table 4.3.4.3 Response on the statement that the Poor employment relationship as the consequences of industrial action within the workplace

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	101	31.4	31.4	4.7604	.47499
Agree	129	40.1	40.1	4.0558	.29366
Neutral	31	9.6	9.6	2.9032	.45861
Disagree	5	1.6	1.6	2.2000	.00000
Strongly disagree	56	17.4	17.4	2.0286	.72506
Total	322	100.0	100.0	3.7845	1.09346

Source: Field Survey, 2022

Table 4.3.4.3, indicates that 101 respondents out of 322 representing 31.4 percent with mean score of (4.7604) and standard deviation of (.47499) strongly agree that the Poor employment relationship as the consequences of industrial action within the workplace. 129 respondents representing 40.1 percent with mean score of (4.0558) and standard deviation of (.29366) Agree, 31 were neutral respondents representing 9.6 percent with mean score of (2.9032) and standard deviation of (.45861) that the Poor employment relationship as the consequences of industrial action within the workplace. 5 respondents representing 1.6 percent with mean score of (2.2000) and standard deviation of (.00000) disagree. 56 respondents representing 17.4 percent with mean score of (2.0286) and standard deviation of (.72506) strongly disagree that the Poor employment relationship as the consequences of industrial action within the workplace. Total mean score of (3.7845) and standard deviation of (1.09346).

Table 4.3.4.4 Response on the statement that the Disruption of effective teaching in the public universities as a result of suspension of work by the lecturers

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	123	38.2	38.2	4.3642	.97174
Agree	129	40.1	40.1	4.0558	.29366
Neutral	14	4.3	4.3	2.9429	.54591
Disagree	40	12.4	12.4	2.4650	.57715
Strongly disagree	16	5.0	5.0	1.1750	.30000
Total	322	100.0	100.0	3.7845	1.09346

Source: Field Survey, 2022

Table 4.3.4.4, indicates that 123 respondents out of 322 representing 38.2 percent with mean score of (4.3642) and standard deviation of (.97174) strongly agree that the Disruption of effective teaching in the public universities as a result of suspension of work by the lecturers. 129 respondents representing 40.1 percent with mean score of (4.0558) and standard deviation of (.29366) Agree, 14 were neutral respondents representing 4.3 percent with mean score of (2.9429) and standard deviation of (.54591) that the Disruption of effective teaching in the public universities as a result of suspension of work by the lecturers. 40 respondents representing 12.4 percent with mean score of (2.4650) and standard deviation of (.57715) disagree. 16 respondents representing 5.0 percent with mean score of (1.1750) and standard deviation of (.30000) strongly disagree that the Disruption of effective teaching in the public universities as a result of suspension of work by the lecturers. Total mean score of (3.7845) and standard deviation of (1.09346).

Table 4.3.4.5 Response on the statement that the deliberate attempt by the staff of the universities to restrict their service affected staff

	Frequency	Percent	Valid Percent	Mean(χ)	Std.
Strongly Agree	101	31.4	31.4	4.7604	.47499
Agree	129	40.1	40.1	4.0558	.29366
Neutral	21	6.5	6.5	2.8952	.48834
Disagree	35	10.9	10.9	2.2571	.68526
Strongly disagree	36	11.2	11.2	2.0778	.76834
Total	322	100.0	100.0	3.7845	1.09346

Source: Field Survey, 2022

Table 4.3.4.5, indicates that 101 respondents out of 322 representing 31.4 percent with mean score of (4.7604) and standard deviation of (.47499) strongly agree that the deliberate attempt by the staff of the universities to restrict their service affected staff. 129 respondents representing 40.1 percent with mean score of (4.0558) and standard deviation of (.29366) Agree, 21 were neutral respondents representing 6.5 percent with mean score of (2.8952) and standard deviation of (.48834) that the Deliberate attempt by the staff of the universities to restrict their service affected staff. 35 respondents representing 10.9 percent with mean score of (2.2571) and standard deviation of (.68526) disagree. 36 respondents representing 11.2 percent with mean score of (2.0778) and standard deviation of (.76834) strongly disagree that the deliberate attempt by the staff of the universities to restrict their service affected staff. Total mean score of (3.7845) and standard deviation of (1.09346).

4.3.5 The relationship between multi task and mobility of academic researchers staff in federal universities in South east, Nigeria.

Table 4.3.5.1 Response on the statement that the Lecturers and students have change to other institutions lecturers have gone to outside the country looking for part time teaching

	Frequency	Percent	Valid Percent	Mean(χ)	Std.
Strongly Agree	95	29.5	29.5	4.5032	.77672
Agree	168	52.2	52.2	4.0083	.25558
Neutral	7	2.2	2.2	2.8000	.20000
Disagree	21	6.5	6.5	1.9143	.30706
Strongly disagree	31	9.6	9.6	1.7419	.61361
Total	322	100.0	100.0	3.7733	1.04128

Source: Field Survey, 2022

Table 4.3.5.1, indicates that 95 respondents out of 322 representing 29.5 percent with mean score of (4.5032) and standard deviation of (.77672) strongly agree that Lecturers and students have change to other institutions lecturers have gone to outside the country looking for part time teaching. 168 respondents representing 52.2 percent with mean score of (4.0083) and standard deviation of (.25558) Agree, 7 were neutral respondents representing 2.2 percent with mean score of (2.8000) and standard deviation of (.20000) that Lecturers and students have change to other institutions lecturers have gone to outside the country looking for part time teaching. 21 respondents representing 6.5 percent with mean score of (1.9143) and standard deviation of (.30706) disagree. 31 respondents representing 9.6 percent with mean score of (1.7419) and standard deviation of (.61361) strongly disagree that Lecturers and students have change to other institutions lecturers have gone to outside the country looking for part time teaching. Total mean score of (3.7733) and standard deviation of (1.04128).

Table 4.3.5.2 Response on the statement that the Multitasking hamper productivity of academic researchers through reduction of comprehension

	Frequency	Percent	Valid Percent	Mean(\bar{X})	Std.
Strongly Agree	95	29.5	29.5	4.5074	.77559
Agree	168	52.2	52.2	4.0083	.25558
Neutral	1	.3	.3	3.2000	.
Disagree	29	9.0	9.0	2.0276	.49490
Strongly disagree	29	9.0	9.0	1.7724	.54961
Total	322	100.0	100.0	3.7733	1.04128

Source: Field Survey, 2022

Table 4.3.4.2, indicates that 95 respondents out of 322 representing 29.5 percent with mean score of (4.5074) and standard deviation of (.77559) strongly agree that the Multitasking hamper productivity of academic researchers through reduction of comprehension. 168 respondents representing 52.2 percent with mean score of (4.0083) and standard deviation of (.25558) Agree, 1 were neutral respondents representing .3 percent with mean score of (3.2000) and standard deviation of (.) that the Multitasking hamper productivity of academic researchers through reduction of comprehension. 29 respondents representing 9.0 percent with mean score of (2.0276) and standard deviation of (.49490) disagree. 29 respondents representing 9.0 percent with mean score of (1.7724) and standard deviation of (.54961) strongly disagree that the Multitasking hamper productivity of academic researchers through reduction of comprehension. Total mean score of (3.7733) and standard deviation of (1.04128).

Table 4.3.5.3 Response on the statement that the Less attention is drown to academic work due to doing more task at a time

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	85	26.4	26.4	4.6659	.56094
Agree	169	52.5	52.5	4.0036	.26229
Neutral	6	1.9	1.9	2.7333	.10328
Disagree	47	14.6	14.6	1.8043	.39670
Strongly disagree	15	4.7	4.7	2.7067	1.20444
Total	322	100.0	100.0	3.7733	1.04128

Source: Field Survey, 2022

Table 4.3.5.3, indicates that 85 respondents out of 322 representing 26.4 percent with mean score of (4.6659) and standard deviation of (.56094) strongly agree that Less attention is drown to academic work due to doing more task at a time. 169 respondents representing 52.5 percent with mean score of (4.0036) and standard deviation of (.26229) Agree, 6 were neutral respondents representing 1.9 percent with mean score of (2.7333) and standard deviation of (.10328) that Less attention is drown to academic work due to doing more task at a time. 47 respondents representing 14.6 percent with mean score of (1.8043) and standard deviation of (.39670) disagree. 15 respondents representing 4.7 percent with mean score of (2.7067) and standard deviation of (1.20444) strongly disagree that Less attention is drown to academic work due to doing more task at a time. Total mean score of (3.7733) and standard deviation of (1.04128).

Table 4.3.5.4 Response on the statement that the brains lack the ability to perform multiple functions at the same

	Frequency	Percent	Valid Percent	Mean(\bar{x})	Std.
Strongly Agree	116	36.0	36.0	4.5293	.54709
Agree	120	37.3	37.3	4.0233	.13012
Neutral	20	6.2	6.2	2.5500	.47184
Disagree	6	1.9	1.9	1.9000	.56214
Strongly disagree	60	18.6	18.6	2.4067	1.08110
Total	322	100.0	100.0	3.7733	1.04128

Source: Field Survey, 2022

Table 4.3.5.4, indicates that 116 respondents out of 322 representing 36.0 percent with mean score of (4.5293) and standard deviation of (.54709) strongly agree that the brains lack the ability to perform multiple functions at the same. 120 respondents representing 37.3 percent with mean score of (4.0233) and standard deviation of (.13012) Agree, 20 were neutral respondents representing 6.2 percent with mean score of (2.5500) and standard deviation of (.47184) that the brains lack the ability to perform multiple functions at the same. 6 respondents representing 1.9 percent with mean score of (1.9000) and standard deviation of (.56214) disagree. 60 respondents representing 18.6 percent with mean score of (2.4067) and standard deviation of (.47031) strongly disagree that the brains lack the ability to perform multiple functions at the same. Total mean score of (3.7733) and standard deviation of (1.08110).

Table 4.3.5.5 Response on the statement the increased mental demand that is associated with jumping from one task to another leads to ‘task switch costs’ there is collaboration

	Frequency	Percent	Valid Percent	Mean(\bar{X})	Std.
Strongly Agree	117	36.3	36.3	4.4803	.69929
Agree	98	30.4	30.4	4.0000	.00000
Neutral	35	10.9	10.9	3.7657	.63150
Disagree	23	7.1	7.1	1.9739	.35319
Strongly disagree	49	15.2	15.2	2.4816	1.07309
Total	322	100.0	100.0	3.7733	1.04128

Source: Field Survey, 2022

Table 4.3.5.5, indicates that 117 respondents out of 322 representing 36.3 percent with mean score of (4.4803) and standard deviation of (.69929) strongly agree that the increased mental demand that is associated with jumping from one task to another leads to ‘task switch costs’ there is collaboration. 98 respondents representing 30.4 percent with mean score of (4.0000) and standard deviation of (.00000) Agree, 35 were neutral respondents representing 10.9 percent with mean score of (3.7657) and standard deviation of (.63150) that the increased mental demand that is associated with jumping from one task to another leads to ‘task switch costs’ there is collaboration. 23 respondents representing 7.1 percent with mean score of (1.9739) and standard deviation of (.35319) disagree. 49 respondents representing 15.2 percent with mean score of (2.4816) and standard deviation of (1.07309) strongly disagree that the increased mental demand that is associated with jumping from one task to another leads to ‘task switch costs’ there is collaboration. Total mean score of (3.7733) and standard deviation of (1.04128).

4.4 Test of hypotheses

4.4.1 Hypothesis One: Cessation of work has significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria.

Table 4.4.1.1 Shows Contingency table of Cessation of work has significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria.

Table 4.4.1.1 Contingency table of Cessation of work and quality of teaching and learning

S/N		SA	A	N	D	SD
1.	The suspension of work by federal university staff has reduced the reliability of teaching and learning	135	101	16	29	41
2.	The stoppages of work in the federal universities led to low staff responsiveness of their delivery	112	101	25	18	66
3.	The cease from work by the staff or the universities reduced assurance of teaching and learning	106	130	26	20	40
4.	The refusal to work by the staff of the universities shows lack of empathy of quality teaching	120	122	7	42	31
5.	The restriction of an output by the universities staff decrease tangibles of service quality	114	122	18	20	48
	Total	587	576	92	129	226

Table 4.4.1.2 shows Pearson Correlation on the Cessation of work has significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria.

		Correlations				
		The suspension of work by federal university staff has reduced the reliability of teaching and learning.	The stoppages of work in the federal universities led to low staff responsiveness of their delivery.	The cease from work by the staff or the universities reduced assurance of teaching and learning.	Refusal to work by the staff of the universities shows lack of empathy of quality teaching.	The restriction of an output by the universities staff decrease tangibles of service quality.
The suspension of work by federal university staff has reduced the reliability of teaching and learning.	Pearson Correlation	1	.714**	.684**	.603**	.621**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	322	322	322	322	322
The stoppages of work in the federal universities led to low staff responsiveness of their delivery.	Pearson Correlation	.714**	1	.611**	.499**	.499**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	322	322	322	322	322
The cease from work by the staff or the universities reduced assurance of teaching and learning.	Pearson Correlation	.684**	.611**	1	.611**	.788**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	322	322	322	322	322
Refusal to work by the staff of the universities shows lack of empathy of quality teaching.	Pearson Correlation	.603**	.499**	.611**	1	.676**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	322	322	322	322	322
The restriction of an output by the universities staff decrease tangibles of service quality.	Pearson Correlation	.621**	.499**	.788**	.676**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	322	322	322	322	322

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4.1.2 Showed the Pearson correlation matrix on Cessation of work and quality of teaching and learning showing the correlation coefficients, significant values and the number of cases. The correlation coefficient shows .499< .788. This value indicates that correlation is significant at 0.05 level (2 tailed) and implies that cessation of work had significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria.

($r=.499 < .788$). The computed correlations coefficient is greater than the table value of $r = .000$ with at alpha level for a two-tailed test ($r=.499 < .788, p>.05$).

Decision Rule

The decision rule is to accept the null hypothesis if the computed r is less than the tabulated r otherwise reject the null hypothesis.

Decision

Since the computed ($r = .499 < .788$) is greater than the table value of $.000$, we reject the null hypothesis. Therefore, we concluded that cessation of work had significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria as reported in the probability value of ($r=.499 < .788, p>.05$).

4.4.2 Hypothesis Two: Temporary closure of work has significant positive relationship with visibility of federal universities in South east, Nigeria

Table 4.4.2.1 Shows Contingency table of temporary closure of work has significant positive relationship with visibility of federal universities in South east, Nigeria

Table 4.4.2.1 Contingency table of temporary closure of work and visibility

S/N		SA	A	N	D	SD
1.	The disruption of learning process through temporary closure of work has reduced the visibility of federal university staff	103	153	7	44	15
2.	The prevention from working by the lockout –reduced close to material to due research	84	153	1	38	46
3.	The Staff has reduced their willingness to creative output as result of temporary closure of work	92	155	6	40	29
4.	The Lack of staff accessibility to libraries hampered research development	108	123	23	6	62
5.	The High social and economic costs due closure of work and lack of salary reduced capabilities to research	135	102	14	43	28
	Total	522	684	51	171	180

Table 4.4.2.2 shows Pearson Correlation on temporary closure of work has significant positive relationship with visibility of federal universities in South east, Nigeria

		Correlations				
		The disruption of learning process through temporary closure of work has reduced the visibility of federal university staff.	The prevention from working by the lockout – reduced clocess to material to due research.	Staff has redu their willingness to creative output as resilt of temporary closure of work.	Lack of staff accessibilit y to libraries hampered research developme nt.	High social and economic costs due closure of work and lack of salary reduced capabilities to research.
The disruption of learning process through temporary closure of work has reduced the visibility of federal university staff.	Pearson Correlation	1	.729**	.730**	.589**	.592**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	322	322	322	322	322
The prevention from working by the lockout –reduced clocess to material to due research.	Pearson Correlation	.729**	1	.747**	.607**	.607**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	322	322	322	322	322
Staff has redu their willingness to creative output as resilt of temporary closure of work.	Pearson Correlation	.730**	.747**	1	.602**	.581**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	322	322	322	322	322
Lack of staff accessibility to libraries hampered research development.	Pearson Correlation	.589**	.607**	.602**	1	.526**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	322	322	322	322	322
High social and economic costs due closure of work and lack of salary reduced capabilities to research.	Pearson Correlation	.592**	.607**	.581**	.526**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	322	322	322	322	322

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.4.2.2. Showed the Pearson correlation matrix on temporary closure of work and visibility showing the correlation coefficients, significant values and the number of cases. The correlation coefficient shows $.526 < .747$. This value indicates that correlation is significant at 0.05 level (2 tailed) and implies that temporary closure of work had significant positive relationship with visibility of federal universities in South east, Nigeria ($r=.526 < .747$). The computed correlations coefficient is greater than the table value of $r = .000$ with at alpha level for a two-tailed test ($r=.526 < .747, p>.05$).

Decision Rule

The decision rule is to accept the null hypothesis if the computed r is less than the tabulated r otherwise reject the null hypothesis.

Decision

Since the computed ($r =.526 < .747$) is greater than the table value of $.000$, we reject the null hypothesis. Therefore, we concluded that temporary closure of work had significant positive relationship with visibility of federal universities in South east, Nigeria as reported in the probability value of ($r= .526 < .747, p>.05$).

4.4.3 Hypothesis Three: Concerted refusal of work has significant positive relationship with webo metric ranking of federal universities in South east, Nigeria

Table 4.4.3.1 Shows Contingency table of concerted refusal of work has significant positive relationship with webo metric ranking of federal universities in South east, Nigeria

Table 4.4.3.1 Contingency table of concerted refusal of work and webo metric ranking

S/N		SA	A	N	D	SD
1.	the reporting of unsafe working conditions	104	119	12	30	57
2.	The joining with co-staff of the federal universities to talk directly to the government for fair salary and infrastructures has reduced their web citation analysis	132	111	14	32	52
3.	The participating in a concerted refusal to work affected their link analysis	115	134	8	29	36
4.	The Strike in response to universities staff grievance affected their link analysis	142	99	7	43	31
5.	the Concerted refusal to work overtime reduced unforemetric approaches of the universities	129	114	15	25	39
	Total	622	577	56	159	215

Table 4.4.3.2 shows Pearson Correlation on concerted refusal of work has significant positive relationship with webo metric ranking of federal universities in South east, Nigeria

		Correlations				
		The reporting of unsafe working conditions.	The joining with co-staff of the federaluniversities to talk directly to the government for fair salary and infrastructures has reduced their web citation analysis.	The participating in a concerted refusal to work affected their link analysis.	Strike in response to universities staff grievance affected their link analysis.	Concerted refusal to work overtime reduced unforemetric approaches of the universities.
The reporting of unsafe working conditions.	Pearson Correlation Sig. (2-tailed) N	1 322	.595** .000 322	.547** .000 322	.766** .000 322	.532** .000 322
The joining with co-staff of the federaluniversities to talk directly to the government for fair salary and infrastructures has reduced their web citation analysis.	Pearson Correlation Sig. (2-tailed) N	.595** .000 322	1 322	.582** .000 322	.549** .000 322	.670** .000 322
The participating in a concerted refusal to work affected their link analysis.	Pearson Correlation Sig. (2-tailed) N	.547** .000 322	.582** .000 322	1 322	.660** .000 322	.394** .000 322
Strike in response to universities staff grievance affected their link analysis.	Pearson Correlation Sig. (2-tailed) N	.766** .000 322	.549** .000 322	.660** .000 322	1 322	.511** .000 322
Concerted refusal to work overtime reduced unforemetric approaches of the universities.	Pearson Correlation Sig. (2-tailed) N	.532** .000 322	.670** .000 322	.394** .000 322	.511** .000 322	1 322

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.4.3.2. Showed the Pearson correlation matrix on concerted refusal of work and webo metric ranking showing the correlation coefficients, significant values and the number of cases. The correlation coefficient shows $.394 < .766$. This value indicates that correlation is significant

at 0.05 level (2 tailed) and implies that concerted refusal of work had significant positive relationship with webo metric ranking of federal universities in South east, Nigeria ($r=.394 < .766$). The computed correlations coefficient is greater than the table value of $r = .000$ with at alpha level for a two-tailed test ($r=.394 < .766, p>.05$).

Decision Rule

The decision rule is to accept the null hypothesis if the computed r is less than the tabulated r otherwise reject the null hypothesis.

Decision

Since the computed ($r = .394 < .766$) is greater than the table value of $.000$, we reject the null hypothesis. Therefore, we concluded that concerted refusal of work had significant positive relationship with webo metric ranking of federal universities in South east, Nigeria as reported in the probability value of ($r= .394 < .766, p>.05$).

4.4.4 Hypothesis Four: Suspension of work has significant positive relationship with graduate employability of federal universities in South east, Nigeria

Table 4.4.4.1 Shows Contingency table of suspension of work has significant positive relationship with graduate employability of federal universities in South east, Nigeria

Table 4.4.4.1 Contingency table of suspension of work and graduate employability

S/N		SA	A	N	D	SD
1.	The prolonged strike of staff lecturers have led to poor academic performance of students	137	102	16	22	45
2.	There is delay in student's graduation and no research to support their evidence due to strike	145	89	10	35	43
3.	the Poor employment relationship as the consequences of industrial action within the workplace	101	129	31	5	56
4.	Disruption of effective teaching in the public universities as a result of suspension of work by the lecturers	123	129	14	40	16
5.	The deliberate attempt by the staff of the universities to restrict their service affected staff	101	129	21	35	36
	Total	607	578	91	137	196

Table 4.4.4.2 shows Pearson Correlation on suspension of work has significant positive relationship with graduate employability of federal universities in South east, Nigeria

		Correlations				
		The prolonged strike of staff lecturers have led to poor academic performance of students.	There is delay in students graduation and no research to support their evidence due to strike.	Poor employment relationship as the consequences of industrial action within the workplace.	Disruption of effective teaching in the public universities as a result of suspension of work by the lecturers.	Delebrate attempt by the staff of the universities to restrict their service affected staff.
The prolonged strike of staff lecturers have led to poor academic performance of students.	Pearson Correlation Sig. (2-tailed) N	1 322	.620** .000 322	.520** .000 322	.415** .000 322	.497** .000 322
There is delay in students graduation and no research to support their evidence due to strike.	Pearson Correlation Sig. (2-tailed) N	.620** .000 322	1 .000 322	.490** .000 322	.435** .000 322	.479** .000 322
Poor employment relationship as the consequences of industrial action within the workplace.	Pearson Correlation Sig. (2-tailed) N	.520** .000 322	.490** .000 322	1 .000 322	.668** .000 322	.976** .000 322
Disruption of effective teaching in the public universities as a result of suspension of work by the lecturers.	Pearson Correlation Sig. (2-tailed) N	.415** .000 322	.435** .000 322	.668** .000 322	1 .000 322	.658** .000 322
Delebrate attempt by the staff of the universities to restrict their service affected staff.	Pearson Correlation Sig. (2-tailed) N	.497** .000 322	.479** .000 322	.976** .000 322	.658** .000 322	1 322

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4.4.2. Showed the Pearson correlation matrix on suspension of work and graduate employability showing the correlation coefficients, significant values and the number of cases. The correlation coefficient shows $.415 < .976$. This value indicates that correlation is significant at 0.05 level (2 tailed) and implies that suspension of work had significant positive relationship with graduate employability of federal universities in South east, Nigeria ($r=.415 < .976$). The computed correlations coefficient is greater than the table value of $r = .000$ with at alpha level for a two-tailed test ($r=.415 < .976, p>.05$).

Decision Rule

The decision rule is to accept the null hypothesis if the computed r is less than the tabulated r otherwise reject the null hypothesis.

Decision

Since the computed ($r = .415 < .976$) is greater than the table value of .000, we reject the null hypothesis. Therefore, we concluded that suspension of work had significant positive relationship with graduate employability of federal universities in South east, Nigeria as reported in the probability value of ($r = .415 < .976, p > .05$).

4.4.5 Hypothesis Five: Multi task has significant positive relationship with mobility of academic researchers staff in federal universities in South east, Nigeria

Table 4.4.5.1 Shows Contingency table of multi task has significant positive relationship with mobility of academic researchers staff in federal universities in South east, Nigeria

Table 4.4.5.1 Contingency table of multi task and mobility of academic researchers staff

S/N		SA	A	N	D	SD
1.	Lecturers and students have change to other institutions lecturers have gone to outside the country looking for part time teaching	95	168	7	21	31
2.	Multitasking hamper productivity of academic researchers through reduction of comprehension	95	168	1	29	29
3.	Less attention is drown to academic work due to doing more task at a time	85	169	6	47	15
4.	The brains lack the ability to perform multiple functions at the same	116	120	20	6	60
5.	The increased mental demand that is associated with jumping from one task to another leads to 'task switch costs' there is collaboration	117	98	35	23	49
	Total	508	723	69	126	184

Table 4.4.5.2 shows Pearson Correlation on multi task has significant positive relationship with mobility of academic researchers staff in federal universities in South east, Nigeria

		Correlations				
		Lecturers and students have change to other institutions lecturers have gone to outside the country looking for part time teaching.	Multasking hamper productivity of academic researchers through reduction of comprehension.	Less attention is drown to academic work due to doing more task at a time..	The brains lack the ability to perform multiple functions at the same.	The increased mental demand that is associated with jumping from one task to another leads to 'task switch costs'. there is collaboration.
Lecturers and students have change to other institutions lecturers have gone to outside the country looking for part time teaching.	Pearson Correlation Sig. (2-tailed) N	1 322	.692** .000 322	.655** .000 322	.635** .000 322	.560** .000 322
Multasking hamper productivity of academic researchers through reduction of comprehension.	Pearson Correlation Sig. (2-tailed) N	.692** .000 322	1 .000 322	.819** .000 322	.580** .000 322	.484** .000 322
Less attention is drown to academic work due to doing more task at a time..	Pearson Correlation Sig. (2-tailed) N	.655** .000 322	.819** .000 322	1 .000 322	.512** .000 322	.532** .000 322
The brains lack the ability to perform multiple functions at the same.	Pearson Correlation Sig. (2-tailed) N	.635** .000 322	.580** .000 322	.512** .000 322	1 322	.440** .000 322
The increased mental demand that is associated with jumping from one task to another leads to 'task switch costs'. there is collaboration.	Pearson Correlation Sig. (2-tailed) N	.560** .000 322	.484** .000 322	.532** .000 322	.440** .000 322	1 322

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4.5.2. Showed the Pearson correlation matrix on multi task and mobility of academic researchers staff showing the correlation coefficients, significant values and the number of cases. The correlation coefficient shows $.440 < .819$. This value indicates that correlation is significant at 0.05 level (2 tailed) and implies that multi task had significant positive relationship with mobility of academic researchers staff in federal universities in South east, Nigeria ($r=.440 < .819$). The computed correlations coefficient is greater than the table value of $r = .000$ with at alpha level for a two-tailed test ($r=.440 < .819$, $p>.05$).

Decision Rule

The decision rule is to accept the null hypothesis if the computed r is less than the tabulated r otherwise reject the null hypothesis.

Decision

Since the computed ($r =.440 < .819$) is greater than the table value of $.000$, we reject the null hypothesis. Therefore, we concluded that multi task had significant positive relationship with

mobility of academic researchers staff in federal universities in South east, Nigeria as reported in the probability value of ($r = .440 < .819$, $p > .05$).

4.5 Oral Interview

1. How far does industrial action disrupt the academic program of your institution?

As a result of incessant strike, many took to hawking, selling of items, while the male counterparts engage in farming, and commercial activities to save their family from ugly situation of begging from friends and buying on credit.

2. Briefly explain the causes of industrial action.

Industrial action is a work stoppage caused by the mass refusal of employee(s) to work.

3. What suggestions do you have to reduce this type of action?

As workers continued to increase and the need for representation rises, the need for a mother union was inevitable hence, the merger into one big or mother union which will oversee all the activities of all workers under one umbrella body known as the Nigeria Labor Congress (N.L.C).

4. In what diverse strategies does the union achieve organisational goal?

The Federal Ministry of Education has authorized the NUC to achieve its Mission statement through the delivery of the following mandates: Approval of courses and programmes; Determination and maintenance of Minimum Academic Standards; Monitoring of Universities; Accreditation of Academic Programmes; and Provision of guidelines and processing of applications for the establishment of private universities.

5. To what extent has this affected the students and economy at large?

Industrial actions affects students performance in examination and make them engage in examination malpractice, industrial action destabilize the school programme and its operations which lead to production of half baked university graduates, industrial actions decrease research and innovation in tertiary. Generally, a lengthy strike has a negative effect on employment,

reduces business confidence and increases the risk of economic stagflation. In addition, such strikes have a major setback on the growth of the economy and investment opportunities.

6. Have there been any benefit from the union?

The vision of the union is to be a dynamic regulatory agency acting as a catalyst for positive change and innovation for the delivery of quality university education in Nigeria. Tertiary institutions have benefited from this union through TETFUND intervention which has been used to build new conducive classrooms, laboratories and other academic equipments which helps in quality education.

4.6 Discussion of Results

4.6.1 Cessation of work had significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria

A permanent employment relationship ends when the employee resigns, or when the person in question is dismissed by his or her employer. This means that the employment relationship is terminated and the employee must leave when the notice period is over. Despite statutory interventions and attempts by government to control the rate of job loss through various policies, the trend has continued (Ifade, 2017). The result of hypotheses one showed the computed ($r = .499 < .788$) is greater than the table value of .000, we reject the null hypothesis. Therefore, we concluded that cessation of work had significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria as reported in the probability value of ($r = .499 < .788, p > .05$). In support of these hypotheses, Economic analysis has so far focused on the near-term impact of business closures on unemployment and on ways to provide safety nets for individuals directly harmed, but in doing so often leaves out consideration of longer-run issues (Hanushek and Woessmann, 2020). Furthermore, Meador, (2020) noted there are so many factors beyond any one person's control that can strip school effectiveness. The truth is that the majority of teachers and administrators do the best they can with what they are given.

4.6.2 Temporary closure of work had significant positive relationship with visibility of federal universities in South east, Nigeria

Businesses of all sizes have experienced a temporary closure because of these challenging times. Disruption in academic program becomes a natural consequence of each industrial action or strike. Hence, normal teaching and learning are stalled and therefore, most students are prone to diverse activities such as sexual immorality, cyber scan, pool betting, watching of movies, and engaging in unnecessary gossip etc., rather than reading their books and soon they forget about academic and lose interest and focus of educational demands which in long run affects their learning capability. Industrial action highly influences the academic performance of students in tertiary institutions. Poor remuneration, negligence by government, conducive academic environment among others were identified as major causes of industrial action (Abaekwume, Agundu, Agoha and Obinna-Akakuru, 2022). Hypothesis two showed the computed ($r = .526 < .747$) is greater than the table value of .000, we reject the null hypothesis. Therefore, we concluded that temporary closure of work had significant positive relationship with visibility of federal universities in South east, Nigeria as reported in the probability value of ($r = .526 < .747$, $p > .05$). Odubela (2012) concludes that effective learning or an enhanced performance is achieved by successful coverage of the course outline timely and before the examination. This is rarely achieved when there is industrial action.

4.6.3 Concerted refusal of work had significant positive relationship with webo metric ranking of federal universities in South east, Nigeria

Paid work is absolutely central to the culture and politics of capitalist societies, yet today's work-centred world is becoming increasingly hostile to the human need for autonomy, spontaneity and community. The grim reality of a society in which some are overworked, whilst others are condemned to intermittent work and unemployment, is progressively more difficult to tolerate. Hypotheses three showed that the computed ($r = .394 < .766$) is greater than the table value of .000, we reject the null hypothesis. Therefore, we concluded that concerted refusal of work had significant positive relationship with webo metric ranking of federal universities in South east, Nigeria as reported in the probability value of ($r = .394 < .766$, $p > .05$). Web metric rankings of World's top Universities, Research Centers and Hospitals from academic and scientific point of

view are very important and informative. Web presence measures the activity and visibility of the institutions and it is a good indicator of impact and prestige of Universities. In view of this hypotheses the result of the study of Damola, (2019) on web metrics the quantitative web research for the ranking of Nigerian universities websites shows that there exists a general low-level of utilization of the Web for sharing and disseminating of information produced by Nigerian universities.

4.6.4 Suspension of work had significant positive relationship with graduate employability of federal universities in South east, Nigeria

University graduates stand at the dawn of their careers, seeking meaningful employment in a labour market that is characterized by volatile change and globalization. This new world of work requires flexibility, versatility, and creativity skills not traditionally required of an employee. Graduates today are required to develop a skills-set that enables pro-active career behavior and, furthermore, aid the employer to utilize such abilities as business solutions. Outstanding academic achievements and development of graduate's skills generally determines graduates employability (Eidle and Mukhongo, 2016). Hypotheses four showed the computed ($r = .415 < .976$) is greater than the table value of .000, we reject the null hypothesis. Therefore, we concluded that suspension of work had significant positive relationship with graduate employability of federal universities in South east, Nigeria as reported in the probability value of ($r = .415 < .976, p > .05$). To support this hypotheses the result of the study of Petruzzello, Chiesa, & Mariani, (2022) on the Storm Doesn't Touch me!—The Role of Perceived Employability of Students and Graduates in the Pandemic Era showed that despite some limitations (e.g., a cross-sectional design), this study significantly advances the exploration of perceived employability as a critical personal resource to deal with the transition to work under pandemic-related crises. This study draws on its results to advise higher education to increase perceived employability, such as through career guidance activities and work-based learning experiences.

4.6.5 multi task had significant positive relationship with mobility of academic researchers staff in federal universities in South east, Nigeria

Researcher mobility” is a mechanism of knowledge diffusion able to generate positive spillovers on organizations, sectors, and territories. Academic researchers in higher education institutions which technology produced in and used actively try to overcome simultaneous one more works because of their intensive works and responsibilities. Mobility is a hallmark of a scientist’s professional life. The phenomenon, especially in recent decades, has acquired important implications and has been the subject of numerous studies by scholars and interventions by policymakers. Abramo, D'Angelo, and Costa, (2022) in the study on the effect of academic mobility on research performance: The case of Italy noted that the effect of mobility on the variation of performance at the turn of the transfer was analyzed considering the interplay of demographic/sociological characteristics of the researchers, as well as contextual factors related to both the organization of origin and destination. Results show that it is the less productive academics who represent the larger share of those who move, and more than half of the mobile academics worsen their performance after the transfer.in line with the theory the result of hypotheses five showed that since the computed ($r = .440 < .819$) is greater than the table value of .000, we reject the null hypothesis. Therefore, we concluded that multi task had significant positive relationship with mobility of academic researchers staff in federal universities in South east, Nigeria as reported in the probability value of ($r = .440 < .819, p > .05$).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The findings of the study include the following:

- i. Cessation of work had significant positive relationship with quality of teaching and learning of federal universities in South east, Nigeria $r(95, n = 322) = .499 < .788, p > 0.05$
- ii. Temporary closure of work had significant positive relationship with visibility of federal universities in South east, Nigeria $r(95, n = 322) = .526 < .747, p > 0.05$
- iii. Concerted refusal of work had significant positive relationship with webo metric ranking of federal universities in South east, Nigeria as $r(95, n = 322) = .394 < .766, p > 0.05$.
- iv. Suspension of work had significant positive relationship with graduate employability of federal universities in South east, Nigeria $r(95, n = 322) = .415 < .976, p > 0.05$.
- v. Multi task had significant positive relationship with mobility of academic researchers staff in federal universities in South east, Nigeria $r(95, n = 322) = .440 < .819, p > 0.05$.

5.2 Conclusion

The study concluded that cessation of work, temporary closure of work, concerted refusal of work, suspension of work and multi task had significant positive relationship with quality of teaching and learning, visibility, webo metric ranking, graduate employability and mobility of academic researchers staff in federal universities in South east, Nigeria. Industrial action in any organization will either disrupt or reduce the productivity which will eventually affect the overall performance of the organization. This shows that with the presence of these variables in higher institutions the performance of academic researchers, lecturers and staff of higher institutions would be increased. Industrial actions aims to obtain better pay and working conditions for workers. It is used to remedy a grievance or to resolve a dispute of ay matter of mutual interest between employer and employee. Strikes are not only violent but take long to resolve. Generally, a lengthy strike has a negative effect on employment, reduces business

confidence and increases the risk of economic stagflation. In addition, such strikes have a major setback on the growth of the economy and investment opportunities.

5.3 Recommendation

The study recommends the following

- i. Government should have full support in terms of performance-based compensation and motivation to work in order to produce job satisfaction and higher employee performance.
- ii. All the stakeholders in education which include parents, guardians, the general public, government, non-governmental agencies, international partners and the private sector should support and subsidize the funding of tertiary education in Nigeria.
- iii. Governments should ensure that the National University educational budget reform which gives unflinching priority to allocation of more funds and that actualizing the realization of suggested intensified creative financing strategies should be the responsibility of all major stakeholders of University education
- iv. Management of tertiary institutions in Nigeria need to develop and nurture engagement by providing adequate training opportunities for academic staff to increase organizational visibility and ranking
- v. Salaries and allowances should be very regular, free education at all levels, especially workers children, buying own houses and cars through mortgage system-partnership with government and other financial institutions, sustainable welfare scheme and insurance policy for workers, reward for efficiency and hard work and timely promotion and conversion of workers.

5.4 Contribution to knowledge

The few studies done were carried outside Federal Universities and did not focus on Cessation of work, Temporary closure of work, Concerted refusal of work, Suspension of work, Multi task, mobility of academic researchers staff, quality of teaching and learning, Visibility, webo metric ranking, graduate employability of the Federal Universities in South East, Nigeria. Most

of the studies reviewed analysed their data through Ex-post facto, correlational, Ordinary Least Square regression analysis, (F-statistics), Z- test statistic tool and Regression Analysis respectively while the present study would make use of Pearson correlation coefficient (r) to test the hypotheses. Therefore, the study aimed at filling this research gap by evaluating industrial action and performance of Federal Universities in South East, Nigeria.

5.5 Suggestion for Further Studies

The researcher suggests that further studies should be on

- i. Effect of industrial action on the performance civil servants in state and federal governments organization in South East, Nigeria
- ii. The influence of industrial action on brain drain of federal tertiary institutions in South East, Nigeria

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APPENDIX A

INDUSTRIAL ACTION AND PERFORMANCE OF FEDERAL UNIVERSITIES IN SOUTH EAST, NIGERIA

Esut Business School
Department of Business Administration
Faculty of Management Sciences
Enugu State University of Science and
Technology, (ESUT) Enugu.
28th August, 2022.

Dear Respondents,

Appeal to Respondents

I am a Ph.D. Student of Human Resources Management, Faculty of Management Sciences, Enugu State University of Science and Technology (ESUT), Enugu. I am carrying out a research on the Industrial action and Performance of Federal Universities in South East, Nigeria

I am therefore, soliciting your kind and honest answers to the attached questionnaire questions. I assure you that your response will be treated confidentially and will be used for the stated purpose only.

Thank you for your co-operation.

EDEOGU, NKECHI WINIFRED
ESUT/PG/EPh.D./2020/0054

APPENDIX B

SURVEY QUESTIONNAIRE

INDUSTRIAL ACTION AND PERFORMANCE OF FEDERAL UNIVERSITIES IN SOUTH EAST, NIGERIA

INTRODUCTION: please tick (✓) appropriately against whichever answer is chosen.

SECTION A: PERSONAL DATA

1. Sex
 - a. Male ☐ b. Female ☐
2. Marital Status
 - a. Single ☐ b. Married ☐ c. Widowed ☐ d. Divorced ☐
3. Highest Educational Qualification:
 - a. HND/B.Sc. ☐ b. M.Sc/MBA ☐ c. PhD ☐
4. Years of Experience
 - a. 2 years and less ☐ b. 3-5 years ☐ c. 6-10 years ☐ d. 11 years and above ☐
5. Age of Respondent
 - a. 20-30 years ☐ b. 31- 40 years ☐ c. 41 – 50 years ☐

Please indicate by ticking (✓) in the appropriate box your level of agreement/disagreement to each of the statements.

Key:

SA	=	Strongly Agree
A	=	Agree
N	=	Neutral
D	=	Disagree
SD	=	Strongly Disagree

INDUSTRIAL ACTION AND PERFORMANCE OF FEDERAL UNIVERSITIES IN SOUTH EAST, NIGERIA

SECTION B: QUESTIONNAIRE

R/Q1	The relationship between cessation of work and quality of teaching and learning of federal universities in S.E.N.	S A	A	N	D	S D
1.	The suspension of work by federal university staff has reduced the reliability of teaching and learning.					
2.	The stoppages of work in the federal universities led to low staff responsiveness of their delivery.					
3.	The cease from work by the staff or the universities reduced assurance of teaching and learning.					
4.	Refusal to work by the staff of the universities shows lack of empathy of quality teaching.					
5.	The restriction of an output by the universities staff decrease tangibles of service quality.					
R/Q2	The relationship between temporary closure of work and visibility of federal.					
6.	The disruption of learning process through temporary closure of work has reduced the visibility of federal university staff.					
7.	The prevention from working by the lockout –reduced closes to material to due research.					
8.	Staff has redu their willingness to creative output as result of temporary closure of work.					
9.	Lack of staff accessibility to libraries hampered research development.					
10.	High social and economic costs due closure of work and lack of salary reduced capabilities to research.					
R/Q3	The relationship between concerted refusal or work and webo metric ranking of federal.					
11.	The reporting of unsafe working conditions.					
12.	The joining with co-staff of the federal universities to talk directly to the government for fair salary and infrastructures has reduced their web citation analysis.					
13.	The participating in a concerted refusal to work affected their link analysis.					
14.	Strike in response to universities staff grievance affected their link analysis.					

15.	Concerted refusal to work overtime reduced unforemetric approaches of the universities.					
R/Q4	The relationship between suspension of work and graduate employability or federal.					
16.	The prolonged strike of staff lecturers have led to poor academic performance of students.					
17.	There is delay in students graduation and no research to support their evidence due to strike.					
18.	Poor employment relationship as the consequences of industrial action within the workplace.					
19.	Disruption of effective teaching in the public universities as a result of suspension of work by the lecturers.					
20.	Delebrate attempt by the staff of the universities to restrict their service affected staff.					
R/Q5	The relationship between multi task and mobility of academic researchers staff in the federal.					
21.	Lecturers and students have change to other institutions lecturers have gone to outside the country looking for part time teaching.					
22.	Multasking hamper productivity of academic researchers through reduction of comprehension.					
23.	Less attention is drown to academic work due to doing more task at a time..					
24.	The brains lack the ability to perform multiple functions at the same.					
25.	The increased mental demand that is associated with jumping from one task to another leads to ‘task switch costs’. there is collaboration.					

APPENDIX C

ORAL INTERVIEW

1. How far does industrial action disrupt the academic program of your institution?
2. Briefly explain the causes of industrial action.
3. What suggestions do you have to reduce this type of action?
4. In what diverse strategies does the union achieve organisational goal?
5. To what extent has this affected the students and economy at large?
6. Have there been any benefit from the union?