

IMPLICATIONS OF 'NO WORK, NO PAY' ON THE PRODUCTIVITY OF ACADEMIC STAFF UNION OF UNIVERSITIES' (ASUU) MEMBERS IN MICHAEL OKPARA UNIVERSITY OF AGRICULTURE, UMUDIKE, NIGERIA

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Abstract

This study examined the conflict between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria (FG), focusing on issues such as inadequate funding, poor salaries, and unfavorable working conditions. These disputes often arise from unmet promises or the government's failure to honor agreements with ASUU. In 2022, the FG took ASUU to court, resulting in the enforcement of the "no work, no pay" policy. The primary concerns fueling ASUU's strikes include insufficient funding of public universities, low lecturer salaries, non-compliance with signed agreements, and the imposition of the Integrated Personnel and Payroll Information System (IPPIS). The no work, no pay policy, has particularly impacted the productivity of ASUU members at the Michael Okpara University of Agriculture, Umudike (MOUAAU). This study, guided by Mary Parker Follett's conflict management theory, investigated the effects of the no work, no pay policy on ASUU members' productivity at MOUAAU. A cross-sectional research design was used, with a sample of 320 academic staff members surveyed through closed-ended questionnaires. Data were analyzed using descriptive statistics, including tables, frequencies, and percentages. The findings reveal that the policy negatively affected productivity, causing demotivation and job dissatisfaction among academic staff. The study recommends that the government abandons the no work, no pay policy, pay outstanding salaries to ASUU members, and adhere to signed agreements, while emphasizing the importance of collective bargaining for national progress.

Keywords: ASUU; No Work, No Work pay; Productivity; Strike; Trade Unionism;

Introduction

The place of education cannot be overemphasized because it is one of the most essential needs in our life. Education is one of the integral keys that helps to unlock and drive any country towards socio-economic development. Hence countries all over the world pay attention to providing quality education to her citizens. According to Adamu and Nwogu in Monogbe and Monogbe (2019) education plays a leading role in the transformation of countries from developing to developed countries. University education plays a fundamental role in fostering personal, social, and economic development. It equips individuals with critical thinking, problem-solving skills, and specialized knowledge, which are essential for addressing complex global challenges. By developing intellectual abilities, enhancing employability, and promoting lifelong learning, university education is pivotal to both individual and societal advancement (Psacharopoulos, & Patrinos, 2018).

All over the world, especially in developed countries, governments prioritize adequate funding of education. They consider it a major responsibility which they do not shy away from. A large chunk of their annual budgets is channeled towards adequate funding of education. According to (Olukoya, 2015), most countries of the world adhere to the UNESCO recommendation of 26% of a country's national budget being devoted to education. Ekemezie (2024), noted that between 2020 and 2024, Nigeria's budgetary allocation to education varied annually but consistently fell below the UNESCO recommendation of 15-26% of total national expenditure. Between 2020 and 2024, it was 6.5%, 5.68%, 5.4%, 7.2%, and 7.85%, respectively of the national budget. Despite increases, Nigeria's education allocations remain significantly below UNESCO's recommendation, a point of concern, given the challenges like limited educational infrastructure and inadequate funding.

Consequently, it is due to the poor funding and other problems plaguing the tertiary education system that the Academic Staff Union of Universities (ASUU) has been at loggerheads with successive governments in Nigeria (Tolu-Kolawole, 2022). ASUU has consistently advocated for the funding and revitalization of public universities in Nigeria. In agreements entered into with the union in 2009 and 2013, the Federal Government pledged to inject a total of N1.3 trillion into public universities in six tranches, starting from 2013. However, only N200 billion has been released since 2013, which has been a major cause of industrial disharmony in the Nigerian university system for decades (Ekemezie, 2024).

There has also been disagreement surrounding the payment of Earned Academic Allowances (EAA). The Federal Government agreed in 2019 to pay lecturers the EAA but failed to implement this commitment. Although the government eventually agreed to offset the first tranche of the backlog of allowances in November 2019 and the second installment by August 2020, no payments were made. In 2020, the Federal Government agreed to pay N40 billion and claimed to have released N22.127 billion in earned allowances for both academic and non-academic workers across 38 universities (Ikpefan, 2022).

The Federal Government also agreed to renegotiate the 2009 agreement, which aimed to review university conditions of service, funding, autonomy, and academic freedom. This agreement included the introduction of a separate salary structure for university lecturers, known as the 'Consolidated University Academic Salary Structure.' Thirteen years later, a seven-member committee led by Nimi Briggs was inaugurated to renegotiate the agreement. Another contentious issue was the introduction of the Integrated Payroll and Personnel Information System (IPPIS), which ASUU opposed, and instead advocated for the adoption of its University Transparency and Accountability Solution (UTAS) (Amoka, 2022).

ASUU has also demanded that the government conduct visitation panels to public universities every five years, as required by law, but the last visit occurred in January 2011. In response, the Nigerian government inaugurated 10 panels for 36 universities, six for 25 polytechnics, and five for 21 colleges of education. Additionally, the union called for a review of the Nigerian Universities Commission Act of 2004 to address the proliferation of universities (Tolu-Kolawole, 2022).

These issues were documented in a December 22, 2020, Memorandum of Action. ASUU accused the Federal Government of deducting check-off dues on behalf of the union but consistently failed to remit them between February and June 2020. The government's failure to address these issues prompted ASUU to embark on a series of industrial actions in the past. From its inception in 1978, ASUU has prosecuted 16 strike actions, during which all academic activities, including lectures, conferences, and seminars, were suspended, forcing students to stay at home for months (Amoka, 2022). All the strikes after 2009 have been based on the unimplemented 2009 ASUU-FG agreement.

The persistent conflict between the Federal Government and ASUU has been exacerbated by the government's insincerity, inability to honor agreements, and lack of trust in committees. For instance, the 2001 Onosode Committee initiated discussions that led to the first significant agreement between ASUU and the Federal Government, but implementation delays marred the agreement. Similarly, the 2009 ASUU-FG agreement, spearheaded by Gamaliel Onosode,

successfully addressed issues such as salary reviews, university autonomy, and revitalization funding, but it was not fully implemented, leading to subsequent strikes. The Wale Babalakin Committee attempted to renegotiate the 2009 agreement but failed to resolve the funding issues as ASUU rejected proposals involving private sector interventions (Tolu-Kolawole, 2022).

According to Amoka, (2022), in December 2020, the federal government inaugurated the Prof. Munzali Jubril's renegotiation committee. The Committee submitted its report in May 2021. The report was left gathering dust at the ministry of education after submission. Before then, there was the Babalakin Renegotiation committee that proposed the introduction of tuition fee of between N350, 000 to N500, 000. The government only remembered the Jubril's committee report after ASUU declared a strike in February 2022, which was about 9 months later. The government technically rejected what was negotiated on its behalf and the work done by those highly respected Nigerians literally ended in the dustbin.

The Federal Government thereafter, inaugurated the Prof. Nimi Briggs' renegotiation committee in March 2022 to rework the renegotiated report with ASUU, with a 3-month deadline. ASUU initially resisted meeting the Briggs' committee with a stand that the renegotiation was already concluded with the Jubril's committee (Amoka, 2022). However, despite the submission of a draft agreement in June 2022, the government has been criticized for its lack of follow-through, with no action taken to implement the agreements or fulfil financial commitments (Badru, 2024). Rather than adopting and implementing the Nimi Briggs report, the federal government took ASUU to the National Industrial Court sitting in Abuja, requesting an order for ASUU to return to classroom while the dispute was being addressed and the industrial court granted the Federal government's demand and instructed ASUU to suspend the strike and return to the class.

Consequently, the government invoked the no work, no pay industrial policy on ASUU in order to prevent the union from further embarking on strike. This invocation left a negative feeling like apathy for teaching. Some ASUU members died due to lack money to pay their medical bills, lack of money for fueling and transportation to work, low spirit within the university community.

There is no doubt the strike actions by the ASUU strike affect the standards of university education because the lecturers would not be in the right frame of mind to give their best and research work would be at its lowest ebb, and by extension, these will affect the academic performance of students in public universities, as well as the global ranking of the university (Qosim, 2022).

It is against the foregoing that this study examines the implications of no work no pay on the productivity of academic staff union of universities (ASUU) members in Michael Okpara University of Agriculture, Umudike, Nigeria

Research Questions

The following research questions guided the study:

- i. How did the "No Work, No Pay" policy affect the productivity of ASUU members at the Michael Okpara University of Agriculture, Umudike?
- ii. To what extent did the "No Work, No Pay" policy affect the motivation and job satisfaction of ASUU members at the Michael Okpara University of Agriculture, Umudike?
- iii. What are the potential relationships between the "No Work, No Pay" policy and the quality of academic outputs and institutional performance at the Michael Okpara University of Agriculture, Umudike?

Objectives of the study

- i. To evaluate the impact of the "No Work, No Pay" policy on the overall productivity of ASUU members at the Michael Okpara University of Agriculture, Umudike.
- ii. To analyze how the "No Work, No Pay" policy affects the motivation and job satisfaction of ASUU members at the Michael Okpara University of Agriculture, Umudike.
- iii. To assess the potential relationships between the "No Work, No Pay" policy and the quality of academic outputs and institutional performance at the Michael Okpara University of Agriculture, Umudike.

Literature Review

History of Academic Staff Union of Universities (ASUU)

The Academic Staff Union of Universities (ASUU) is a labour union that emerged from government workers' interactions to improve Nigeria's educational system. The body came into existence in 1978 to succeed the Nigerian Association of University Teachers (NAUT) Amoka, 2022. Membership of NAUT as at 1965 was drawn from the University of Ibadan, University of Nigeria (Nsukka), Ahmadu Bello University (Zaria) and Obafemi Awolowo University (Ile-Ife) and University of Lagos (Amoka, 2022). The University of Benin, Edo State later joined (Osagiobare, Osemwengie, Ajayi, Omoare, 2019). According to Falola (2021), the formation of ASUU is traceable to the examination of the country's academic condition, which was then heading towards a crisis. As a labour union of intellectuals, ASUU seeks not only the socio-

political and economic/welfare interest of its members within the framework of promoting the cause of university education in Nigeria, but the entire good of Nigerians and Nigeria.

The objectives of ASUU as contained in Rule 2 of the union's constitution are to:

- i. Organize all academic staff engaged by universities and who are qualified for membership;
- ii. Regulate the relation between academic staff and employers and between members;
- iii. Establish and maintain a high standard of academic performance and professional practice;
- iv. Establish and maintain a just and proper conditions of service for its members;
- v. Advance the education and training of its members;
- vi. Provide benefits and other assistance to its members;
- vii. Encourage the participation of its members in the affairs of the University system of a nation;
- viii. Protect and advance the socio-economic and cultural interest of the nation; and,
- ix. Pursue such other objectives that are lawful and are not inconsistent with the spirit and practice of trade unionism (ASUU constitution, 1978, as amended in 2006).

Ogbette et al., (2017) averred that beside the professional goals of ASUU as a labour union, there are some elements of economic and political goals like improved funding for Universities; better salaries and welfare for lecturers; reversal of commercialization of education; political advocacy for education policy pursued by ASUU. They stated that the economic goals emanates from the political consideration because those who control the political sphere also determined who get what, how, when, and under what conditions.

Ideology of the Academic Staff Union of Universities

The ASUU, from inception, has an ideology identifiable to her. According to Adeyemo (2021), resistance in any discursive practice is an ideology adopted by a class of people who feel alienated and exploited by the powerful in the society. It is a form of antagonism the socially oppressed adopts to free itself from the shackle of class infected society. Ideologically, social resistance is a form of social dominance especially if it comes from organized labour movement. This explicitly confirms the revolutionary movements of the organized labor to fight the federal government until the union achieves its set objectives. The persistent social struggles for equity and fairness by ASUU is reinforced by an anonymous quote that says 'when injustice becomes law, resistance becomes duty'. This implies that ASUU's resistance ideology is based on many years of injustice of the non-implementation of the past agreements signed by the government (Amoka, 2022).

Strike as a Strategy

The history of university lecturers' industrial action in Nigeria spans over five decades, beginning with the first strike in 1973 under the Nigerian Association of University Teachers (NAUT), which sought wage increases but was halted by military government threats (Bello & Isa, 2016). Since then, the Academic Staff Union of Universities (ASUU) has led multiple strikes over issues like working conditions, funding, and autonomy, often facing government hostility, including proscription and salary suspensions (Amoka, 2022). Notable strikes include those in 1992 and 1994 over the non-implementation of agreements, as well as in 1999 under the Obasanjo administration, which rejected earlier agreements, forcing prolonged negotiations.

Subsequent years saw strikes in 2003, 2007, and 2010 due to failures to review agreements, inadequate funding, and unresolved salary disparities (Tolu-Kolawole, 2022). In 2013, ASUU protested unmet demands like retirement age adjustments and budget allocations, resulting in a five-month disruption (Bello & Isa, 2016; Lawal et al., 2021). Strikes resumed in 2016 and 2017 over unresolved prior agreements, with the latter lasting a month (Ewuzie & Chukwuma, 2020).

Further disruptions occurred in 2018, 2020, and 2022, often triggered by government non-compliance with agreements. The 2020 strike, prolonged by the COVID-19 pandemic, lasted nine months, while the 2022 action, sparked by funding issues and payroll system disputes, persisted for eight months before court intervention ended it (Tolu-Kolawole, 2022; Simon, 2022). The persistence of these strikes highlights systemic challenges in Nigeria's public university system.

Achievements of the ASUU

There is no doubt that without the persistent ASUU struggles, Nigerian public universities would have completely lost the existing semblance of a university that they have got. The struggle has forced successive governments to release little funds they were ordinarily not willing to release for public universities. Key to the achievement of the struggle was the establishment of the Tertiary Education Trust Fund (Amoka, 2022). It is the union's effort that led to the setting up of a committee that looked into state of the public universities, chaired by Prof Mahmoud Yakubu, and also the establishment of the Tertiary Education Trust Fund (TETFund) in 2011. TETFUND was formed as a product of the Education Tax Act of 1993.

The Tertiary Education Trust Fund (TETFund) formerly Education Trust Fund (ETF) is a product of a challenge posed by ASUU to the Government in the early 1990s. The government then challenged ASUU to propose 'other' viable sources of generating funds that could be used to save tertiary education in Nigeria through interventions and extra budgetary supports. ASUU

worked out detailed policy formulation and managerial structure of ETF now (TETfund) which formed part of the FGN/ASUU Agreement of 1992 (ASUU, 2013). TETfund had been making visible impacts in supporting tertiary education in terms of sponsoring academic staff in Nigerian universities for higher degrees, and sponsoring conferences, workshops and valuable research endeavours (Uzoh, 2017).

Improvement in Welfare Packages and Salaries:

Lawal & Ogunode (2021); Ogunode, Akinjobi & Musa (2022); Adanwa & Ogunode (2022) stated that the unions have also tried in terms of salary increments and other welfare benefits for both academic and non-academic staff. Uzoh (2017), observed that the recent trends in wages and salaries administration in Nigeria have been necessitated by the roles of the various trade unions in the country with ASUU playing a fundamental role, especially concerning academic staff in Nigerian universities (Agburu, 2012). Perhaps, one of the most interesting features of the current trends in the wage and salary administration concerning the university system can be seen to reside in the realization by the Nigerian government that university academics represent the crucial mass of scholars in the society with the potential for transforming it.

In light of this, the government felt that academics deserve unique conditions of service which will motivate them like intellectuals in other parts of the world to attain greater efficiency and effectiveness in service delivery, concerning teaching, research and community service and thereby stem the tide of “brain drain”. The new university salary structure indicates that the basic pay has increased considerably and all the accolades go to ASUU (Agburu, 2012).

Increment in Funding of Universities

The release of funds for the development of public universities in Nigeria can be linked to the activities of the various labour union groups in public universities in Nigeria especially the Academic Staff Union of Universities (ASUU). This submission was confirmed by the Academic Staff Union of Universities (ASUU) which claimed that no government has released money to improve the standard of public universities without the union's input. ASUU explained that if the union fails to fight for a better University system, the country's future will be in jeopardy. The impact of the Needs Assessment Intervention Fund for Nigerian Public Universities is being felt in various ways including providing learning facilities and a conducive learning environment for students and staff training and development (Uzoh, 2017). The 2009 agreement led to the release of N200bn in 2013, N40bn N30bn and N22.127bn for the infrastructural development and the payment of earned allowances amounting to N92bn (Daily trust, 2022).

Theoretical Framework

The theoretical framework for this research is the Conflict Management Theory propounded by Mary Parker Follett (1933). She holds the view that conflict is inevitable in all organizations or societies where two or more people are brought together to achieve a pre-determined end. She explains that conflict is simply an exhibition of differences in ideas or opinions on given situations. Conflict could also be a display of different methodology for interpreting phenomena. Conflict to her arises as a result of different approaches to issues or different approaches to existing conflict resolutions. She opines that conflict could be good or bad or neither good or nor bad, depending on the situation. Conflict also provides good or bad results or outcomes depending on the manner it is interpreted, understood and resolved by the affected parties.

In an article entitled "Constructive Conflict" she noted that are three different ways or methods of conflict resolution; domination, compromise, and integration. The relevance of this theory (conflict management) is the fact that government and trade union consist of people who come together with the aim of achieving a given objective; as such, conflict is inevitable in such a situation. Since, both players would want to achieve their individual or group objective in such given situation, conflict of interest may arise, which if not properly handled, might result in industrial conflict. Using the integration approach by the management will bring about the expected industrial harmony in these organizations.

This is because, the divergent interests or demands of these actors are critically analyzed and put forward for discussion, usually in a roundtable conference to come out with lasting solution to the cause(s) of conflicts. Conflict resolved in this fashion (integration approach) is constructive because each side is fully satisfied when it is a win-win situation. This integration method is in line with collective bargaining principle, which is the process of negotiations between employers and the representatives of a unit of employees aimed at reaching agreements that regulate working conditions. This will create room for employee commitment, employee loyalty and employee innovativeness in these organizations.

The theory is applicable to Nigeria where workers under the Academic Staff Union Universities (ASUU) are in constant conflict with the government as a result of poor welfare package and the underfunding of tertiary institution in Nigeria which lead to poor working conditions and distributional inequalities. These imbalances in most cases, result to strike actions by ASUU in order to press home its demands thereby disrupting academic calendar in tertiary institutions of learning. Therefore, if the government is sensitive and sincere and wants to end

this reoccurring conflict between her and trade unions, especially ASUU, government can adopt the integration approach rather than the no work, no pay policy being invoked.

Methodology

The study was conducted in Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria. The study area is one of the public universities in Nigeria being affected by the Federal Government's policy of no work no pay. However, the study was designed to investigate the implications of no work, no pay on the productivity of ASUU members at the Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria. The study was interested in getting information from the academic members in the study area. Thus, the study adopted a cross-sectional survey research design.

The target population for this study consisted of all academic staff of the Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria with a projected population of 1916, consisting of Eleven (11) Colleges which include (Academic Staff Matter Unit, MOUUAU, 2024), College of Natural Sciences (CONAS); College of Engineering and Engineering Technology (CEET); College of Agricultural Economics and Rural Sociology Extension (CAERSE); College of Management and Sciences (COLMAS); College of Education (COED); College of Crop and Soil Sciences (CCSS); School of General Studies (SGS); College of Veterinary Medicine (CVM); College of Natural and Environmental Science (CNREM); College of Physical and Applied Science (COLPAS); and the College of Applied Food Science and Technology (CAFST).

The study employed cluster method as well as simple random sampling and accidental random sampling technic to select the study respondents. Eight (8) colleges: CONAS, CEET, COLMAS, COED, CVM, COLPAS, CAFST, and SGS were selected to form a cluster, while the simple random sampling technique was used to select three (3) departments, from where the respondents were drawn. The accidental random sampling was used in the administration of questionnaires.

A sample size of 320 respondents was drawn from the population of 1614. The sample size of 320 used in this study was determined using the Taro Yamane (1967) method which is given as:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size

N= Population size

e= Margin of error level of significance

I= Constant

n= Sample size

$$\text{Therefore } n = \frac{1614}{1+161 (0.05)^2}$$

$$n = \frac{1614}{1 + 1614(0.0025)}$$

$$n = \frac{1614}{1 + 4.035}$$

$$n = \frac{1614}{5.035}$$

$$n = 320$$

The 320 respondents were drawn using the accidental random sampling method to pick the sample size. Questionnaire served as the survey instrument for data collection. However, a total of 320 questionnaire copies were distributed, with 302 completed and returned, yielding a response rate of 94.4%. However, 18 questionnaires (5.9%) were not returned, mainly due to the participants' busy schedules. Consequently, the analysis for this study is based on the 302 retrieved copies. The data research design for this study is cross sectional while quantitative data were collected through a survey using a five-scale likert questionnaire distributed to some academic staff of the university.

The questionnaire contained closed-end questions with options. The questionnaire was structured into two sections: the first section dealt with the socio-demographic data of the respondents while the second section related to information on the implications of no work, no pay on the productivity of ASUU members in Michael Okpara University of Agriculture, Umudike. The questionnaire copies were presented in printed form and administered by the researcher. The choice of questionnaire was because it gave coverage and ensured confidentiality, as such, it obtained, reliable and valid information on the subject of the research (Akpan, 2002). The data collected were analyzed using descriptive statistical tools such as tables, frequencies and simple percentages, on a 5-point Likert scale with strongly agree (1) agree (2) neutral (3) disagree (4) strongly disagree (5) options.

Data Presentation and Discussion

The socio-demographic characteristics of the respondents that participated in the study such as sex, marital status, age, education, and the implications of no work, no pay on the productivity of ASUU members in Michael Okpara University of Agriculture, Umudike are presented and analyzed in this section of the study. It is noteworthy that out of the 320

distributed, the 302 questionnaire copies duly completed and returned, formed the data from which the analysis was drawn.

Table 1: Socio –Demographic Characteristics of Respondents

Variable		Frequency(f)	Percent (%)
Sex	Male	192	63.6
	Female	110	36.4
	Total	302	100.0
Age	18- 25	43	14.2
	26-35	62	20.5
	36-45	96	31.8
	46 & above	101	33.4
	Total	302	100.0
Education	Tertiary	302	100.0
	Total	302	100.0
Marital Status	Married	290	96.0
	Single	12	4.0
	Total	302	100.0
Religion	Christianity	295	97.7
	Islam	5	1.7
	Others	2	0.7
	Total	302	100.0

Source: Field survey 2024

The socio-demographic characteristics outlined in Table 1 provide critical insights into the respondents' profiles and their understanding of the subject matter. The predominance of male respondents (63.6.0%) may reflect broader societal gender dynamics within Nigeria, where men are economically active and more in the academics as a profession. In terms of age, respondents aged 26-35 years (20'5%) and 36-45 years (31.8%) make up a significant portion of the sample, indicating a relatively young demographic that is often more receptive to change and reform initiatives. Additionally, 14.2% of respondents are aged 18-25, while 33.4% are aged 46 and above. Engaging this diverse age group in government policy could harness their energy and commitment to improving the education sector.

Educational attainment is very evident, with 100.0% of respondents holding tertiary qualifications because the issue under study has to do with academic members of a tertiary institution. This suggests that the sample is generally well-educated. A well-informed populace is critical to confront the government and to guide government on the right path to take in decision and policy making, as education fosters awareness of rights and civic responsibilities. This demographics' understanding of governance issues can drive advocacy for a better society, demanding accountability, fairness, patriotism, equity, and transparency from the government.

Regarding marital status, majority of the respondents are married (96.0%), while (4.0%) are single. This indicates that families have heightened stakes in the no work no pay policy of government on academics, as they rely on money to run the family. Married respondents, in particular, may be more motivated to push for reforms that enhance better take home package for their families. The religious affiliation of respondents shows that 97.7% were Christians, with only 1.7% identifying as Muslim and 0.7% belonging to other faiths.

Table 2: Impact of no work no pay policy on the productivity level of ASUU members in MOUAAU

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demotivation and low morale	12 (4.0%)	10 (3.3%)	22 (7.3%)	112 (37.1%)	146 (48.3%)
Financial stress/hardship	3 (1.0%)	5 (1.7%)	32 (10.6%)	121 (40.1%)	141 (46.6%)
Decline in the quality of teaching and learning.	32 (10.6%)	37 (12.3%)	27 (8.9%)	123 (40.7%)	83 (27.5%)
Disruption of Academic calendar	3 (1.0%)	4 (1.25%)	2 (0.6%)	91 (28.4%)	202 (66.9%)

Source: Field work, 2024

The data in Table 2 indicated that a majority of the respondents, 146 (48.3%), agreed that no work no pay policy demotivates and comes with it a low morale towards productivity on ASUU members in MOUAAU; in contrast, 12 (4.0%) strongly disagreed. Similarly, 141 (46.6%) of the respondents strongly agreed that the policy creates financial stress and hardship on ASUU members, whereas 3 (1.0%) strongly disagreed. The high percentage of strong agreement underscores the significant danger the policy portends on the productivity level of ASUU members, highlighting the need for government to jettison the policy and pay ASUU members their outstanding salaries.

Additionally, field data revealed that 123 (40.7%) agreed that the policy leads to a decline in the quality of teaching and learning, compared to 37 (12.3%) who disagreed. This notable agreement suggests that students will suffer at the end of the day. Lastly, 202 (66.9%) strongly agreed that the policy led to disruption of academic calendar, while 3 (1.0%) strongly disagreed. The findings in Table 2 agree with several literature and are in tandem with Ecoma (2022), who stated that university lecturers constitute the highest level of intellectual community in any nation, enmeshed with academic freedom which provides for a healthy democratic and intellectual culture free from inhibitions. Anything that affects the University community affects the nation. He went further to state that what the Federal government and the university need is

cooperation and partnership not misunderstanding. What the society expects from the Federal government is efficiency and productivity in performance of duty.

The above finding shows that the no work, no pay policy negatively affect the overall productivity of academic members in Michael Okpara University of Agriculture, Umudike. This is so because a hungry man is an angry man. Nobody works effectively in an empty stomach.

Table 3: No work, no pay policy affects motivation and job satisfaction of ASUU members in MOUAAU

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Financial pressure	4 (1.3%)	8 (2.6%)	30 (9.9%)	121 (40.1%)	139 (46.0%)
Erosion of trust between ASUU members and the government	31 (10.3%)	43 (14.2%)	25 (8.3%)	122 (40.4%)	81 (26.8%)
Can lead to brain drain	48 (15.9%)	58 (19.2%)	49 (16.2%)	104 (34.4%)	43 (14.2%)
Perceived lack of support by the government leading to resentment	17 (5.6%)	29 (9.6%)	38 (12.6%)	122 (40.4%)	96 (31.8%)

Source: Field survey, 2024

The data in Table 3 indicated that a majority of the respondents, 139 (46.0%), strongly agreed that the no work, no pay policy has in built attendant financial pressure that will create stress and lower workers’ morale. In contrast, 4 (1.3%) strongly disagreed. Again, 121 (40.4%) agreed that the application of the policy will erode the trust between ASUU members and the Federal Government and heighten the crisis. Conversely, 43 (14.2%) disagreed. More so, 104 (34.4) agreed that the no work, no pay policy can lead to brain drain where best brains may begin to leave the country in droves, while 58 (19.2%) disagreed. Finally, 122 (40.4) agreed that the policy will make ASUU members feel that the Government undervalues their contribution towards education. On the flip side, 29 (9.6%) disagreed.

The findings in Table 3 agree with Ikediugwu (2005), who pointed out that teachers are the main determinants of quality in education and if they are uncommitted and unmotivated, the whole nation is doomed. Therefore, if the teacher’s salaries are not paid, most of the assigned responsibilities and individual endeavors may be suspended or ignored. Again, the above assertion is in tandem with Federal Republic of Nigeria’s (National Policy on Education) (FRN, 2014), which succinctly states that no education system can rise above the quality of its teachers, thus implying the role teachers play in facilitating teaching and learning especially when they are motivated. Hence, no work no pay policy is a demotivating policy.

Table 4: Potential relationship between the no work, no pay policy and the quality of academic output and institutional performance

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Transactional work culture	19 (6.3%)	44 (14.6%)	30 (9.9%)	144 (47.7%)	65 (21.5%)
Affects the reputation and global rankings of the university	17 (5.6%)	15 (5.0%)	25 (8.3%)	110 (36.4%)	135 (44.7%)
Affects research engagements	23 (7.6%)	31 (10.2%)	49 (16.2%)	133 (44.0%)	66 (21.9%)

Source: Field survey, 2024

The data in Table 4 indicated that respondents, 144 (47.7%), agreed that the no work, no pay policy may cause ASUU members to adopt a transaction work culture just to secure their pay. 44 (14.6%) disagreed. Similarly, 135 (44.7%) strongly agreed that the policy will affect the reputation of and global rankings of the MOUAU. In contrast, 17 (5.6%) strongly disagreed. Lastly, 133 (44.0%) agreed that the no work, no pay policy will affect research engagements of ASUU members. 31 (10.2%) disagreed.

The findings in table 4 clearly reveal that there is a potential relation the between no work, no pay policy and the quality of academic output and institutional performance. This corroborates the view of Obineli (2013), who averred that institutions in Nigeria and all over the world are placing more pressure on research activity. The challenge therein is, how does the average academic engage in this research when his salary is owed him for more than eight months?

Discussion of Findings

From evaluating the impact of no work no pay policy on the overall productivity level of ASUU members, it was discovered that the implementation of the policy has led to the demotivation of academic staff because their grievances are being ignored and has led to reduced commitment to teaching and research. The loss of income creates financial hardship which has distracted many ASUU members from focusing on their teaching, researching, and administrative responsibilities. Most lecturers in MOUA have resorted to a minimalist approach by doing the barest minimum required to secure their pay and this has the potential of negatively affecting the quality of education and research. More so, the implementation of the policy has led to significant academic delays, requiring rushed adjustments of academic calendar at the Michael Okpara University of Agriculture, Umudike where two sessions were merged and this has affected the quality of education.

Furthermore, in the area of the policy affecting the motivation and job satisfaction of ASUU members in MOUAU, it was noticed that the policy led to financial difficulty for ASUU members, creating stress and lowering their morale to render adequate services. Similarly, the policy has created lack of trust between ASUU and the government, making it hard for both parties to resolve and collaborate without suspicion. Again, it is evident that the no work, no pay policy led to brain drain of certain academic staff of the university abroad or in private sector because prolonged dissatisfaction.

Lastly, the implementation of no work, no pay policy adversely affected the quality of academic output and institutional performance of the Michael Okpara University of Agriculture, Umudike in the sense that the staff saw the whole exercise as transactional where they just show up and do the barest minimum just to have their salary without being passionate about the job. This, therefore, erode the intrinsic motivation for academic excellence. On the part of the institution, poor quality academic output due to stress or dissatisfaction negatively affected the institution in both global and local rankings as well as the university's reputation.

Finally, the findings from the study are in tandem with Nakpodia and James (2011), who are of the view that teachers will work and show high level of commitment when they are adequately motivated. Hence, motivation through payment of salary may play important role in the performance of lecturers' commitment to the teaching profession. Thus effective and efficient performance and assigned responsibilities of lecturers may be dependent on prompt payment of salaries and other emoluments. Hence, when salaries are paid as and when due, they will go a long way in solving their basic needs and daily problems (food, shelter, clothing, payment of school fees, payment of hospital bills, good health maintenance, transportation, providing basic amenities, research work for academic development and promotion, future investment and savings) which in turn, will boost their spirit man and strike a balance in their emotional drive. This has the added advantage of achieving high productivity both in formation of students' character and learning. What this implies is that no work, no pay policy hinders academic quality thereby negatively affecting institutional performance because of the lack of research by the academic staff.

Conclusion

The study focused on the implications of the no work, no pay policy on the productivity level of members of the ASUU at the Michael Okpara University of Agriculture, Umudike. The effects of non-payment of salary during a period of economic downturn is highly devastating and not worth experiencing. Thus, to ensure effective productivity on the part of academic members,

the government should completely withdraw the no work no pay policy and release the outstanding salaries of lecturers for adequate and speedy delivery of job responsibilities. To an average Nigerian worker, salary payment as and when due, remains a basic motivation before other incentives. By implication therefore, salary nonpayment is indeed a great drawback to the effective performance of ASUU members. The study, therefore, concludes that the government should as matter of national interest, pay all outstanding salaries owed lecturers for enhanced productivity.

Recommendations

In order to strengthen bilateral cordial relationship between government and the ASUU in Nigeria, it is recommended that:

- i. On the part of government, the issue of funding is very vital if the academics are going to make any meaningful contribution to the economy. This is a globally established fact and is not peculiar to Nigeria. Governments at the Federal and State levels must be responsible in this regard, by re-setting their priorities in allocating considerable funds to the educational sector in successive budgetary appropriations.
- ii. The welfare of the union members should be a priority to the government knowing that education is really one of the strongest bedrocks of development of any country. So government must not toy with this sector.
- iii. Most importantly, government should reconsider its stand by withdrawing the retrogressive no work, no pay case from court and do away with the no work no pay policy against the University staff. It should also pay all the withheld salaries of lecturers for the betterment of education in Nigeria on one hand, and the image of the country on the other hand.
- iv. The Academic staff union of Universities should explore viable dialogue and protest alternatives to strikes, which have largely proved abortive and antithetical to the education sector while the government should pay the lecturers for work done.

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