



Of Both Sides, Rethinking Nigeria Tertiary Education: The “Real Deal” Radio Drama Experience

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Abstract: In contemporary times such as ours, education has become characteristically consummate to the service of humanity and in the provision of cutting-edge technologies that have helped in building formidable and egalitarian culture. Education has become of symbol of civilisation and socialisation whether in mores or otherwise. It enables man to harness nature and utilise the resources for well-being and improvement of his existence. In no less argument, it has become the very key needed for the betterment of up-to-the-minute living society. Beyond the credibility of the foreground, it is yet a painful reality to earnestly bring to the fore that Nigerian university education has remained in the lowest shambles, notwithstanding the legitimate struggles of Academic Staff Union of Universities (ASUU). The failing state of university education in the country has seen many Nigerians patronize foreign and private universities. The fact remains that universities in Nigeria have long been institutions left for the low and helpless to scramble upon, in the name of education. Whereas, ASUU has made frenetic progress at improving education, the hefty criticisms punched at the union by many Nigerians aptly out of ignorance and in most cases can't, the union has been profoundly limited in her progressive flow hence, this study. The study aims at correcting the misconceptions carried against the union by informing largely through the mass media (Radio drama). George Gerbner's "General Model" theory of communication supplements this discourse. This research studies a radio drama entitled "Real Deal". The radio drama's script underwent a critical analysis as the research discovers that ASUU has been the only committed body so far in Nigeria fighting for the revival of education, while the Federal Government of Nigeria (FGN) regularly opposes ASUU's positions. To this end, the study recommends that not only should ASUU be supported by all and sundry but their agitations should equally be looked upon because a deliberate attendance to them means the revival of Nigeria educational sector.

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Keywords: ASUU; education; real deal; university students; parents; stakeholders and Federal Government of Nigeria

*Who is it that is dragging this
corps around? (Zen Koan, 10.)*

Overture

The cutting-edge technologies witnessed and enjoyed in developed and few developing societies did not come about by mere wishes, but through concerted efforts made by the government of those countries in collaboration with the educational wings of those countries. Education has always been the only key anyone needs to open a new world and new life, a world and life different from that of our ancestors. It is the only key that could do that, and many more, and those who desire it with great intensity and those who perseveringly go after it, should be allowed by government policies and implementations to have it, because it will open doors where none seems to exist. Education makes one soar like eagle lifting up to the endless blue sky, leaving hunger, suffering and poverty for others to scramble.

But the Nigerian society has suffered and is still suffering greatly from a broad spectrum of social oddities, springing from insurgency, poor road infrastructure, pitiable power supply, unemployment, fantasy education and myriad of others. It is not again saying to always re-echo that it is of essence to note that amongst the many quandaries bothering the society today, education is key. Education is the key because it provides the capacity of driving any nation to the pinnacle of development owing to its pivotal essence. Today, countries like France, England, USA, Russia, Germany, Canada have standardised the level of education whereby other second and third world countries battle on a daily bases to obtain visa and scholarships to study in such places. This leaves us with the impression that education in Nigeria needs massive revitalization in order to get the country out of the current dilemma and set it at a competing pace with core nations of the world. With this need, ASUU has become the other side that struggled and still struggling in their goal in summary which is to see that education in Nigeria shoot to the highest standard of world repute. The horrific news however, is that apart from the Federal Government of Nigeria that appears unready to collaborate with ASUU's thought for Nigeria, the bulk of the society seem to have joined the fight against ASUU's struggles due to their contaminated notion and feeling about ASUU. This of course, has become the bigger

problem than the problem of poor education in Nigeria and has submitted to be the problem of this study.

This typical attitude has indicted a greater percentage of Nigerians, proven to be a worrying fact that has since affected the growth of the education sector. The most decisive instance is readily seen in the misconceptions carried by many on the Academic Staff Union of Universities (ASUU). ASUU is a known brand in Nigeria. Consequently, this study explicates the need for effective communication following the consequentiality of good communication as a very crucial means of gaining information. Relatively, communication is considered to be on point when an encoder is being understood freely by the decoder and when the information disseminated becomes very handy and acquirable to the decoders. This is why Dhawan, a communication expert suggests that with the coming of the electronic media (Radio, Television, etc) and their growing advancement in technology mass communication do not just get easier and enjoyable but also seem to have enjoyed much efficacy against competing media. It is again crucial to note that human creativity must be in view when exploring any of the electronic medium for mass communication. With this landing, radio becomes a veritable medium for creating the necessary impression deserving of the long misconception floated against ASUU since her birth in 1978. Meanwhile, drama may want to feature as well since a radio drama sketch will necessarily provide the content for informing through the radio medium.

This approach becomes readily adaptive owing to the realisation that humans have since proven attuned to theatre and drama from time immemorial. Since drama rely fundamentally on human imitation and actions, humans tend to accept its package. This is why the medium has been cultivated not only to entertain, but to also inform, edify and educate. This is a very big advantage hence; this study shall dwell keenly on this premise in floating its cardinal objective of informing and educating the confused, deceived and ignorant minds in our society on the real deal of ASUU and equalise impression about ASUU through a mass media approach (radio drama). This research will expose and educate on the real deal of the establishment ASUU, by redirecting the public to understanding the essence of ASUU in the fight to revitalise education in Nigeria. It will utilise this medium to promote the advocacy for the provision of the required necessities that are to enable lecturers to the fullest carry out their mandate of academic impartation.

This study dwells on the concerns of ASUU and their struggle as a union. Relatively, this research limits itself to Eme Michael's "Real Deal" a radio drama adaptation of Emenike Azunwo's experimental play *Gbuji* as primary data.

Re-evaluation of Letters of the Alphabets

Sequel to cosmic epoch, there has been a worldwide opinion that supports the trustworthiness and quintessence of education on the growing of a standard society. This thoughtful sensibility is without arguments supported by the reality of the survival of several advanced world societies akin to Dubai, Hong Kong, China, Russia, Bucharest, Germany, The Great Britain, etc. These listed and more are magnificent places on the world map that are not just in existence for mere reasons, but are in continuous growth and survival, because of their love, believe and support for education. Forthrightly speaking, it is on record that advanced countries of the world today that are categorically under the ambit of first and second world nations have their educational sectors with reputable standards. Conversely, when one considers third world countries such as Nigeria and a host of other nations in Africa, South America and Asia, some linkable trends are visible. It is glaring that the educational sectors of such nation are as bad and underdeveloped as the countries themselves. This is to relatively admit that there is an honest bond between a standard educational setup and a glorified society.

However, despite this characteristic reality, it is yet a pity to note that the government of Nigeria as well as other relevant stakeholders are practically doing nothing to save the land of this despondency. Worse more, the same government who is supposed to be keen on reviving the already dying systems are nonetheless; committed to killing the commitments and progressions of education's only feasible hope in Nigeria-ASUU. While the body ASUU battles ceaselessly in order to enthrone a standardized educational platform in Nigeria, the on the warpath FGN battles on daily basis, killing such benign dream of such wonderful enthronement. This is yet a setback; however, the bane of it remains with the misconceptions carried around by many about ASUU as a body and her focused activities. This contemptible situation will be properly uncovered through the earnest provisions of proceeding columns as scholarly remarks, views and opinions will be articulated therein to the limelight of a seeming conclusion.

Intangible Re-examination

This unit attempts to present and clarify the dichotomy between a progressive society and non-progressive one, using education as a point of reference. “It is said that education is the key”. A black and blink response to such a flat remark will permeate the question “key to what and why?” Such questions however through a careful thought process can only be generously asked by a person who do not know or understand the value of education, and this could perhaps be tied to the fact that he has never tasted a good life before or experienced a graphical dream of how it feels to live a good life. This is hence, enough to maintain a foreground in the discourse that education is beyond all reasonable and unreasonable doubt a key factor to any nation’s growth. This is why the Great Haile Selassie of Ethiopia opines that:

Education develops the intellect; and the intellect distinguishes man from other creatures. It is education that enables man to harness nature and utilize her resources for well-being and improvement of his life. The key for the betterment and complements of modern living is education. But, ‘Man, cannot live by bread alone’. Man, after all, is also composed of intellect and soul. Therefore, education in general, and higher education in particular, must aim to provide, beyond the physical, food for the intellect and soul. That education which ignores man’s intrinsic nature, and neglects his intellect and reasoning power cannot be considered true education¹.

What more can one add to Selassie’s sophisticated thought if not to propagate it further in order for the blind to see, the deaf to hear and the ignorant to know in fullness the consequentiality of education upon the self, the general and the society at large. Nwigwe in a critical reaction on Plato’s writing supports in likelihood that:

In its original conception, education was aimed at the satisfaction of three pronged needs of man, namely, his intellectual, physical and moral needs. (130).

When you consider the mentioned items; intellectual, physical and moral needs, then, invariably man’s entire worries have been summarily encapsulated. What else can one be looking for when he is satisfied physically, intellectually and morally? Adopting a critical consideration, a sharp response to that question is thus, “nothing in particular”. Therefore, this platonic adaptation credits the foregrounding position

¹ <https://www.goodreads.com/quotes/253169-education-develops-the-intellect-and-the-intellect-distinguishes-man-from>.

thus; uphold education to a high degree. Hence, a close support comes from the latter's handwriting again as motivated by Plato, thus, his allegory:

Human beings are held prisoners in a cave and they see only shadows of objects on the wall. Some of them are liberated and they see real things and lastly the sun itself. They go to the cave in order to talk to the other criminals to flight. The text says in a few words what every form of education ought to be. It is primarily for the emancipation of man from ignorance and all forms of enslavement. This till today has remained the primary objective of every right education. (130)

With this fact, it is but a bizarre reality in Nigeria that the educational sector is being combated to its knees by several forces threading in battalions. Such a pitiable and malaise looking situation beholds chronic underfunding and government's unsympathetic and nonchalant attitude towards the educational sector as some of its biggest barricades. This reality bound truth is indeed regrettable when one comes to terms with the goodwill mandates of education. Dienye contends that:

Education is involved with deliberate effort on the part of the educator in developing the personality of the child and to prepare him for membership of his society. These functions are in line with the dual roles the individuals play in society. (38).

In view of these function as put forward in the fore quotation, Nwigwe collaboratively affirms that:

Philosophers of education are generally agreed that education is for the overall development of man. According to Plato, man is tame or somewhat cultivated animal, but, nevertheless, he re requires proper instruction because, of all animals, with instruction man becomes the most divine and most civilized; but if insufficiently or ill-educated, he is the most savage of all earthly creatures. (132)

Consequently, Dienye and Nwigwe's conjectures are not just in equal sense true but, credible and apt in context. However, how can a nation achieve such indispensable function when on a daily basis stringent forces are employed to frustrate such attempts geared towards a common good? Thus, whereas it is given that the Academic Staff Union of Universities (ASUU) has been fighting over decades in commitment to the growth of education in Nigeria, especially the higher education, the Federal Government instead of being supportive, reply in a rather frustrating manner thus, impeding the hopeful process. In the light of the above, Jega avows that:

As if deliberately trying to frustrate ASUU, the FGN in 1985 introduced Decree 16, which transferred the university Senate's power to determine, regulate, accredit and monitor academic programmes to a federal agency, the National University Commission (NUC). The decree-imposed uniformity on the university system, further eroding the principle of autonomy and academic freedoms that are the hallmarks of universities in all civilized countries. ASUU campaigned vigorously against the move but, in the end, the government had its way, transforming the universities into appendages of a state bureaucracy. (Qtd. in Anikpo, 8)

In this sense, any attempt at boxing ASUU, is an attempt at boxing academic development in Nigeria. Therefore, if academic staff from all levels are being battled down just as FGN exemplified in 1985, then, there will definitely be an adverse effect on the society. No wonder Dienye again advocates that:

The abundance of educators in the society ensures that both young and old are subjected to educative influences. However, one should not lose sight of the fact that some experiences provided by society are negative to the educator's purpose. It therefore stands to reason that the difference in life is determined by what the educator and the learner are trying to do. (39)

This very submission by the latter brings this discussion to a new setting. This setting installs the consideration of a critical cordiality between a fine educational setting by a people and its impact on their society and vice versa. Hence, as it was once observed in this study, the Nigerian society is in a messy state today as it was since she gained independence from the colonial masters in the historic year "1960" and this is partly because of the back-stabbing services by the people especially the government on the educational sector. How does one affirm this claim? However, a fast and earnest answer to this question will hence bring ASUU again in a large magnitude to a spotlight in this discourse.

This is aptly because the mentioned body as we all perceive have since her inception in 1978 been in a struggle to uplift the educational sector of the nation for the good of all and sundry however, it is through the people's anti-strike attacks that the body has been subjected to massive derision so much that one can come to terms with the fact that the government are despite the impeding consequences the nation is yet unprepared to upgrade the system. This has not only instigated a sour relationship between the said body and FGN, but has also contributed largely on the illiteracy and low mentality rate of the people whilst heterogeneous educational system. To maintain this point, Anikpo upholds that:

The consistent frosty relationship between the FGN and ASUU is a typical illustration of the Ayalian ‘structural imperative of capitalism’. For more than three decades, the FGN has consistently provoked ASUU into strikes that paralysed the Nigerian university system while they lasted. At the last count, ASUU had recorded seven major strikes, four of which lasted a minimum of three months each. It will be recalled that in 1973, barely three years after the Nigerian civil war, after several failed attempts by university teachers to get the FGN reverse the policy, arising from the Udoji report, of unifying the salaries of University staff and civil servants, declared a strike under the banner of non-trade union known as Association of University Teachers (AUT).

This in effect has engineered Nwigwe to think that:

If we look at the Nigerian University system from perspective of the foregoing reflection, we notice a great deal of disparity between the ideals of education and what is on ground in Nigeria. According to the Nigerian philosophy of Education, there are essential values and ideals that must be sought after and preserved and these include: “...a free and democratic society, a just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy, a land of bright and good opportunities for all citizens”. (139)

As put forward by the then Sardauna of Sokoto, a reliable coloration is here thus;

The cardinal principle on which our university is founded is to impart knowledge and learning to men and women of all races without any distinction on the ground of race, religion or political beliefs. The principle is enshrined in the university law. Only through membership and freedom of inquire and research can a university be drawn into the full ferment of thoughts from which new knowledge comes. Only if its adherence to those freedoms can it become truly great. If our staff and students are drawn from all parts of the world, then the mixture of international minds working together in an atmosphere of academic freedom can produce a university true to its ideals and meanings. (Qtd, in Nwigwe, 140)

These submissions are in conceptual ideas, telling to the goodwill mandates of education. Okowa credits this point when he stated that:

Education is central to human existence and development. It is through education that values are transmitted across generations. Education enables society to create and domesticate knowledge. In the kind of knowledge driven society that the global

village we call the world has turned into, any society that endangers its educational system, endangers its future. (75)

Despite these critical pointers on education, its growth in Nigeria has been boycotted by several factors. Some of which have been mentioned within the space of this discourse notwithstanding, there is another big concern that has drawn cross attention in this discourse. Such concern lies in the worry that a bulk of the nation's populace is aptly misinformed about the dimensions of ASUU in bringing stability to education in Nigeria. This therefore brings this dissertation to a landing that knowledge is power as propagated by Francis Bacon, it must bring about information thus, anyone who is not informed remains deformed. However, the subsequent pilaster will hence bring clarity and further spotlights the media in view of how it can enhance the struggle towards academic progression.

Conjectural Filament

George Gerbner's "General Model" theory of communication guides this research. Gerbner's Model was developed in 1956. In the design, he attempted the general purpose of communication models. In description, he stressed the dynamic nature of communication and also the factors affecting the reliability of communication. In the light of this, he aligns two dimensions of communication which are: Perceptual Dimension and Means and Control dimension. Below is a systematic presentation/explanation of them.

Perceptual Dimension

It states that an 'E' is an event which happens in the real life and the event content or message is perceived by 'M' (Man or a Machine). After Perceiving the message from "E" by "M", what is left is known as "E1". E1 is not same as like 'E', because any man or machine cannot perceive the whole event hence; they perceive only the part of the event (E1). This is known as "Perceptual Dimension". These three factors are involving between 'E' and 'M' namely selection, context and availability. In effect, the presence and consequence of the trio; selection, context and availability have shortened the message, information and the actuality of the whatever must have happened thus, such abridged detailing may result to misinformation and misconception of ideals.

Means and Controls Dimension

This states that E2 is the event content which is drawn or 'artified' by M. Here M becomes the source of a message about E to send someone else. M creates a statement or signals about the message and Gerbner termed its Form and content as "SE2". S (Signal or Form) it takes and E2 (Man's content). Here Content (E2) is structured or formed (S) by 'M' and it can communicate in a different way or based on the structured ways.

Relating this to the concerns of this study, it is no longer farfetched why a lot of persons are misinformed about ASUU. The misconceptions they bear as well as those ill notions they carry is based on this model, consequential upon their interest, personality, attitude, mood and culture. For instance, a young man who is passionate about football will always care for football news, articles and discussions. And so, even if he comes across a news piece or article about ASUU, he may just take a flash of it perhaps, the headline only and from thence, draws his conclusion on the matter. He may never talk about the matter again, until perhaps the day the issue affects him directly then, he will begin to make critical judgements about ASUU that are in most cases wrong and unproven to logic and truth. The factor of personality in this analogy can even play a vital role in occasioning misjudgements. This is apt because, an illiterate and low mentality personality for instance will only judge from one side. That side or angle from which he judges from is in most cases where it affects him directly or otherwise. This is an instance of how people carry erroneous notions and misinform others and as the process spreads like wild fire that is how thousands and millions get corrupted.

Summarily however, is to illustratively add that a person bearing a piece of information as captured by means of witnessing an event and want to relay it to others. Based on Gerdner's model, the conceiving of the event he/she has witnessed has already been altered at the first instance based on some aforementioned factors hence, as the information is being transferred to persons through different means, the alteration continues through infinity.

Pragmatic Reconsideration

ASUU: Meaning/Historical Appraisal

The acronym “ASUU” is Academic Staff Union of Universities. It was founded in 1978; ASUU is a prominent trade union of Nigerian University Academic Staff which is affiliated to Nigeria Labour Congress (NLC). Historically, ASUU is born from the then “NAUT” that is, Nigerian Association of University Teachers which was formed in 1965 covering academic staff in all federal and state universities in the country. From her inception, ASUU have embarked on a number of industrial actions in attempt to militate against unfair treatments occasioned by the government on her members. In actuality, her active struggle began in the 1980s during the time when the nation suffered intense heat from the then military regime.

The union was active in struggles against the military regime during the 1980s. In 1988 the union organized a National Strike to obtain fair wages and university autonomy. As a result, the ASUU was proscribed on 7 August 1988 and all its properties seized. It was allowed to resume in 1990, but after another strike was banned on 23 August 1992. However, an agreement was reached on 3 September 1992 that met several of the union’s demands including the right of workers to collective bargaining. The ASUU organized further strikes in 1994 and 1996, protesting against the dismissal of staff by the Sani Abacha military regime¹.

This realistic provision stemming out of nation’s third republic is essentially the foundational basis of ASUU. In growth however, the new democratic dispensation that began in 1999 as fathered by the then president Olusegun Obasanjo saw further militating against FGN’s oppressiveness on some of the rights and privileges of university workers. And as a result, from 1999 till date, the ASUU union have embarked on three major strikes; 2007, 2013 and 2018 respectively meanwhile, in between these years, there have been series of minor strikes of which most came in effect with the tag “warning strike”. In all these years however, the union have recorded series of profitable results which are in effect beneficial to members of the union, university establishments all over the nation, the educational sector in general and the society at large.

¹ <https://web.archive.org/web/20181210064808/http://asuu.com.ng/history-of-asuu/>

The Social Impacts of ASUU

Descriptively, ASUU is an organised trade union of intellectuals seeking not only the socio-political and economic welfare of her members, but are in equal effect keen on promoting the cause of university education in the country as well as the entire good of Nigeria and Nigerians therein. Since her birth in 1978, ASUU have never seized to struggle for the reforming of education in Nigeria which is as a matter of fact is in a dire need of such likely, benevolent and indispensable effort.

ASUU' main points of struggle have been for adequate funding, improved salary package, autonomy and academic freedom in order to curb brain drain and ensure the survival of the university system¹.

In all these the point however, a unifying goal is to ensure a standard academic setting for the people. And to do this, universities in Nigeria ought to be heavily funded by the Federal Government in order to meet up there pressing demands. The latter contends that:

Federal Government funding of federal universities has not matched the growth of these institutions and there is a clear imperative for the government to increase such funding to at least match the minimum of 26 per cent of the federal budgets as recommended by UNESCO. (88).

This need as put rightly above is sadly one milestone Nigeria as a nation has battled to accomplish. Consistent failings have however been occasioned by government's frustrating attitude towards the growth of the academic sector. Notwithstanding this stamped barrier, ASUU has however been of social impact and this has come to effect through the nozzle of her untiring fights.

In actuality, it is within space to thence inform that the effect of ASUU struggle has seen several bright lights. As a matter of fact, each and every of her strike actions is nothing but a clarion call to the FGN to fulfil her obligations in aptly funding university institutions, overhauling crippling and already dead university facilities as well as ensuring proper salary structure for university staff. Of a truth, at the closure of each of these strikes, it is pointy to inform that if not all, a large ambit of these demands is met by the FGN and this is in effect for the benefit of all and sundry. It is however yet a surprise to align to the fact that despite these progressive achievements following ASUU's resilient efforts, people still think less of the union.

¹ unizik.edu.ng/unions/academic-staff-union-of-universities-asuu-nnamdi-azikiwe-university/

This could however be as a result of the direct effect of the ASUU strikes upon the students, parents, traders and business person around university community and other affected stakeholders.

Their cry outs is to an extent understandable because, strikes can be negative towards their interest. For a student, his academic calendar is disrupted hence, his graduation is delayed, for a parent, more expenses would be to his detriment binding on him due to a protracted academic agenda meanwhile, traders and business persons grumbles because such unplanned breaks due to strikes sends their customers far apart against thus, they suffer poor financial returns. Whilst these grumblings, the gun shots of strikes fired up by ASUU is yielding fatly as FGN appears to only pay sensible attention when there is an industrial action. In conclusion however, considering all that has been put forward in this column and in reliance to some critical mindedness, it is thus apt to resolve that ASUU as a body is very impactful in the Nigerian society especially within the framework of her constant striking. This scenario works in the model of cause and effect; action lead to strikes and strikes lead to positive results. In contrast, silence leads to nothing and nothing is to no end. Therefore, whether people grumble during strikes or not, strike actions occasion results at the end of the day which is in effect transporting to the good of the entire populace and to the development of the nation.

Data Presentation (The Real Deal's radio script)

S/N	IDENTITY	AUDIO SHEET/DIALOGUE	TIME
1	Signature tune	Sunny Okoso's Which way Nigeria	25sec
2	presenter	Good day listeners. Welcome to today's radio drama edition titled "Real Deal". "Real Deal" is an overwhelming radio drama that is preoccupied in the dealings of the Academic Staff Union of Universities, ASUU. Much will be granted to the dimensions of ASUU especially as touching incessant striking and how it affects the various relative stakeholders. This is in fact, totally intriguing hence, you are advised to stay tuned. Thank you.	15sec
3	Theme song	Bob Marley's stand up for your right	15sec

4	Protesters (Students)	(Singing, protesting) Aluta continua, Aluta continua... Aluta, Aluta, Aluta continua... Aluta continua Chorus (Repeat initial) Victoria Acerta, Victoria acerta, Victoria, Victoria, Victoria acerta Aluta continua	15sec
5	SUG President	Greatest Nigerian students!	
6	Students	Great!!!	
7	SUG President	Greatest Nigerian Students!!	
8	Students	Great!!!	
9	SUG President	Over conscious Nigerian Students!!	
10	Students	Great!!	
11	SUG President	Greatest Gbogbo!	
12	Students	Gbogbo!	
13	SUG President	Greatest Gbagba!	
14	Students	Gbagba!	
15	SUG President	Ever conscious kpoi!	
16	Students	Kpoi!	
17	SUG Presidents	Good day ladies and gentlemen. We the Nigerian students are here to say no to ASUU strike. We are tired of staying at home, we are tired of paying unnecessary rents, we are tired of late graduation due to ASUU strikes. Abi no be so?	
18	Students	NA SO!	
19	Student 1	Comrades. Look at that wicked ASUU chairman. Chie! Dr. Linus...let us attack him	
20	Students	(General rancor)	
21	SUG President	(Trying to gain their attention and gain calmness) Greatest Nigerian Students?	
22	Students	(Respond reluctantly) Great	
23	SUG President	I don't know why the ASUU chairman is here alongside some of his colleagues. However, I suggest we listen to them. Let's hear what they have to say.	

24	Students	(In a staggering manner) Presido na because of you o...	
25	ASUU Chairman	Greatest Nigerian Students!	
26	Students	(In weak response) Great (Murmuring follows)	
27	ASUU Chairman	I'm glad that your anger has moved you all into action, as ours have moved us too. The government of the great country has for a very long time plunged our country into darkness and it will only take the conscious and enlightened individuals to save the land. Now, we can give a few minutes for discussion.	
28	Student 2	Thank you, sir. Prof., do not waste your time	
29	Students	(In unison) Why do you always go on strikes!!	
30	ASUU Chairman	It was clearly noted several thousands of years in this Taoist story of the ancient China: The story has it that when Yen Ho was about to take his duties as tutor to the heir Fo Ling, Duke of Wei, he went to Ch'u Po Yu for advice. "I have to deal," "he said, "with a man of depraved and murderous disposition.... How is one to deal with a man of this sort?" "I am glad," "said Ch'u Po Yu, that you asked this question.... The first thing you should is not to improve him, but to improve yourself.	
31	Student 3	(Angrily) This statement is something else...	2sec
32	Students	Yes! This is something else (Murmuring)	3sec
33	Student 3	Sir, your union has declared a total, indefinite and comprehensive strike yet, you're busy here sermonizing. I don't think this is why we are here. We're angry that your union has embarked on this strike without even explaining to us, who by extension are as well critical stakeholders in this university...	6sec
34	Students	(Murmuring everywhere)	3sec
35	ASUU Chairman	My dear students, sorry for not communicating to you, the system has a well functional procedure for handling matters such as this particular one. ASUU obeys directives from the national body and as such, declares her strike action in solidarity. (To Student 3) Young man, I mean the last speaker. Remember you're our student and courtesy demands that at least you talk to us with small respect.	7sec
36	Student 3	Sir, please the fact that you're my lecturer doesn't mean you should box me to a corner and compel me to accept everything from you.	4sec
37	Prof. Festus	What audacity? (Everybody becomes very restless) Who gave you the impetus...My God! Do you know his name? What is his matriculation number? Do you know his faculty? What about his department? Do you	8sec

		know his HOD? So none of you students appear to know anything about your own very colleague...	
38	Prof. Andrew	This student is an irremediable idiot. I think we should ensure his portal is closed permanently	4sec
39	Prof. Festus	My God! Prof. Andrew. That is a very good idea. Please ensure the closure with immediate effect...	4sec
40	Student 3	Please sir, I'm sorry. I don't know what actually came over me. The protracted frustration is actually disturbing me. I've been around the university for too long already, I should have been done with school if not for the unavoidable delay. Kindly find a place in your heart to forgive me.	6sec
41	ASUU Chairman	Dear colleagues, please let us take it easy on them. You see, I'm very proud that I'm actually teaching this set of students. (Pauses) Comrades, one thing is very sure. We have one common enemy to battle...and that enemy is federal government.	6sec
42	SUG President	(Shouting critically) Excuse me Sir! I don't think we've a collective enemy here. We the students believe and know that the lecturers are our problems and enemies in the university system.	5sec
43	Students	Yes, yes, yes, the lecturers are our problem.	3sec
44	ASUU Chairman	My friends, it is very important we tell ourselves the truth. The government is our greatest enemy!!! (calmly now) You see, we're in this struggle together and as such, we should in one voice collaborate and face the real threat, the real enemy which is the federal government of Nigeria.	6sec
45	SUG President	Sir, prove to us that ASUU is not our problem.	2sec
46	ASUU Chairman	That's why we are here to educate you on how these things work. You must obtain key information which you must pass to your fellow students. You must keep them informed all the time. Insist that you obtain feedback, because it's very important. Facilitate learning, and finally, you must understand how people think and feel at all times	7sec
47	Student 4	Sir, please to the point. Why do ASUU often go on strike?	3sec
48		The union, ASUU was born in 1978, as a successor to the Nigerian Association of University of Teachers which was born in 1965, it was all encompassing of all the academic fronts in the country, especially Academic Staff in the University of Ibadan, University of Nigeria, University of Nigeria, Nsukka; Ahmadu Bello University, Zaria; University of Ife and University of Lagos. ASUU came into existence as the oil boom tilts towards declining, at that point, when the nation was faced with the aftermath of a nation that lacked quality leadership to utilize the revenue derived from the sudden massive oil production.	8sec

49	SUG President	Please sir, save us with all these historical evolutions of ASUU and tell us why you people always embark on strikes.	4sec
50	ASUU Chairman	(Laughs) It was intentional that I give you the brief history of the union, but since you're not interested in his history, I want to proceed to giving you the reasons why ASUU have in time past gone on strike, currently on strike and may equally strike in the future.	5sec
51	Student 5	Sir, are you contemplating on a future strike when the present one is yet to be tackled?	3sec
52	ASUU Chairman	Future strikes may be inevitable because the kind of government we have does not encourage scholarship and does not keep to agreements!	4sec
53	Student 5	Sir, do your members keep to agreements?	2sec
54	ASUU Chairman	Indeed, we've always kept our own part of the bargain, but the government has always broken hers. Sometimes telling us that they never entered those agreements with.	4sec
55	Student 5	Sir, have you ever thought of the welfare of your students? Your members even in most cases declare war on students.	3sec
56	ASUU Chairman	War? How do you mean?	2sec
57	Student 4	Ohooooo... Are you not aware that some of your members force our female students to bed and extort money from us before we could pass our examinations?	4sec
58	ASUU Chairman	And such persons have not been reported?	2sec
59	SUG President	And who do we report them to? Do we report them to the gods?	3sec
60	ASUU Chairman	Of course to the University authority or at least to ASUU.	2sec
61	students	(In unison) And why ASUU as a body?	2sec
62	ASUU Chairman	Because ASUU has an internal mechanism of disciplining erring members. (Clears his throat) ASUU has her Ethics and grievances Committee and this committee handles such matters if they actually exist.	4sec
63	SUG President	How can we hold these claims credible? When on countless times the moral standard of your members is being put to severe questioning on account of their copious act of malpractices. Including accreditation malpractice.	4sec
64	Student 5	Yes! I just remembered an incident that occurred in a Heartland university...the university failed the accreditation because a lecturer who led the accreditation team saw his own very colleague, posing as a lecturer in another university. Meanwhile, Those of you who serve as P.As, S.As, and even ministers betray what some of you rattle about. Yet they follow their stomachs and betray the country	5sec

65	ASUU Chairman	How do you even know all these things you are saying?	
66	SUG President	Sir, in this very case even the blind can see and the deaf can hear. Meanwhile, I want to ask you a simple question. Has ASUU ever gone on strike to force her members do the right things? (general murmuring)	
67	ASUU Chairman	Alright, alright. After so much talks I think we should move forward at least (Brief pause) and so, from all information gathered I hear the president is around the school vicinity alongside some very important personalities for a crucial commissioning ceremony so I suggest we all match down there and give our complains.	
68	Students	(In unison) Yes! Let us all match there...(They all sing the solidarity song as they match out)	
69	Theme song	Bob Marley's Stand up for your Right	
70	M.C	Thank you, thank you ladies and gentlemen. Without wasting further ado, I want to announce to us that the president is already here with us...	
71	Gatherers	(Harmoniously cheer happily)	
72	M.C	Thank you very much. So without further delay, let us ceremoniously welcome the very number one personality in the country, the Grand Commander of the Federal Republic, the Author and the Finisher of the change order...please give it up for the president as he takes the podium...	
73	gatherers	(Loud cheering)	
74	ASUU, Students, Parents and Stake Holders	(Matching, protesting and singing the solidarity song with so much enthusiasm)	
75	EDU Minister	(In loud scream) What is the reason for this protest! And I'm sure you're sponsored by the opposition.	
76	SUG President	No sir, we are here to discuss the future of education in our country.	
77	Stake Holders	We are here to discuss the future of our youths	
78	All protesters	We are here to say no to ASUU strikes and poor funding of education	
79	NUC Secretary and EDU Minister	(In a raging manner, they try to command their exit) Get out of here!! You hungry looking hoodlums. Security, please take care of them. Chase them out now!	
80	President	Alright! Alright...I as your president and insist that they are let free. And let them in, let us settle this matter once and for all. Can I know the different groups that are here?	
81	ASUU and Co.	We are members of the Academic Staff of Union of Universities ASUU	
82	Parents and Stakeholders	We are parents and Stakeholders	
83	Students	We are students from various universities	
84	President	Alright, let us hear from ASUU first	

85	ASUU Chairman	Thank you sir. ASUU declared a total, indefinite and comprehensive strike on 4th December 2011 in order to prevail on government to sincerely and judiciously implement the 2009 Agreement it freely entered into with our Union. Specifically, ASUU identified the following key areas that were yet to be implemented: Funding requirements for Revitalization of the Nigerian Universities, Federal Government Assistance to State Universities, Establishment of NUPEMCO, Progressive increase in Annual Budgetary Allocation to Education to 26% between 2009 and 2020, Earned Allowances, Amendment of the Pension, Reinstatement of prematurely dissolved Governing Councils, Transfer of Federal Government Landed Property to Universities, Setting up of Research Development Council and Provision of Research Equipment to laboratories and classrooms in our universities.	
85	ASUU Chairman	Thank you sir. ASUU declared a total, indefinite and comprehensive strike on 4th December 2011 in order to prevail on government to sincerely and judiciously implement the 2009 Agreement it freely entered into with our Union. Specifically, ASUU identified the following key areas that were yet to be implemented: Funding requirements for Revitalization of the Nigerian Universities, Federal Government Assistance to State Universities, Establishment of NUPEMCO, Progressive increase in Annual Budgetary Allocation to Education to 26% between 2009 and 2020, Earned Allowances, Amendment of the Pension, Reinstatement of prematurely dissolved Governing Councils, Transfer of Federal Government Landed Property to Universities, Setting up of Research Development Council and Provision of Research Equipment to laboratories and classrooms in our universities.	15sec
87	Prof. Festus	My people. What my colleague here, the ASUU chairman just enumerated is our basic point of attack however, what is most hurting is the Federal Government's inability to keep to agreements	
88	Gatherers	(Loud murmuring)	
89	Prof. Festus	Yes!! This is very true. In fact, one key aspect of the Agreement where Government has demonstrated insincerity is on the Earned Academic Allowances. Components of these allowances include responsibility allowances to Heads of Department, Deans of Faculties and other functionaries of the university system	
90	Prof. Andrew	And from all indications, it appears Government is yet unprepared to address the challenges facing the Nigerian University System with the urgency that is required. This trend is dangerous, as it constitutes a	

		major threat to the relative peace in Nigerian Universities. It is evident that Government is highly deceptive and is not interested in sustaining relative stability in our universities. If Government can betray our Union on the 2009 Agreement, where is the basis of trust for the impending review that was due for 2012?	
91	Stakeholder 1	Is that the only reasons why you people go on strike? (Brief pause) Look, public education would continue to be disregarded until public officeholders are compelled to send their children to public educational institution. How else can a country show disdain for its institutions than for her leaders to shamelessly overlook our local educational system and rather seek services rendered abroad?	
92	SUG	From what have been said so far...which of the items directly affect the students?	
93	Students	(In unison) Ask them!	
94	ASUU Chairman	Can't you see that the standard of education has fallen completely?	
95	Stakeholder 2	The standard of education has fallen completely and yet, you punish the sons and daughters of the poor Nigerians, leaving the wealthy politicians to wallow in their stolen wealth. (In anger) Since 1999-2013, your union has embarked on several strike actions cumulatively for more than 2 years now.	
96	Prof. Andrew	The Nigeria situation is not funny how federal funding for the university education has nosedived from 11.12% in 1999 to an appalling 4.4% in 2000 and 2004 respectively. It is on record that the budgetary allocation to university education is downsizing by the years. My people, for Nigeria to effectively compete with her counterparts' world over, she must invest sincerely in educational sector. This low level of funding needs to be significantly increased; at least to hit the UNESCO's Prescribed 26%. It is saddening that on the average, Nigeria spends less than 9.0% of its annual budget on education. When compared with other African countries, common sense would tell us that we have long ceased been the giant of Africa. In 2012, the World Bank's report on the annual educational budgetary provision for twenty countries across the globe indicts Nigeria and shows she is the least with the percentage allocation to the sector at 8.4% meanwhile, baby Ghana here crowned the list with 31.0%, while South Africa and Kenya came 5th and 8th respectively at 25.8% and 23.0%.	
97	Stakeholder 2	(Furiously) I don't know what is wrong with our country (Pauses) Government should stop under funding public universities. When Ghana had a problem with her universities, they were all shut down	

		for two to three years. They rehabilitated all the facilities and brought the students and the lecturers back and now they are in a worthy and respectable shape.	
98	Prof. Festus	My God! Coming back home, The Nigeria universities are seriously under-staffed; National Open University of Nigeria (NOUN) teaching staff to students is 1:363; University of Abuja (UNIABUJA) is 1:122; Lagos State University (LASU) is 1:144 but in contrast, in Harvard University, teaching staff ratio to students is 1:4; Massachusetts Institute of Technology is 1:9; and Cambridge University is 1:3. In Nigeria, some engineering workshops operate under zinc sheds and trees. Many science-based faculties are running what is referred to as “Dry Labs”, due to lack of reagents and tools to conduct real experiments. There is no theatre arts department in Nigeria that is fitted with a well-functioning arts theatre.	
99	Student 3	When financial crises broke out in 2007 and banks were in trouble, government brought out N3 trillion to bail out the Banks. First government gave the banks N239 billion, another 620 billion and another N1.725 trillion. It was even so when the aviation industry was in distress. Government gave N500 billion and the same government even gave billions of Naira to the Nigeria Nollywood Industry. Giving out billions upon billions all in the name of bail-out to governors. Now my question is this “why can’t the government at least bring out a billion naira to support the educational sector? WHY?”	
100	Prof. Festus	My God! How can they? When we are poorly paid	
101	ASUU Chairman	Yes. Terribly poor. Do you know that the Senators receive about #36, 677, 840 annually, Federal House Members receive about #35,932,346.30, Federal High Court Judges #26,875,840.00, Permanent Secretary/ Executives #22,051,154.30, Chief Executive of Parastatals #22,051,154.30, Vice Chancellor #22,051,154.30, Local Government Chairmen #13,865,895.30, Local Government Councilors #12,746,875.00, meanwhile Professors receive only #3,859,078.60.	
102	Gatherers	Jesus!!!	
103	NUC Secretary	Before you keep echoing such a holy name as Jesus vainly may I announce to you that majority of the lecturers in Nigeria are not productive, yet, they’re busy agitating for all manner of packages! These bunch of lecturers are too lazy to even be called lecturers. Do you know that some of them don’t know how common computers are operated in this era, yet, they claim	

		they're 21st century teachers	
104	EDU Minister	Majority of them are grossly incompetent. Yet, they agitate daily for their bellies. Do you know that even those political appointees who do well in government are like expatriates, imported from overseas. How many of them here can boast of providing good leadership in this country?	5sec
105	ASUU Members	(In unison) We will not sit here and allow this error insult us!	2sec
106	NUC Secretary and EDU Minister	Keep quiet! Shut up!!	2sec
107	NUC Secretary	All they keep doing is telling us that they're understaffed meanwhile, every month their wage bills keep increasing. In fact, some of them now do business in their offices and drink heavily during office hours. (In anger) The most annoying part is that most of them fail their promotion exercises because they're not productive, they hardly write. They're always static.	7sec
108	ASUU President	Can you imagine the insults?	2sec
109	Stakeholder 2	Imagine what? Why don't you imagine how parents and the society manage and how we cope during your so called strikes?	3sec
110	ASUU Chairman	It's your business to manage your children during strikes, after all, majority of us are parents and equally have children in the public universities. If you don't control your children, they'll cause the society serious pains during strike. Don't allow your children and wards go into prostitution, armed robbery, etc.	5sec
111	President	It is alright. I have listened to all of you. ASUU, you say your problems include the following: Govt.'s inability to honor agreement, increase funding of education, and too many political interferences. If these are why you often shutdown the universities, then you're not wise. And this is to you NUC Secretary and Minister for Education, what's the big deal in answering ASUU's request? Since on daily basis, you guys increase all that affect your very own?	7sec

112	EDU Minister	They will always mismanage the funds	2sec
113	Prof. Festus	How do the universities mismanage the funds? How many times have you settled your political friends through the university funds? (Pauses) Sometimes, you guys should have some shame at least...	7sec
114	President	Govt. official I want you to disburse 500 billion naira to the universities to settle all outstanding, including short falls, EEA, etc. then start upward review of the budgetary allocation to education, On this ground, ASUU president, SUG president and two stakeholders please step forward. You will be representing your respective groups.	8sec
115	NUC Secretary	Sir, If this money is released to the universities, our universities will turn to theatre of blood. Their problem will be the template of distribution.	5sec
116	President	Don't worry; release the money and leave the rest for me. Are you all comfortable with these persons as representative?	3sec
117	All	YES!!!	1sec
118	President	Having beckoned on your representatives and you have OK their nomination. Your fears shall be taken care of. This our committee shall review the employment processes in the university, this will take care of the issue of over-staffing and under-staffing in the universities, memberships of the Governing councils will equally be affected too. In the process, the qualified lecturers will remain while the chaff will be thrown out. Then on the issue of trust, which is currently running through your minds, forget it because I'll chair this committee, we've already nominated your representatives as you are already aware. Your representatives will become automatic members of the committee in addition, we shall add one professional and one administrative staff. Some of our meetings will be streamed live in national televisions to avoid "stories that touch"	20sec
119	All	(Applause and cheering)	3sec
120	Students	(Happily) Yes, we must fight to reform our educational sector together with, ASUU and other critical stakeholders.	3sec
121	Student 2	(Raises a unity song as every other person present follow suit)	3sec
122	All	Education is our right (3 times) We shall always fight for our right. Edu, edu, edu!!! Chorus Education is our right (3 times) We shall always fight for our right.	15sec

123	Theme song	Song	10sec
124	Presenter	Thanks for staying tuned to this very interesting radio drama edition. Hope you were educated and edified as much as you were entertained? Well, when good thoughts is being supported with matching actions, then, your yearning aspirations are set to be settled. "Real Deal" is originally written by E.E Azunwo as a play with the title "Gbuji" and adapted to a radio drama by Eme Michael. (Other Cast and crew call) I remain your presenter (Name) let's keep it simple again as we await another interesting edition same time, same place, next week. Bye bye....	10sec
125	Signature Tune	Song Sunny Okoso's Which way Nigeria	10sec
126	Total Time		599 sec

Data Analysis

Synopsis

"Real Deal" is a radio drama, an adaptation of Eziwho Emenike Azunwo's stage play, "Gbuji" which is preoccupied with the conflicts surrounding ASUU, university students, parents, stakeholders and the Federal Government of Nigeria (FGN). In the start of the story, ASUU declares a total, indefinite and comprehensive strike and to hearing of the students, especially those who are already at the verge of graduating, conflict invigorates. These disgruntled students in no time go face to face with the ASUU representatives (ASUU Chairman, Professor Festus and Professor Andrew). This meeting ignites a clash of words between the students and ASUU reps and as such, while the students are on the offensive side launching blames and accusations at ASUU, the ASUU reps present are busy playing defensive. Such intensive display of sentiments forces the ASUU Chairperson to reveal certain details about the history/development of ASUU, her aims and achievements since her inception. Despite this effort, these dissatisfied students are still in doubt about the claims melted by the ASUU reps thus, press more charges against them.

Their argument lingered and ends inconclusive as the disagreeing parties accept to resolve their differences via the president's mediation. Thus, granted that the president of the country is around the school vicinity with his entourages for a commissioning programme, ASUU reps, students, parents and stakeholders grab the opportunity and made their way to the venue. Although they are lightly welcomed, the president grants them the opportunity to air their worries and in no time, each of the groups made their points. In conclusion, the president reprimands each of the

groups for their faults and resolves the conflict by inaugurating a financial programme using a member from each group as part of the committee which he heads. The financial programme is aimed at addressing the issues degrading university education in the country and in the end, everybody seem fairly treated and happy.

Plot Analysis

“Real Deal” is a radio drama script designed purely to suit the purpose of this research. In terms of plot, “Real Deal” is crafted dramatically following Gustav Freytag’s plot model. The plot therefore has a beginning, middle and an end, with each of the parts sequentially representing an exposition, a climax and a resolution. The plot is also a climatic plot and this is with the following reasons:

- The drama runs in a very limited time frame (in this case, within 24 hours).
- Only a few characters carry the story. Thus, there are plenty of extras and crowd scenarios; the mobility of the plot is on the shoulders of only a few characters (less than ten in number).
- The locale is very limited too (in this case as restricted as only the university community).

Despite these details, the plot is also a homely one because it obeys strictly the three unities of; time, place and action. Granted the foregoing details, the plot of “Real Deal” runs thus;

Opening sharply with a protest, the dramatic exposition begins. The Academic Staff Union of Universities (ASUU) is having a congress somewhere in the University community with a prime motive of staging a total, indefinite and comprehensive strike. Meanwhile in reaction, the disgruntled students of Nigerian University have had it at the throat of their neck based on the incessant strike actions carried out by ASUU. Therefore, they sought a revolutionary action and the nearest resort is a protest march. This emergency rally engages the students in their numbers led by the student union government (SUG) president as they sing their solidarity song matching fearlessly to face the leaders of ASUU. In no time, the students finds themselves face to face with the ASUU chairman and two other rudimental ASUU stakeholders, Professor Festus and Professor Andrew.

Following a very weak and unfriendly welcoming and receiving of each other, the students and the ASUU representative begins to dialogue. This lengthy discussion puts the sharp-articulated ASUU president and his two subordinates in a defensive position against the high pressing students who are prepared to unleash their discontent against the sect. The students are of the plain opinion that ASUU are in the habit of embarking on strikes in an incessant frequency and that most of these strikes are poorly motivated and are for the selfish interest of her members. In reaction, ASUU through her leading speaker (ASUU President) makes frantic effort in defending the union by educating the already disenchanted students. This attempt makes three basic points, the first highlights the informing of the establishment of ASUU and her objectives, the second informs that ASUU constantly go on strikes because of the Federal Government of Nigeria (FGN) constant refusal to honour agreements it freely entered with the union and finally, the achievements of ASUU which are relevant to the development of university education in Nigeria and not restricted to ASUU members alone. Despite this systematic attempt in putting ASUU at a transparent landscape, the already harmed students still find reasons to fault ASUU members. This scenario is however resolved with the informing by ASUU President that the president of the country is around the university vicinity for a project commissioning. The latter also makes a useful suggestion that they should all go to the president's location and tender their complaints to him. At the acceptance of this suggestion, both students and the ASUU representatives present match towards the President's location singing the solidarity song all along.

At their arrival at the commissioning ground, the restless students and the struggling ASUU reps are followed by an unhappy crowd of parents and stakeholders who are also seeking answers to the question of ASUU strikes. Approaching the forestage, the president's entourage (NUC Secretary, Minister for Education, Labour and Productivity and Minister of Finance) feeling shocked and embarrassed at the manner these uninvited groups of people show up at the commissioning ceremony, they are forced to authoritatively chase them away with the presence of some armed police men. Intercepted by the interested president, they are put to a halt. The president therefore ensures that all the groups are let in as he listens to them. After identifying the different groups, the discussion begins from the fore-speech of the ASUU president who express in details some of the worries of ASUU. In support, Professor Festus and Professor Andrew also invested some points. Accusingly, parents and stakeholders' lashes at ASUU for always striking, stating the direct impacts of ASUU strikes on them. And in support, the SUG president speaking on

behalf of the students also indicts ASUU further, stating in likelihood how ASUU strikes frustrates and devastates their university program. The president's entourage (NUC President, Minister for Finance, and Minister for Education et al.) also paints ASUU black with the fore-claim that her members are lazy, academically unproductive, and selfish and corrupt. This strong position of these government officials engineers a quarrel between ASUU and themselves. The calm president, who has been listening quietly since the discussion, now takes a resolute position which is at the end favourable to all available stakeholders. He cautioned everyone for their mistakes and inaugurated a financial policy for the development of university education with the hope that strikes will one day cease to exist. The plot is at this instance resolved as they all rise and sing the solidarity song together.

Thematic Thrust

Theme refers to the central idea or message a work of art bears. A work can have more than a single theme (hence, subthemes) but essentially, they are reoccurring motifs spotlighted in a work. Grounded on the foregoing, the central idea in the radio drama "Real Deal" is the 'Rot and decay of university education in Nigeria'. And although, the play is bodily preoccupied with the dealings of the Academic Staff Union of Universities, the basic idea floating in the undertone of the entire drama is the expression of the failed university system in Nigeria. To credit this point, the first thing to consider is the question of 'why ASUU always go on strikes? In response, it is already an establish fact that the Nigerian university system is generally ranked as poor with facilities in a dilapidated condition, understaffing, underfunding and corruption stands behind the bane. As such, everybody is in one way or another affected, thus, staff, students, management, parents and the general are all badly touched because of failing state of the educational sector. In the world university ranking, no Nigerian university today can boast of a place amongst the first five thousand universities in the world. As a matter of fact, wealthy Nigerians who are core academics and zealous about academic pursuit, makes a fast step to fly their children abroad to be serviced academically in classy institutions. This is a support line to the affirmation that tertiary education in Nigeria is in its worst state. The realization of this very fact is exactly what ASUU is interested about thus, the formation of the union in 1978.

With this forebrain, the first idea established here is that, ASUU is formed as a result of the failing condition of university education in Nigeria, hence, the initial position

that the thematic essence of the play in discourse is the 'Rot and decay of university education' becomes handy. ASUU is reacting to this reality not particularly because teaching staff members are understaffed, underpaid, poorly equipped and/or poorly treated, but because university education is falling and everybody is feeling the impact including the larger society. ASUU is therefore an organised setup existing functionally as a revolutionary body fighting to restore revival to tertiary education in Nigeria.

The students are although desperate about graduating from the university however, at the back of their mind, they hope that they studied in a better university where there are better laboratories well equipped, proper classrooms with suiting fittings, and advance approach to teaching. They express this very idea in the play on a number of instances. An example comes from the word of the SUG president when he asked the ASUU Chairman 'which of the items listed here affects the student directly?' This question implies that the SUG President is a little bit selfish hence, as the ASUU Chairman presents issues pertaining his union the SUG President wondered how what he is saying affects the students. That is indirectly say that the students also have their own peculiar worries affecting them. These worries all contribute to the falling state of university education in Nigeria. In the same vein, the complaint and worries of the parents and stakeholders all boils down to the failing state of university education in Nigeria. Therefore, in a final note, all the conflicts in the drama is ironically staged against the rot and decay of university education in Nigeria. In the first instance, if things were normal about Nigerian university education, there would not have need for ASUU and her constant agitations (industrial actions), students on the other hand, would not have had any need to protest against ASUU and the Federal Government would not have been constantly troubled about issues of this sort.

Societal Relevance

In the first instance, every literary work is materially driven from the society and so in return is mandated to give back positively to the society. Hence, apart from the fact that "Real Deal" is an entertaining piece of art, it informs, educates and edifies its audience. In a specific sense, the topic treated in the work is ideally topical and relevant to this dispensation. Education is as a matter of fact the bedrock of development in any nation, that is exactly why when you go through the world map today, checking through to find grade A and grade B nations you will discover that

such high ranked countries have a superb and standardized educational system. Hence, there is a symbiotic relationship between a standard educational setup and a develop society.

This very idea is the principal message the play aims at telling its audience. This very relevant interest is supported with the fact that the play also attempts at creating a balanced equation about ASUU. It has already been established that ASUU have been most times misinterpreted, misconceived and misjudged by a lot of people especially because of her incessant strikes. This piece is therefore relevant because, one of its prime motives is to clarify those erroneous packages propagated against ASUU. More so, the play is relevantly a crucial innovation owing to the fact that it attempts to administer resolution to a social crisis. Hence, it recommends that adequate funding will go a long way in addressing the challenges affecting university education in Nigeria. Meanwhile, as regards the disharmony between ASUU, FGN and university students, it offered an interventionist strategy to arrest the conflict. In a final note, all these attempts are envisioned to advance social peace and development.

The Treatises Uncovered

This paper is an academic attempt designed to articulate with clarity and transparency in respect to the popular academic body known generally as the Academic Staff Union of Universities (ASUU). This attempt the researchers deemed apt and in fact, very necessary owing to the fact that the aforementioned unionist has in a million of occasions suffered misgivings based on erroneous, uneducated and unqualified thoughts stemming from the mouths of many Nigerians. This research is therefore a coordinated attempt aimed at articulating aclarifications to such inauspicious mind-set floated against ASUU. In the process of doing so, this study explored the worries affecting university education in Nigeria since ASUU is dedicated to that effect. In all of this however, the study uncovered the following:

- i. ASUU is an academic body of university lecturers in Nigeria committed to the revitalization and development of education in Nigeria to a global standard.
- ii. Since her inception, ASUU have embarked on a number of strikes however, the major amongst them are the nationwide strikes held in 2007, 2013 and 2018.

iii. It is also revealed that the struggles of ASUU is not limited to the gains of her members alone. ASUU therefore also fight for the improvement of university facilities, welfare of students, staff welfare (both academics and non-academics) and the upgrading of university education in general.

iv. It is also discovered that since her inception in 1978, ASUU's struggle have made remarkable improvement to university education all over the nation especially in terms of upgrading facilities (class rooms, offices, hostels etc.).

v. The chief reason for ASUU strikes is that FGN always break agreements with ASUU. This is a show of disrespect and insincerity on the part of FGN hence, ASUU usually reacts by striking.

vi. Chronic underfunding of education in Nigeria is not only the reason for the poor state of education in Nigeria but is another principal reason why ASUU is always aggrieved. For as long as one can remember, the Nigerian annual national budget has not allocated to education up to 15% of its budget.

vii. It is also discovered that strikes seem to be the only language FGN understands in Nigeria hence, ASUU takes advantage of this realization.

viii. During ASUU strikes, it is discovered that everybody is affected. Therefore, ASUU members, students, parents/stakeholders and the general society suffers in a way or another. For ASUU members, they struggle to survive because they do not receive salary during strikes. Student's academic years are extended because of strikes meanwhile; parents who have children in the university are to spend more money on their wards because of the prolonged academic years brought about by strike. For business men and women who have businesses within university environs, their businesses are affected negatively because their main costumers (students) have been separated from them due to strikes. The society is also affected because when there is strike many students are left idle and, in this state, they begin to conceive and execute many ill thoughts such as stealing, armed robbery and all sorts of crimes.

ix. It is also discovered that while the society suffer on account of ASUU strikes, the results of strikes are beneficial to all and sundry.

Way Forward

In reaction to the numerous findings made in this research, the following are the way forward:

- i. Since strike is everybody's nightmare, the FGN is therefore advised to always honour agreements she freely entered with ASUU. If agreements between ASUU and FGN are dully honoured by both parties then there would be no course for alarm.
- ii. Apart from the many troubles that come with ASUU strikes, the academic calendar of public universities nationwide is usually paused and this usually has a terrible impact on the educational system. Upon this realization, it is thus recommended that dialogue should be explored in addressing disharmony between ASUU and FGN instead of always embarking on industrial actions.
- iii. Since it has been discovered that ASUU is a body committed towards the revival of education in Nigeria, the government, NGO's, stakeholders, the media, relevant institutions and the general public are therefore called upon to support the quest for a befitting educational sector in Nigeria.
- iv. The quest for a befitting educational sector as pursued by ASUU has been sadly affected negatively due to the erroneous views carried by many concerning her. Thus, it is recommended that the ASUU body improve publicity of her dealings and activities; this will go a long way in informing the people better concerning the union. Meanwhile, the general public are advised to always seek information and clarifications before they draw conclusion about anything.
- v. Poor funding of education has not only been the major cry of ASUU but is earnestly the major setback education in Nigeria is faced with. Hence, it is recommended that the Nigerian government pay stringent attention to this national concern by drastically improving funding for education. This will go a long way in reviving the already failing educational system in Nigeria and most importantly address the issue of disharmony between ASUU and FGN.
- vi. Information is power and an uninformed mind is a deformed mind. If these sayings are credible then it is important to also recommend that the media should use her power and audacity to inform, sensitize and educate the people on issues as serious as the subject of discourse here. If the people were well informed, there

would not have been much confusion as regards ASUU and her goodwill mandates to Nigerians.

vii. Owing to the fact that ASUU have been most times criticised based on erroneous and unverified grounds, it is recommended that ASUU members maintain morality, moderateness, honesty, and transparency in the discharge of their duties. This will not just maintain fluidity in the flow of the university system, but will help the ASUU body earn a good name amongst Nigerians, Africa and even beyond.

Winding Up

This study is a scholarly exercise concerned about the dealings of ASUU. It is first and foremost grounded on a radio drama production. This procedure is fundamentally adopted based on the researcher's mind-set that through this medium, the misconceptions floated against ASUU can be corrected and a justified opinion can hence be maintained about the union. To achieve this milestone, a carefully designed proposal was written in the chapter one as the study's introduction. A literary appraisal was granted in the chapter two of this study in order to standardize the research argument. Thus, facts and figures as established by scholarly researches were brought to the fore. In the proceeding chapter, the radio drama script designed for the purpose of this research, underwent a thorough critical analysis bringing out strong themes and subject matter relating to the research's topic of discourse. The final chapter relates the discoveries made in the course of the study meanwhile, recommendations are administered to them.

In all of these processes, this study is in a holistic sense saying that information is not just power but wealth. It is only when you are informed that you can take the right steps. As a matter of fact, a lot of persons have been floating tangibly in ignorance due to the absence of information; some have even taken wrong steps in life while others have been led to their untimely doom all because of the lack of information. It is based on this sensibility that this research is able to come to the realization that one of biggest problems of ASUU is the ignorance of many Nigerians. In the same vein, this research is able to fish out some salient facts concerning ASUU and as it relates to the problem of Nigerian university education. On a closing note, the study through its wordings and tonality expresses heavy disappointment to the failing state of education in Nigeria and in resolution proffers

critical suggestions that will help bury the shame and occasion a brighter light in the nearest future to come.

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