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INDUSTRIAL ACTION AND THE PERFORMANCE OF ACADEMIC STAFF AND STUDENTS IN SELECTED PUBLIC TERTIARY INSTITUTIONS IN ADAMAWA STATE, NIGERIA 2015-2026

Abstract

The Nigeria tertiary education sector has for long suffered industrial action that has often disrupted academic activities and institutional performance. The study investigated industrial action and its effect on academic staff and students' performance at some chosen public tertiary institutions in Adamawa State, Nigeria. The topic of the study is the persistent strikes in Federal Polytechnic Mubi, Modibbo Adama University, Yola and College of Agriculture, Ganye. This has resulted to academic instability, drop in productivity and delay in students' progression. The analysis was based on the Karl Marx Conflict Theory of Industrial Disputes. The theory explains industrial disputes on the basis of uneven power relationship and competing interest between worker and employer. The study adopted a descriptive survey study approach and a structured questionnaire was administered to a sample size of 396 respondents recruited from academic personnel and students. Data were examined with frequency counts, percentage, mean and standard deviation. The findings showed that the primary causes of industrial disputes were inadequate wages, limited budget, failure to implement agreements and weak infrastructure. The study further revealed that industrial actions reduce the productivity of academic staff, disrupt teaching and research activities and negatively affect students' academic performance through delay in graduation, reduction in motivation and disruption of academic calendar. To avert industrial conflicts and to enhance academic stability, the study recommends that the funding of postsecondary institutions be improved, staff entitlements be paid on time, government and union agreements be properly executed and institutional autonomy be expanded.

Keywords: Adamawa State, Academic performance, Higher institutions, Industrial action, Strike actions,

INTRODUCTION

Strikes continue to be a major feature of labour relations globally, especially in the education sector where staff unions strike for improved welfare, funding and institutional reforms.

These practices often cause disruption of academic calendars, reduction in institutional efficiency and detrimental influence on student learning outcomes and staff productivity (ILO, 2018; World Bank, 2020). The recurrent strikes at the higher institutions across Africa are often associated with poor funding, bad governance, poor infrastructure and limited institutional autonomy. Findings from countries like South Africa, Kenya and Ghana show that such disruptions have grave repercussions on quality of instruction, research production and timely graduation of students (Teferra & Altbach, 2016; Banyan, 2017).

In Nigeria, industrial action in higher education is generally associated with unions such as ASUU, ASUP and ASUCA. ... Since 1999, the causes of strikes have been connected to inadequate compensation, underfunding, lack of autonomy and infrastructural deficits (Fatunde, 2009). These have resulted to loss of academic time, financial stress on families and frequent disruption of academic calendar even with various government-union agreements (Ajetomobi & Ayanwale, 2009). At the institutional level, industrial conflicts at Nigerian tertiary institutions are caused by conflicts between staff unions and government authorities that often mirror broader fights for governance and academic freedom (Ajayi, 2000). These debates have continued to erode the stability needed for effective teaching, research and administration.

These patterns are also observed in Adamawa State where institutions such as Modibbo Adama University, Yola, Federal Polytechnic, Mubi and College of Agriculture, Ganye have all been involved in industrial strikes by ASUU, ASUP and ASUCA (2015-2025). The strikes have disrupted the academic program, delayed exams and had an unfavourable effect on teaching effectiveness and student performance.

Statement of the Problem

Industrial action has been a perennial problem in the Nigerian tertiary education system. Empirical focus on the impact of industrial action on Adamawa state is limited. Federal Polytechnic, Mubi, Modibbo Adama University, Yola and College of Agriculture, Ganye and other institutions have been on incessant strikes that have disrupted academic calendars, stopped examinations and affected teaching and learning procedures. The inability of the Federal Government to meet the union's demands and refusal to implement agreements reached between the union and the government have been cited as reasons for the strikes embarked upon by ASUU at Modibbo Adama University including the 2022 strike. Similarly, ASUP at Federal Polytechnic Mubi and ASUCA at College of Agriculture, Ganye have also launched on industrial action for substandard remuneration, lack of facilities and delay in revitalization funds. These current struggles are part of bigger labour issues in Nigeria's higher education industry.

Although some agreements have been reached between the Federal Government and the academic unions, implementation gaps are however responsible for the recurring strikes with attendant effects on students, staff and the larger society through loss of academic time and increased socio-economic burden (Fatunde, 2009; Ajetomobi & Ayanwale, 2009). However, the empirical information on the effect of these industrial activities on the performance of the academic staff and the outcome of the students in the tertiary institutions in Adamawa State is still sparse. To this end, the study fills this vacuum by analysing the influence of industrial action

on the performance of academic staff and students in chosen institutions from 2015 to 2026 (ILO, 2020; World Bank, 2020).

Objectives of the Study

The general objective of this study is to examine the implications of industrial action in Nigerian public tertiary educational institutions on academic staff and students in Federal Polytechnic Mubi, Modibbo Adama University, Yola, and the College of Agriculture, Ganye. The Specific Objectives of the Study are:

- i. To assess the causes of industrial disputes in Federal Polytechnic Mubi, Modibbo Adama University, Yola, and the College of Agriculture, Ganye.
- ii. To examine the effects of industrial action on academic staff performance in Nigerian public tertiary educational institutions.
- iii. To assess the effects of industrial action on students' academic performance in Nigerian public tertiary educational institutions.

Conceptual Clarification

Industrial Conflict

Industrial conflict is the conflict and tension that arises in the employment relationship, typically between employers and employees over such issues as salary, working conditions and collective bargaining processes. It shows the inevitable clash of interests that occurs in the workplace. Management is concerned with efficiency and control, while employees are concerned with better welfare and fair treatment (Bratton & Gold, 2020; Blyton & Turnbull, 2021). Industrial conflict is typically considered to be a feature of organisational life. This is because organisations are made up of individuals with varied social, economic and ideological origins, often with distinct expectations and interests. Sometimes, the complete absence of conflict is seen as impossible and can be an indication of the suppression of real problems, not genuine concord (Harris, 2020). Conflict is thus a process that occurs when one party feels that its interests, values or aspirations are being negatively impacted by another party (Rahim, 2017).

Industrial relations conflicts are often caused by a disagreement over the terms and conditions of employment, notably in the context of the collective bargaining process between management and labour unions. Conflicts of interest might be explicit (e.g. strikes and official disputes organised by trade unions) or informal (e.g. absenteeism, sabotage or passive resistance) (Katz, Kochan, & Colvin, 2019). The Trade Disputes Act 1976 defines industrial conflict further as any dispute between employers and workers or between workers themselves about the terms of employment or labour relations. Industrial conflict in education is of special interest because of its impact on teaching, research and academic stability. Nigeria is no stranger to clashes between government authorities and academic staff unions over issues such as funding, salaries and institutional autonomy. These recurring disputes are indicative of underlying structural challenges in labour relations and governance in the public sector (Okeke & Nwafor, 2022).

Finally, industrial conflict is an essential element of employment relations, stemming from the clashing interests of management and workers. Though it might be a tool of addressing issues and making changes at the workplace, unresolved disputes are sometimes blown out of

proportion into industrial activities that impact the performance and productivity of the organization.

Academic Staff Performance

The performance of academic staff is defined as the extent to which lecturers and other academic staff effectively and efficiently perform the basic duties in institutions of higher education. These roles typically involve teaching, research, supervising students, community service, curriculum development and participation in administrative activities. Performance of academic staff in tertiary institutions is a key determinant of quality of institutions, standards of academic and learning outcomes (Khandaker & Pang, 2020). In fact, teaching effectiveness is often seen as the most visible dimension of academic staff performance. This comprises the lectures' ability to present the course material appropriately, to engage students in learning activities, to assess students fairly, and to complete the curriculum in the academic calendar. Aside from teaching, research output is another important performance criterion as academic personnel are supposed to contribute to knowledge production through publications, conferences and scholarly interaction (Suleiman & Muhammad, 2021). Supervision of students' academic work (projects, dissertations and theses) is also a significant aspect of academic staff success. Effective supervision increases timely completion of academic programmes and quality of graduate output. In addition, academic staff are expected to participate in the development of the institution through committee work, mentorship and administrative labour, all of which assist smooth running of tertiary institutions.

However, success of academic staff is influenced by a number of factors including motivation, working environment, income, institutional resources and job security. Where these variables are absent, there is usually poor performance resulting into low productivity and unsatisfactory quality of education (Ogunode & Abubakar, 2022). Industrial activities such as strikes and work stoppages at Nigerian tertiary institutions are activities that affect the performance of academic professionals through the disruption of academic continuity, reduction of teaching time and research output. Therefore, the performance of academic staff is a multi-dimensional construct that shows the level at which lecturers perform their academic and institutional responsibilities effectively. This is very crucial for quality education maintenance because it is strongly affected by internal institutional challenges and external interruptions such as industrial action.

Student Academic Performance

Student academic performance is the degree to which students achieve the intended learning outcomes of the lecturer in postsecondary institutions. Typically, it is measured by CGPA, examination results, attendance, assignment submission, participation and graduation rates. This is still a significant metric of institutional effectiveness and teaching quality (York, Gibson, & Rankin, 2020). There are a number of inter-related elements affecting academic accomplishment, such as quality of instruction, availability of learning materials, institutional stability, motivation and learning environment. Research indicates that a consistent academic setting supports student progress, but disruptions such as strikes and reduced instructional time hinder results (Kassaw & Demareva, 2023; Kocsis & Molnár, 2024).

The interaction between students and faculty also improves understanding, retention and academic achievement. However, suspension of academic activities results in limited hours of contact, delay in coverage of the syllabus and inadequate preparation of students and subsequently performance (Eluemuno et al., 2025). Poor student achievement is a big concern in Nigeria and other developing nations where the industrial actions are frequent and academic calendars are irregular. These interruptions make students more anxious, delay the period of graduation and affect the general academic efficacy in the tertiary institutions.

Theoretical Framework

The study is based on Karl Marx's Conflict Theory (1818-1883). The idea suggests that conflict is an inherent part of society. The cause of conflict is unequal distribution of resources and the differing interests of social groups. Society is split into two classes, the ruling class (bourgeoisie) and the working class (proletariat) (Marx, 1867). The ruling class has control over the economic resources and decision-making power, and the working class usually resists through collective activities such as strikes and protests.

The idea is important to the context of industrial relations between the academic staff and the government in the Nigerian tertiary institutions. The working class is the unions of academic personnel (ASUU, ASUP and ASUCA). The government is the authority on financing, pay and institutional policies. All this led to conflicts, since there are disputes concerning salary, poor funding, working conditions and institutional autonomy. Therefore, industrial strikes at Nigerian tertiary institutions are an expression of structural inequality and a struggle over resource allocation and policy implementation. Such persistent tensions can lead to strikes, disruption of academic activities and poor institutional performance. It is therefore that Conflict Theory provides a very strong explanation for the repeating industrial conflicts in Nigerian public tertiary institutions as a result of unequal power relations between the government and the academic staff.

Methodology

Research Design

The study made use of a survey research design where data were collected from selected respondents to describe and assess their views and experiences. The method is suitable because it allows for the systematic collection of data from academic staff and students in the selected tertiary institutions in Adamawa State. It also supports the validity and generalisability of the results to the larger population (Creswell & Creswell, 2018; Saunders, Lewis, & Thornhill, 2019).

Population of the Study

The population of the study is all the personnel and students of the specified tertiary institutions in Adamawa State namely; Federal Polytechnic, Mubi, Modibbo Adama University, Yola and College of Agriculture, Ganye. The total staff population is 5,007 and the total student population is 38,000 which gives a combined population of 43,007 (Registrar's office, 2026).

Table: Total Population in the Study Area

Institution	Staff	Students
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Federal Polytechnic, Mubi	1,874	14,000
Modibbo Adama University, Yola	2,781	20,000
College of Agriculture, Ganye	352	4,000
Total	5,007	38,000
Grand Total	43,007	

Source: Registrar office, 2026

Sample Size and Sampling Technique

The study was conducted with a total sample size of 396 respondents. The replies were 68 of Federal Polytechnic, Mubi, 138 of Modibbo Adama University, Yola and 44 of College of Agriculture, Ganye. The sample strategy was inspired by existing research concepts that support the use of mixed sampling procedures to increase representativeness and reliability (Creswell & Creswell, 2021).

The sample of this research is calculated with 95% confidence level by using Taro Yamane (Yamane, 1973) technique. The calculation of the Taro Yamane formula is as follow:

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

Where :

n= sample size required

N = number of people in the population

e = allowable error (%)

Substitute numbers in formula

$$n = \frac{43,007}{1 + 43,007(0.05)^2}$$

$$n = \frac{43,007}{1 + 43,007(0.0025)}$$

$$n = \frac{43,007}{1 + 107.52}$$

$$n = \frac{43,007}{108.52}$$

$$n = 396$$

Method of Data Collection

Structured questionnaire was the major instrument of data gathering. The questionnaire was designed to elicit comments from the respondents on a five-point Likert scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. It was chosen because it enables to gather data from a big number of respondents in a short amount of time in an effective and reliable way.

Questionnaire method was considered optimal as it ensures uniformity of responses and also easier analysis of data acquired from academic staff of selected tertiary institutions in Adamawa State.

Method of Data Analysis

Data collected were analysed using descriptive statistical approaches such as frequency (f), percentage (%), mean ($\bar{x}$) and standard deviation (SD). These were used to summarise and interpret the views of the respondents in relation to the study objectives. Responses were reported in terms of frequency and percentage. The level of agreement and the range of variation among respondents were estimated by mean and standard deviation.

Results

Table 1: Biodata of Respondents

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	238	60.1
	Female	158	39.9
	Total	396	100
Age	20–29	102	25.8
	30–39	128	32.3
	40–49	96	24.2
	50 and above	70	17.7
	Total	396	100
Institution	Federal Polytechnic Mubi	126	31.8
	Modibbo Adama University, Yola	182	46.0
	College of Agriculture, Ganye	88	22.2
	Total	396	100
Status	Academic Staff	176	44.4
	Student	220	55.6
	Total	396	100
Years of Experience (Staff only)	1–5 years	54	30.7
	6–10 years	58	33.0
	11–15 years	36	20.5
	16 years and above	28	15.9
	Total (Staff)	176	100

Source: Field Survey, 2026

Table shows the demographic characteristics of the 396 respondents involved in the study. The results for gender distribution are 238 respondents (60.1%) are male and 158 respondents (39.9%) are female. This implies that there were more male responders than female in the poll.

The most common age group among respondents is 30-39 years with 128 respondents (32.3%). This is followed by 102 respondents (25.8%) aged 20-29 years, 96 respondents (24.2%) aged 40-49 years and 70 respondents (17.7%) aged 50 years and above. This suggests that the research population is primarily composed of youthful and middle-aged individuals who are immersed in academic environments.

Institutions Distribution: Out of 396 respondents, 182 (46.0%) were from Modibbo Adama University, Yola, 126 (31.8%) were from Federal Polytechnic, Mubi and 88 (22.2%) were from College of Agriculture, Ganye. This indicates that MAU Yola contributed the greatest number of respondents. The responses comprised 220 (55.6%) students and 176 (44.4%) academic staff. This shows an almost equal distribution with a slightly larger percentage of students in the study. Finally, in terms of years of experience among academic staff replies 58 (33.0%) have 6-10 years, 54 (30.7%) have 1-5 years, 36 (20.5%) have 11-15 years and 28 (15.9%) have 16 years and above. Therefore, the majority of the staff responses has a reasonable level of expertise which could add to the reliability of the information provided. The demographic distribution of the respondents reveals a fair variety in gender, age, institution, status and experience of the respondents and hence the data are adequate for meaningful analysis and generalisation within the study region.

S/ N	Statement	SA	A	N	D	SD	Total	Mean ($\bar{X}$)	Std. Dev. (σ)	Remark
6	Poor remuneration of academic staff contributes to industrial disputes	110 (44.0%)	90 (36.0%)	25 (10.0%)	15 (6.0%)	9 (4.0%)	249	4.10	0.95	Agreed
7	Inadequate funding of tertiary institutions leads to frequent strikes	120 (48.2%)	88 (35.3%)	20 (8.0%)	12 (4.8%)	9 (3.6%)	249	4.20	0.92	Agreed
8	Failure of government to implement agreements causes industrial actions	125 (50.2%)	85 (34.1%)	18 (7.2%)	12 (4.8%)	9 (3.6%)	249	4.23	0.90	Agreed
9	Poor infrastructure contributes to staff	115 (46.2%)	92 (36.9%)	20 (8.0%)	13 (5.2%)	9 (3.6%)	249	4.18	0.93	Agreed

	dissatisfaction and strikes									
10	Government interference institutional autonomy leads to disputes	in	108 (43.4%)	95 (38.2%)	22 (8.8%)	15 (6.0%)	9 (3.6%)	249	4.12	0.94 Agreed
11	Delay payment salaries allowances triggers industrial actions	in of and	130 (52.2%)	82 (32.9%)	20 (8.0%)	10 (4.0%)	7 (2.8%)	249	4.30	0.88 Agreed

Table 2: Causes and Effects of Industrial Action in Selected Tertiary Institutions

Source: Field Survey, 2026

The respondents were substantially in agreement as shown in Table 2 that a number of causes contributed to industrial actions in selected tertiary institutions. All the items got a mean score of above 4.0 which indicated a high agreement that these factors are crucial in the occurrence of industrial disputes. The main cause of the problem was delay in payment of salaries and allowances ($\bar{X} = 4.30$), followed by failure of government to fulfil agreements ($\bar{X} = 4.23$) and inadequate funding of tertiary institutions ($\bar{X} = 4.20$). Therefore, financial and policy considerations are the most important causes of industrial action. Other major issues are poor infrastructure ($\bar{X} = 4.18$), government intervention in institutional autonomy ($\bar{X} = 4.12$) and low remuneration of academic personnel ($\bar{X} = 4.10$).

This finding is consistent with previous studies that identified funding gaps, welfare challenges and the non-implementation of agreements between the government and academic unions as the main causes of industrial disputes in Nigerian tertiary institutions (Fatunde, 2009; Ajetomobi & Ayanwale, 2009). Likewise, ILO (2020) and World Bank (2020) publications talk about bad labour relations and lack of investment in higher education as key factors of industrial discontent in emerging economies. The findings thus suggest that economic and governance related challenges are the key drivers of industrial actions in higher institutions and thereby undermining institutional stability and academic continuity.

Table 3: Effects on Academic Staff Performance

S/N	Statement	SA	A	N	D	SD	Total	Mean ($\bar{X}$)	Std. Dev. (σ)	Remark
12	Industrial actions reduce academic staff productivity	118 (47.4%)	90 (36.1%)	20 (8.0%)	12 (4.8%)	9 (3.6%)	249	4.20	0.91	Agreed
13	Strikes disrupt teaching schedules and workload planning	125 (50.2%)	85 (34.1%)	18 (7.2%)	12 (4.8%)	9 (3.6%)	249	4.23	0.90	Agreed
14	Frequent industrial actions reduce staff motivation	120 (48.2%)	88 (35.3%)	20 (8.0%)	12 (4.8%)	9 (3.6%)	249	4.19	0.92	Agreed
15	Industrial disputes negatively affect research output	110 (44.0%)	92 (36.9%)	25 (10.0%)	13 (5.2%)	9 (3.6%)	249	4.11	0.94	Agreed
16	Strikes reduce staff participation in academic development	105 (42.2%)	95 (38.2%)	25 (10.0%)	15 (6.0%)	9 (3.6%)	249	4.08	0.95	Agreed

Source: Field Survey, 2026

Table 3 further shows that the respondents strongly agreed that industrial actions have extremely substantial negative effects on academic staff performance in several selected post secondary institutions. All the items reported had mean scores above 4.0 suggesting high level of agreement among the respondents. The most reported impact of strikes is disruption of teaching schedules and workload planning ($\bar{X} = 4.23$), followed by reduction in academic staff productivity ($\bar{X} = 4.20$) and reduced staff motivation ($\bar{X} = 4.19$). This means that industrial action has a direct impact upon core academic activities such as delivery of teaching, planning and staff involvement.

The respondents also agreed that industrial conflicts have negative impact on research production ($\bar{X}=4.11$) and involvement in academic development activities ($\bar{X}=4.08$). This means that long strikes not only disrupt the teaching process but also harm the research output and the professional progress of academic staff. The findings are in line with earlier studies that have shown that industrial unrest affects staff efficiency, academic planning and research output in tertiary institutions due to loss of instructional time and institutional instability (ILO, 2020,

World Bank, 2020). Similarly, Fatunde (2009) and Ajetomobi and Ayanwale (2009) observed the great influence of the frequent strikes at the Nigerian universities and polytechnics on staff performance and institutional efficacy. The table therefore presents industrial activities that have negative consequences on several areas of academic staff performance including productivity, motivation, classroom delivery and research output.

Table 4: Effects on Students' Academic Performance

S/N	Statement	SA	A	N	D	SD	Total	Mean ($\bar{X}$)	Std. Dev. (σ)	Remark
17	Industrial actions disrupt academic calendar and learning	130 (52.2%)	85 (34.1%)	18 (7.2%)	10 (4.0%)	6 (2.4%)	249	4.32	0.87	Agreed
18	Strikes lead to poor academic performance among students	120 (48.2%)	90 (36.1%)	20 (8.0%)	12 (4.8%)	7 (2.8%)	249	4.21	0.91	Agreed
19	Disruptions reduce students' concentration and motivation	115 (46.2%)	92 (36.9%)	22 (8.8%)	12 (4.8%)	8 (3.2%)	249	4.17	0.93	Agreed
20	Industrial actions delay graduation and academic progression	135 (54.2%)	80 (32.1%)	18 (7.2%)	10 (4.0%)	6 (2.4%)	249	4.35	0.86	Agreed

Source: Field Survey, 2026

The results in Table 4 reveal that respondents strongly agreed that industrial activities have serious detrimental effects on students' academic performance at chosen higher institutions. All the items got mean scores above 4.0 which suggested a strong consensus among the respondents. The most important impact of industrial operations on students' academic development is the postponement of students' graduation ($\bar{X} = 4.35$) and interruption of the academic calendar and learning process ($\bar{X} = 4.32$). This means that strikes directly lengthen the study period for students and disrupt the academic calendar.

Also, respondents opined that industrial actions lead to poor academic achievement of kids ($\bar{X} = 4.21$) and that it affects pupils focus and motivation ($\bar{X} = 4.17$). This implies that the suspension of the academic activities have negative impacts on the psychological preparation of the pupils, their involvement and their general learning results. This is in agreement with previous studies which showed that interruptions in the academic calendar negatively affect the quality of students learning through increased stress levels and prolonged periods of graduation in higher institutions (Ogunode & Ishaq, 2022; World Bank, 2020). Similarly, ILO (2020) notes that

industrial disputes in higher education systems in developing countries lead to inefficiency, poor academic results and loss of instruction time. It therefore implies that industrial activities have serious negative effects on students' academic performance particularly in areas of academic continuity, motivation, achievement and timely graduation.

Summary of Findings

- i. The study found that the main causes of industrial conflicts in several tertiary institutions are financial and governance-related issues. These include delay in the payment of salaries and allowances; failure by government to honour agreements; inadequate funding of institutions; poor remuneration; terrible infrastructure; and interference with institutional autonomy. The primary drivers of industrial action, respondents largely agreed.
- ii. The findings indicated that industrial action adversely affected the performance of academic staff. Strikes in particular impair staff motivation and negatively affect on research production and involvement in academic development activities, damage staff productivity and disrupt classroom schedules and workload planning. It means that industrial disputes in tertiary institutions affect the overall efficiency and academic output of the workforce.
- iii. The study also showed that the industrial action is having a harmful influence on children. These include disruption of academic calendars, poor academic performance, low focus and motivation and delays in graduation and academic growth. In general, industrial operations substantially impair the academic progress and timely completion of studies by students.

Conclusion

The study examined industrial action and its effect on academic staff and students' performance in selected public tertiary institutions in Adamawa State, Nigeria. Poor remuneration, limited budget, incapacity of government to fulfil agreements, faulty infrastructure and interference in institutional autonomy are important reasons of disagreements. The Federal Polytechnic Mubi, Modibbo Adama University, Yola and College of Agriculture, Ganye are repeatedly struck by strikes resulting from persistent challenges.

The poll also indicated that industrial actions have a very negative influence on the performance of academic staff through reduction in productivity, interruption of teaching schedules, loss of motivation and decline in research output and professional development activities. Students are also significantly affected with disruption of academic calendars, poor academic performance, loss of concentration, delay in graduation and academic progression. The study therefore concluded that industrial activities are damaging to the stability and effectiveness of the tertiary education system in Adamawa State, and that they compromise teaching and learning outcomes. The ongoing nature of these disruptions underscores the importance of developing better ties between governments and unions, as well as the necessity to provide adequate financing and fully implement agreements to strengthen academic stability and boost institutional performance.

Recommendations

The study recommends the following

- i. The Federal Government should create and guarantee the continuing funding of a special tertiary education intervention scheme (beyond normal budgetary allocation) for wages, earned allowances, infrastructure and revitalisation programmes. Also, a joint monitoring committee of government representatives and union leaders (ASUU, ASUP and ASUCA) should be empowered to oversee disbursement and use of funds so as to alleviate suspicion and avert strike triggers.
- ii. Collective bargaining agreements with government and academic unions should be binding in law and provide a defined timetable for execution. A system of sanctions and compliance needs to be developed to enforce accountability on both sides, so that delays or inadequate implementation of agreements do not result in a rerun of industrial action.
- iii. All tertiary schools must have a formal “Academic Continuity and Recovery Policy” that includes mandatory e-learning platforms, limited academic calendars after strikes and scheduled make-up lecture periods. This requires the backing of obligatory staff performance and student catch-up schemes to counter the academic and psychological effects of industrial disruptions on the performance and graduation deadlines of students.

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