FGN-ASUU INDUSTRIAL RELATIONS AND STATE OF NORTH-CENTRAL UNIVERSITIES IN NIGERIA: AN INTERROGATION OF RESEARCH DEVELOPMENT AND WELFARE OF THE TEACHING STAFF, 2009-2024

ABDULMALIK ABDULKADIR
DEPARTMENT OF POLITICAL SCIENCE, IBRAHIM BADAMASI BABANGIDA UNIVERSITY, LAPAI
abdulkadirabdumalik@gmail.com

SHUAIBU SHITTU ISYAKU, PhD
DEPARTMENT OF POLITICAL SCIENCE, IBRAHIM BADAMASI BABANGIDA UNIVERSITY, LAPAI
sslapai@gmail.com

AHMED MOHAMMED LETSWA, PhD
DEPARTMENT OF POLITICAL SCIENCE, IBRAHIM BADAMASI BABANGIDA UNIVERSITY, LAPAI
ahmadletswa@gmail.com

UMAR HALILU KOBO
DEPARTMENT OF PUBLIC ADMINISTRATION, IBRAHIM BADAMASI BABANGIDA UNIVERSITY, LAPAI
Koboumar554@gmail.com

ZWANBIN EMMANUEL, PhD
DEPARTMENT OF INTERNATIONAL RELATIONS, EL-AMIN UNIVERSITY, MINNA
zwanike@gmail.com

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Keywords

Collective Bargaining, Industrial Relations, Strike, University, Development

Abstract

Research Problem:
Universities provide critical human capital through teaching, knowledge production and research. In achieving that, the workers, managements and the proprietors of these universities interrelated. Thus, this study explored the dynamics of industrial relations between the FGN and the ASUU, evaluating their implications on the research and academic staff welfare in Nigeria's North-Centre from 2009 to 2024.
Method/Theory:
The research adopted a mono-method quantitative research design, administered structured questionnaires to academic staff; descriptive (SPSS version 22 for demographic features of the respondents) and inferential statistics (PLS-SEM 4) to compare the relationship between the variables for data analysis. The study was anchored on Social Conflict theory.
Results:
Findings reveal that FGN-ASUU industrial relationship significantly affects academic staff welfare and quality research in the North-central universities within the period under study.
Conclusion:

The study concluded that while collective bargaining has occasionally led to improvements—such as infrastructure upgrades via TETFund and NEEDS Assessment, practically, it has dual effects on research and welfare of academic staff in the selected universities.

Key Contribution to Knowledge:

This study emanated from the previous researches; however, it contributes to existing scholarship by offering a region-specific, empirically grounded analysis of the industrial relations between the FGN and ASUU, with focus on research development and welfare of the academic staff

Recommendations:

The study recommends a transparent and accountable industrial relations framework as well as international collaboration to reposition Nigerian universities for national transformation and academic staff wellbeing.

Introduction

Universities across the world serve as strategic institutions for social advancement, economic development, innovation, and intellectual leadership. They provide critical human capital through teaching, knowledge production via research, and societal engagement through service delivery. Consequently, a well-functioning university system is often considered essential to national competitiveness in the global knowledge economy (Apeh & Adekeye, 2017). In particular, public universities play a pivotal role in developing countries by acting as both engines of social mobility and pillars of development policy implementation (Bloom, Canning & Chan, 2006). Universities globally are charged with the responsibility of equipping and enlightening individuals with professional abilities and skills that enable invention in the political, socio-economic and other areas of national and international life. Education plays a lead role in ensuring the transformation of countries to more developed level, and university is a citadel of knowledge for learning and quality research where the future giants are built

In the African context, however, public universities are increasingly grappling with multiple systemic and institutional challenges. These include underfunding, policy inconsistencies, infrastructural decay, brain drain, staff welfare issues, and labor disputes, all of which hinder the delivery of quality education (Teferra & Altbach, 2004). One of the most persistent and debilitating of these challenges is the frequency and intensity of industrial conflicts between university-based unions and the government. These disputes have generated significant concern about governance inefficiencies and the quality of education across the continent.

In Nigeria, educational aspiration at independence seemed to be geared towards raising a high-level of manpower to take over, most importantly, the administrative services from the colonialists. That informed the establishment of some government-owned universities (Chukwudi & Idowu, 2021) started with the University College, Ibadan (UCI) by the Elliot Commission in 1948 (Yohanna, & Digga, 2022). Nigeria, the university system has faced prolonged instability and recurring crises primarily rooted in the strained industrial relations between the Federal Government of Nigeria (FGN) and the Academic Staff Union of Universities (ASUU). Established in 1978, ASUU has evolved into a powerful and vocal union advocating for the interests of

academic staff, especially regarding adequate funding, improved welfare, academic autonomy, and revitalization of infrastructure (ASUU, 2013).

A significant turning point in FGN–ASUU industrial relations was the signing of the 2009 FGN-ASUU Agreement. The agreement was aimed at resolving long-standing issues around academic staff salaries, earned allowances, funding of universities, research grants, and autonomy. It also proposed mechanisms for monitoring and implementing agreed-upon revitalization projects. Despite these commitments, successive governments have struggled to honor the provisions, leading to repeated labour disputes. For instance, the failure to fully implement the 2009 agreement was a central cause of the 2020 and 2022 ASUU strikes, which collectively lasted over 10 months and brought the university system to a standstill (Oni, 2021; Eze & Okonkwo, 2022).

More importantly, the welfare of academic staff—an essential factor in institutional development—has been directly impacted by the outcomes of FGN–ASUU negotiations. These negotiations affect salary structures, access to training and research grants, sabbatical opportunities, housing schemes, and health care access (Musa & Lawal, 2021). Improvements in these welfare indicators often occur during periods of harmonious industrial relations and mutual respect between the government and the union.

Given this complex dynamic, there is a need for a more empirical and nuanced understanding of how FGN–ASUU industrial relations affect research development and welfare of academic members of staff in Nigerian public universities, particularly within the North-Central zone.

Statement of the Problem

Workers union is the mediator between employer and the employees in virtually all organizations. The tools used by the unions to achieve that are, but not limited to, dialogue, collective bargaining, ultimatum and industrial strike. Thus, FGN-ASUU relation is not an exception. In Nigerian university education, ASUU used to be the only union of the teaching staff formed in 1978 until the approval of two paralleled ones in 2023 by the Federal government of Nigeria (Sanchi et al, 2022; Isa & Ezekiel, 2022; Josephine & Ogechukwu, 2020; Bakare, 2021; Okeke et al, 2021). Universities all over the world are aimed to shoulder experimentation of societal ills, and prescription of solutions to them (Bamiro, 2012; Orga & Monanu, 2020) through high profile researches, which is unarguably one of their core mandates. Universities, therefore, are the life-wire of society where development ideas are hatched and incubated.

A functional university system is widely acknowledged as a cornerstone of national development, innovation, and knowledge production. In Nigeria, public universities—predominantly funded and regulated by the Federal Government—serve as the primary platform for higher learning, research, and manpower development. However, the effectiveness and efficiency of the Nigerian university system have been persistently hindered by dimension of labour-industry relations between the FGN and ASUU (Eze & Okonkwo, 2022; Ogunode & Abubakar, 2020).

While the 2009 FGN–ASUU agreement was initially viewed as a significant step toward addressing the core issues of university funding, staff welfare, and infrastructure revitalization, its partial or inconsistent implementation has led to

protracted crises. Since the signing of that agreement, industrial actions have occurred almost every two to three years—most notably in 2013, 2017, 2020, and 2022—resulting in lost academic sessions, student disenfranchisement, interrupted research cycles, and diminished institutional credibility (Olaleye & Adegbite, 2023). Consequently, many highly trained academics have left the country in search of more stable and supportive academic environments, exacerbating the brain drain phenomenon (Eze & Okonkwo, 2022).

Despite these alarming trends, existing studies have often examined the FGN–ASUU conflict in broad, national terms, with limited empirical focus on specific regions such as the North-Central zone. This zone, which includes federal institutions such as the University of Ilorin, University of Jos, and Federal University of Lafia, plays a critical role in national cohesion and educational access, yet it has not been adequately studied in relation to how FGN–ASUU industrial relations directly influence research development and staff welfare.

Furthermore, while existing literature has explored the implications of industrial disputes on student academic outcomes or the duration of academic calendars (Shimawua, 2020; Wojude 2019; Ogunode & Abubakar, 2020), few empirical studies have specifically assessed how fluctuating industrial relations impact long-term goals of repositioning Nigerian universities in terms of staff development, infrastructure, and institutional autonomy. There is a paucity of comprehensive, region-specific evaluations of how FGN-ASUU negotiations—whether successful or stalled—translate into concrete improvements in university performance or stagnation.

This study, therefore, seeks to address a significant knowledge gap by evaluating how FGN–ASUU industrial relations between 2009 and 2024 have influenced the research development and academic staff welfare of selected federal universities in the North-Central geopolitical zone between 2009 and 2024.

Objectives of the Study

i. To assess how the FGN-ASUU industrial relations affected quality of research output in the North-central, Nigeria.

ii. To investigate impact of FGN-ASUU industrial relations on the welfare of universities' academic staff in the North-central universities, Nigeria.

Research Questions

In line with the objective of the study, the following are the research questions raised by this study:

i. How did FGN-ASUU industrial relations affect quality of research output in the North-central, Nigeria?

ii. What impact did FGN-ASUU industrial relations have on the welfare of academic staff in the North-central universities, Nigeria?

Research Hypotheses

i. There is no significant relationship between FGN-ASUU industrial relations and research output in the North-central universities, Nigeria.

ii. There is no significant relationship between FGN-ASUU industrial relations and welfare of academic staff in the

North-central universities, Nigeria.

Significance of the Study

The study filled periodic gaps, thus added value to the existing literature on the related research problems by its unique approach to the FGN-ASUU industrial relations. Also, the study offered an opportunity for the researcher to expand his horizon of knowledge. Similarly, this research output is a source of information to the prospective readers on the subject matter; the gains, loss and prospect of ASUU struggle, thus, they would be better informed. All stakeholders in the university system (students, parents, public members, among others) would be updated on the government-ASUU relationships and the role they needed to play for the system to prosper. Equally, recommendations offered by the study serve as a policy document to the government on improving the FGN-ASUU industrial relations. Members of the academic union (ASUU) and its executives are provided with strategies to be used to actualize their genuine ambition for the Nigerian University system.

Scope of the Study

The study was undertaken in the North-central sub-region to investigate the FGN-ASUU industrial relations between 2009 and 2024. The periodic scope of this research is a watershed in the union's struggle; it is the time famous agreement was signed between, the two parties. This agreement is popularly known as FGN-ASUU 2009 agreement. Since then, ASUU struggles have been informed by most of the items in the 2009 agreement, thus reference is always made by the Union toward implementation of the signed document. There are six sub-regions in Nigeria, however, the this research is situated in the fifteen (15) government-owned universities that are located in the six states of the North Central geo-political zone and the FCT, Abuja.

Methodology

A **single method** was employed to conduct this study. This is because the aim is to collect numerical data from a large sample of academic members of staff in the North-central universities to identify trends and correlations regarding industrial relations, welfare of staff and research development. Structured questionnaires were administered to academic staff across selected public universities. The questionnaire was meticulously designed and administered electronically in Google form, having been adapted and validated. They were sent to the group platforms of the selected universities in the North-central. The form was diligently administered and monitored to ensure that no respondent attempted more than one time.

In this study, Partial Least Squares (PLS 4.0) method was employed for data analysis to test the formulated hypotheses and compare the complex relationship between the variables. The preliminary analysis of the demographic features of the respondents was carried out and frequency test was run with the SPSS version 24.

Table 1.1: Population of the Study Area

S/N	University/Location	Population of Teaching Staff	Source
1.	University of Ilorin	1,314	DAP's Office
2.	Kwara State University, Malete	507	Registrar's Office
3.	FUT, Minna	821	DAP's Office
4.	IBB University, Lapai	313	Bursary Dept
5.	Federal University, Lafia	555	Human Resource
6.	Nasarawa State University	630	ASUU Secretariat,
	Total	**4140**	

Source: *Field Survey, April, 2024*

Lucky-dip (lucky-dipvocabulary.com) random technique was used to pick the above universities from the 15 public universities in the study area.

Sample Size and Sampling Technique

There are many methods of determining sample size. Some of the popular methods include Krejcie and Morgan (1970) sampling chart, the G-power, the Cochran's formula, Dillman's method among others. For the purpose of this study, Krejcie and Morgan's table (see appendix iv) was used.

Thus,

N = 4,140

S = 351

However, Salkind (2006) recommends for upward review of sample size by 40 percent or 50 percent to supplement for questionnaires that are much likely going to be lost after administration. Thus: 351 x .40 = 140. The reviewed sample size for this study is 351 + 140 = 491.

Literature Review

This section made a depth review of the key research variables (concepts) and theoretical review.

Industrial Relations

Karl Marx linked the rise of trade unionism with the evolution of industry and its attendant consequences of rising misery of the working class. Johnson (2022) avers that industrial relation is as old as industrial process, and a series of scholars have contributed to its growth overtime. However, pioneering work done by Dunlop gave him the status of the father of Industrial Relations.

Today, industrial relation has come to mean the same with employment relations, which involved employer, employee and the trade union that advances the course of the proletariats. Examining Dunlop and Flanders' perspectives, one can see clearly that industrial relations are rules and regulations that shape the working relationship between the two major stakeholders – management and workers. Alex (2019) explains that industrial relation covers bargaining versus arbitration, unions and strike, policy transformation, industrial democracy and so on. Industrial relations (Johnson, 2022) offer a parameter for assessing and explaining the dynamism governing employment relations. Dunlop views industrial relations as the study of the establishment and administration of rules. Allan Flanders asserts that industrial relation is the study of institution of job regulations (Blain & Gennard, n.d). Industrial relations refer to the complex and dynamic

interactions between employers, employees, and their representatives within a workplace or industry. Kaufmann (2010 as cited in Juliusz & Rafai, 2019) buttresses that industrial relations are often explained as a study of employment relations. It is seen as "an analytical focus defined as governance of employment relations" (Sission 2010, as cited in Juliusz & Rafai, 2019). Industrial Relation as an area of academic research encompasses various aspects, including labor laws, collective bargaining, dispute resolution, employee rights, and overall workplace harmony (Ferner et al, 2005). In the context of Nigerian University education, industrial relations refer to the dynamic interactions among government bodies, trade unions, and employees within a workplace.

Industrial relations involve three main actors - employers, employees, and labor unions. Employers represent management and seek to maximize productivity and profits. Employees, on the other hand, form the workforce and strive for better working conditions and fair compensation. Labor unions act as collective representatives of workers, advocating for their rights and negotiating with employers on labor-related issues (Kochan, Katz, & McKersie, 1986). The fundamental concepts (collective bargaining, labour legislation, disharmony, harmony and strike amongst others) and theoretical frameworks that underpin industrial relations are going to be examined. At the heart of industrial relation lies the employment relationship, which defines the contractual bond between employers and employees.

Industrial Harmony

Industrial harmony emerged from industrial democracy which is predicated on collective participation in decision making process by the workers and employees (Ndubuisi-Okolo et al, 2022). A harmonious work environment that ensures satisfaction of both employees' and employer's aspirations is fundamental (Osabuohien & Ogunrinola, 2007 as cited in Nwokocha, 2015).Osad and Osas (as cited in Orga & Monanu, 2020) averred that industrial harmony is a friendliness and cooperation experienced between employer and employees for mutual benefit. Puttapall and Vuram (2012) corroborate that industrial harmony entails a good working relationship between management and workers with respect to terms and condition of employment in order to achieve corporate aims. Hanson (2006) explains that industrial harmony is concerned with absence of strike by workers' unions in organization that is likely to result into effective and efficient working of organization. Industrial harmony is crucial in the tertiary institutions because it promotes employees' commitment that propels the achievement of organizational goals.

Disharmony

Industrial conflict is inevitable; however, its frequency in Nigerian industrial setting is indicative of unhealthy relationship between the stakeholders (Ogunbameru & Oribabor, 2000, as cited in Wokoma, 2011). In a situation where conflict ensues between workers' unions, distrust is sure to be evident, and this, in turn, hinders the performance and commitment to the duty of the employees (Ukonu & Emerole, 2016).

Wobodo (2019) contends that when justice and fairness prevail in policies and practice of organization, industrial harmony would be guaranteed. Ugiagbe (as cited in Wobodo, 2019) and Adekola et al, (2021) amplify that industrial conflict is often triggered by strained relationship between the unions and management resulting from ineffective leadership skill. Okuogbo (as cited in Victor & Bob-Fubara, 2022)

identifies that industrial disharmonies are largely incited by issues relating to job insecurity, poor work environment, insufficient safety measure and conditions of service. Above authors converged on the point that disharmony is an expression of dissatisfaction discontent resulting from injustice and unfair treatment or poor leadership skill. Industrial disharmony could be expressed in different terms such as trade dispute, strike action, industrial dispute, and industrial unrest.

Strike

The right to strike is recognized by the ILO's supervisory bodies as an intrinsic corollary of the right to organize protected by Convention No. 87, deriving from the right of workers' organizations to formulate their programme of activities to further and defend the economic and social interests of their members. However, the right to strike is not absolute. It may be subject to certain legal conditions or restrictions, and may even be prohibited in exceptional circumstances (Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87), Article 3; General Survey on Freedom of Association and Collective Bargaining (ILO, 2000).

Strike action is one of the major instruments used by workers' unions to push forward their economic and social interests in an organization. When workers collectively cease to work in a particular industry, they are said to be on strike (ILO, 2001). It is a planned and concerted withdrawal of labour from production (Chand, 2016). Chijioke (as cited in Afamefuna, 2017) and Omeje and Ogbu (2019) supported that strike is an organized work stoppage by a body of workers to press home their interest and demand. Strike is the extreme form of industrial dispute. Momodu et at (2014) supported this that strike is the cessation of work by a body of employees or workers' union due to a stalemate in collective bargaining between the employees and management. It is resorted to by the workers' unions after failure of other strategies (Isa & Ezekiel, 2022). Hornby (as cited in Alexander & Audu, 2022) expresses that strike is a period when an organized group of employee of an organization ceases service due to disagreement over wages/salaries or conditions of service. Collective bargaining, lobbying, strike-threat/ultimatum and protest among other non-strike measures are used during industrial disputes.

All these definitions revolve around refusal to offer service by the employees to achieve one objective or the other from their employers. Olakunle (as cited in Adavbiele, 2015) asserts that strike actions affect almost all sectors in Nigeria, but educational sector, notably university system is the greatest hit. Olupayimo (2014) observes that strike is a recurring decimal that disrupts the Nigerian university education.

Collective Bargaining

Collective bargaining is hailed as the manifestation of industrial democracy that is used to mitigate imbalance of power between employees and employers (Karimi, 2022). Collective bargaining means group negotiations between the employer and the employee on issues relating to their work condition. (Azubuike & Konya, 2020). Flanders (as cited in Sheriff et at, 2021) defines collective bargaining "as a social process that continually turns disagreements into agreements in an orderly manner in which agreed rules and decisions on matters of mutual interest to employers and unions as well as the methods of regularity of the conditions and the terms of employment are by negotiation and discussion". Odhong and Omolo (2014) note that collective bargaining provides an important channel and

framework used to determine terms and conditions of employment. Godfrey et al (as cited in Ndubuisi-Okolo et al, 2022) contend that collective bargaining is inter-group (employers and employees) negotiations on labour issues in order to avert looming, or settle lingering industrial dispute. Adesina (2012) explains that in accordance with Article 2 of the International Labour Organization (ILO) Convention No. 154, the principle of collective bargaining is the process of determining conditions/terms of employment, regulating relations between the employer and the employees, regulating between the employer and the workers union. Adewole & Adebola (2010) opine that regular eruption of industrial conflicts between employers and employees in general could be well managed via collective negotiation and consultation with the workers representatives.

Development Research

Nations progress from traditionalism to modernism through revolution in science and technology which are brought about by quality research. As corollary to this, importance of research cannot be overemphasized. Evidential to this is the nations with low technology are the least developed over the world.

Research and Development (R & D) has become the most enduring and effective means of boosting sustainable economic development and re-enforcing competitiveness in the face of rapid growth taking place between industries, countries and peoples in the world (Sabo, 2005). Without quality research, therefore, a country cannot make substantial economic and industrial progress. Research does not only bring economic development as emphasized by Sabo (2005) it ignites overall societal development, being it political, social, and economic among other aspects of development.

Any university aspiring to become world-class must place research at the highest pedestal (Bamiro, 2018). Research has become an integral part of any serious university. This is why American universities are riding the waves at the moment. Sadly, most of Nigerian universities have lost touch with reality (Agbo, 2018a).

The universality of universities indicates that system has shared characteristics across the globe. The mandate of university system globally is teaching, community service and research as establishes by Phillips (1991) that "the primary functions of the contemporary university include the triad of teaching, research, and service." The criteria for the ranking rally behind the extent to which universities are able to realise these mandates effectively. Infrastructural deficit that is pervasive in Nigerian universities affects quality of teaching and research subsequent upon that, is the low raking in the list of best universities across the globe.

Formation of the Academic Staff Union of Universities (ASUU)

ASUU emerged in 1978 from the defunct Nigerian Association of University Teachers (NAUT) formed in 1965. This was during the military junta and the decline in the oil boom (Aidelunuoghene, 2014; Sanchi et al, 2022; Isa & Ezekiel, 2022; Josephine & Ogechukwu, 2020; Bakare, 2021; Okeke et al, 2021). And thus, Academic freedom and university autonomy were challenged and endangered by the successive military regimes. Albert (2014) and explains that emergence of ASUU was a response to the mismanagement of the Nigerian economy in the 1970s, and not only the ASUU, students in the 1980s protested against prevalent conditions of the Nigerian public universities. Jega (1994) comments that

emergence of ASUU as a union had shaped the dimension of industrial-labour relation in Nigeria. Similarly, Oyarede (2012) avers that the birth of ASUU was a response to wanton mismanagement of the economy that greeted the Nigerian oil booms; thereafter the funding crisis keeps worsening.

FGN-ASUU 2009 Agreement

The deterioration and rot especially in Nigerian universities have been steadily and alarmingly increasing. In a bid to force the Nigerian government to revamp and reposition the infrastructural facilities, ASUU embarked on a total and indefinite strike in 2009. The strike brought both ASUU and the FG together and resulted in the signing of agreement to address the dispute as it affects the following issues among others (Albert, 2014; Ekpo & Is'haq, 2014) were: Revitalization of the universities; Federal Government Assistance to State Universities; Establishment of NUPEMCO; Budgetary Increase to Education; Earned Academic Allowance (EAA); Amendment of Retirement Age of Professor from 65 – 70; Reinstatement of the pre-maturely Dissolved Council; Transfer of FG landed Property to Universities; Setting up of Research Development Council and Provision of Equipment to laboratories.

Again in 2011 and 2013, non-implementation of the agreement by the FG led to the shutting down of the Nigerian public universities by the academic union. However, the salary component was partly implemented; the funding part was neglected (Ekpo & Is'haq, 2014).

Theoretical Framework

Social Conflict Theory

Importance of theory to academic research cannot be over-stated. Vanderstoep and Johnson (2009) explained that theories are set of principles that aid researchers in the description and predictions of phenomena, thus it must have specificity and clarity for it to be testable. For the purpose of this study Social Conflict theory was adopted.

This theory stems from Marxist revolutionary idea which is based on inevitability of conflict in society (Odey et al, 2020; Tucker, 1969 as cited in Njoku, 2022). Conflict is natural, inevitable and essential sometimes in order to achieve a desired change (Prayogi, 2023). It is indicative of healthy society (Iskandarsyah & Zulkarnain, 2022). It explains the bourgeois-proletarian conflict as exemplified by FG (bourgeoisie) and ASUU (proletarians) (Ogbonnaya, n.d). Conflict theory is a relevant analytical framework in studying inter-group conflict in society. The theory was propounded by Karl Marx (1818-1884), a German philosopher, economist, historian and political theorist (Adekola et al, 2021; Odey et al, 2020).

Marxian conflict theory makes five basic propositions (Jonathan, 1975) regarding the workers-capitalists relations as thus: Firstly, inequality: The theory emphasizes the existence of inequality within society, particularly regarding the distribution of resources such as wealth, power, and social status. These inequalities are seen as systemic and built into the structure of society. Secondly, Power Dynamics: Social conflict theory highlights the role of power in shaping social relations. It suggests that those who hold power—whether economic, political, or social—use it to maintain their dominance over others and to further their own interests. Thirdly, social Struggle: Conflict theorists argue that society is characterized by ongoing struggles between different social groups, such as the working class and the capitalist class. These struggles can take various forms, including economic exploitation, political oppression, and cultural domination. Fourthly, exploitation:

Social conflict theory emphasizes the exploitation of one group by another for economic gain. For example, Marxists argue that capitalists exploit the labor of workers by paying them wages that are lower than the value of the goods and services they produce. Finally, alienation: Marx also discussed the concept of alienation, where individuals feel disconnected from their work, their fellow human beings, and themselves due to the oppressive structures of society. This alienation is a result of the unequal distribution of power and resources.

It emphasizes pluralist nature of societies and asymmetric distribution of power with its attendant consequences. Closer (as cited in Iskandarshyah & Zulkarnain, 2022) thus, posits that social conflict is a trigger of the process of social balance and redistributive justice. Pustatawati (2009) identifies four elements in understanding social conflict theory: Competition over scarce resource, structural inequalities (power sharing), existence of individuals and groups and presence of contending interests.

ASUU struggles are stemmed from its consistent pursuit for redistribution of resources in favour of university education and welfare of its workers. Being education a vehicle for national development, transformational change is dependent on prioritization of university education as asserted by the academic union of the Nigerian universities. Empirical studies have clearly amplified this position (Njoku, 2022; Egbegi & Iheriohanma; 2018; Aidelunuoghene, 2014; Chukwudi & Idowu, 2021; Johnson et al, 2021; Sanchi et al, 2022; Adeyanju et al, 2018) that the core demands of ASUU revolve round welfare of staff and revitalization of infrastructure for research development.

Social conflict theory is, however, critiqued for emotional attachment and bias in favour of the working class (Mohammed & Baba, 2018). Be that as it may, the theory is suitable as an instrument for analyzing this research problem.

Empirical Review

Review of the existing related studies is essential in academic research. It enables the researcher(s) to determine the positions of the previous authors which would facilitate the identification of the knowledge gaps to be filled. The review is done and arranged in accordance with and order of the research objectives.

Adewuyi and Ezeaku (2023) investigated "Enhancing Research Performance through Collaborative Industrial Relations in Nigerian Universities", a case study analysis of Unilorin, FUTA and UNN that were collected through structured interview and review of institutional research belletin. Stakeholder theory views, in this study, FGN and ASUU as co-stakeholder in the academic development process. The study revealed that academic staff members in these universities are more satisfied with research infrastructure and support, and that positive ASUU-FGN relationship contributed to the higher graduation of doctoral students in these universities, and institutions with more consultative committee have access to TETfund and international research grants.

The adoption of Stakeholder Theory is appropriate and commendable, as it frames FGN and ASUU not as adversaries, but as interdependent actors within the university system. This perspective allows the authors to move beyond traditional conflict narratives and instead highlight the potential synergistic effects of cooperative governance, particularly on research performance. The study's finding that consultative mechanisms facilitate access to TETFund and international research grants is

particularly relevant, and aligns with broader global trends in research governance. Nonetheless, the study could further explore whether these positive outcomes are replicable across less-resourced institutions or whether they are unique to the relatively better-funded universities selected.

Ofoebgbu and Uka (2023) conducted a research on "Reconstructive Unionism and Research Development in Nigerian Federal Universities". The study used structured questionnaire administered to 200 academic staff in six federal universities. Pearson correlation and regression was used for data analysis. Social Exchange theory was adopted as framework of analysis. The study found a positive correlation between industrial peace and increased faculty research output. And, academic staff in universities with few strike recorded more international collaborations, such universities reported higher research grants. The adoption of Social Exchange Theory as the theoretical lens is appropriate, as it highlights the reciprocal nature of institutional commitments and academic performance. By framing industrial peace as a form of positive exchange, the study effectively links stable labour relations to increased motivation among faculty members, which in turn supports enhanced research output and international collaboration. Methodologically, the use of Pearson correlation and regression analysis is consistent with the research objectives, allowing the authors to statistically test relationships between variables such as frequency of strikes, access to research funding, and scholarly productivity..

Eze and Okonkwo (2022), studied "Collective Bargaining and Academic Staff Welfare in Nigerian Federal Universities" in a Qualitative research involving 35 interviews with ASUU executives and senior academic staff across three federal universities. Human Relations theory was used as the framework of analysis. The finding indicated FGN-ASUU agreements led to positive improvements in salary structures, staff training funds and access to sabbatical leave. The study's reliance on Human Relations theory provides a suitable lens for examining the relational dynamics and welfare outcomes resulting from collective bargaining processes. The research effectively captured insider perspectives, which is strength of qualitative inquiry. However, the limited institutional scope (three universities) and relatively small sample size may constrain the generalizability of the findings.

Musa and Lawal (2021) investigated "Industrial Relations and the Welfare of University Lecturers in Nigerian" in a descriptive survey that administered 200 questionnaires to academic staff in six federal universities. Pearson Correlation was used for analysis, and Equity theory was adopted as an explanatory tool. The finding showed a positive and significant correlation between cordial industrial relations and welfare indicators (medical care, EAA and housing scheme). The adoption of Equity theory is conceptually appropriate, as it frames welfare perceptions within the context of fairness and reciprocity in employment relationships. The study's use of Pearson Correlation provides a basic statistical indication of the relationship between industrial relations and welfare indicators. However, the reliance on correlation alone limits the depth of causal inference. Further inferential analysis or regression modeling could have provided more robust insights into the strength and nature of these relationships.

Data Presentation

Table. 1.2 I am satisfied with the current welfare provisions for academic staff in my university

Respondents	Frequency	Percentage (%)
Strongly Agree	51	10.1
Agree	168	33.4
Neutral	135	7
Disagree	183	36.4
Strongly Disagree	66	13.1

Field Survey, December, 2024

The results show that 43.5% of respondents (10.1% Strongly Agree and 33.4% Agree) express satisfaction with the current welfare provisions for academic staff. On the contrary, a slightly higher 49.5% (36.4% Disagree and 13.1% Strongly Disagree) are not satisfied. Also, 7.0% of the respondents are Neutral, which may indicate uncertainty or varied experiences across institutions. This distribution reflects a significant level of dissatisfaction among academic staff concerning the welfare benefits provided to them by their universities. While some staff acknowledged that welfare provisions are in place, a larger group posited these provisions are inadequate, poorly implemented, or insufficient in addressing their needs.

The welfare of academic staff—covering aspects such as healthcare, housing, allowances, retirement benefits, and other support systems—has consistently been a core issue in ASUU's negotiations with the FGN. These responses indicate that despite years of dialogue and industrial actions aimed at improving staff welfare, many academic staff in North-Central universities remain dissatisfied. The findings suggest that there may be gaps between what has been agreed upon at the national level and what is being implemented at the institutional level. It also reflects potential challenges in funding, policy enforcement, or communication between the federal authorities and university managements.

Table 1.3 ASUU has positively influenced the salary structure and benefits for academic staff in the universities between 2009 and 2024.

Respondents	Frequency	Percentage (%)
Strongly Agree	85	16.9
Agree	286	56.9
Neutral	42	8.3
Disagree	75	14.9
Strongly Disagree	15	3

Field Survey, December, 2024

The results show that a significant majority of respondents (73.8%) either Agree (56.9%) or Strongly Agree (16.9%) that ASUU has positively influenced the salary structure and benefits of academic staff between 2009 and 2024. This indicates a broad acknowledgment of ASUU's active role in improving financial welfare conditions through sustained industrial actions, negotiations, and policy advocacy. Contrarily, 17.9% of respondents (14.9% Disagree and 3.0% Strongly Disagree) do not believe ASUU has made a positive impact in this area, while 8.3% remain Neutral, possibly indicating limited knowledge of ASUU's contributions or mixed experiences in the outcomes of past agreements.

The high level of agreement in this table strongly supports the view that ASUU-FGN relations have yielded tangible welfare benefits, especially in the area of salaries and related entitlements. Key milestones such as the 2009 FGN-ASUU Agreement, Memoranda of Understanding, and subsequent struggles for the implementation of revised salary structures appear to have had a positive effect, as perceived by most

academic staff in the North-Central universities.

Table 1.4 Earned Academic Allowance (EAA) for several years were paid to academic staff in my university.

Respondents	Frequency	Percentage (%)
Strongly Agree	38	76
Agree	195	38.8
Neutral	63	12.5
Disagree	167	38.2
Strongly Disagree	40	8

Field Survey, December, 2024

The data shows that 46.4% of respondents (7.6% Strongly Agree and 38.8% Agree) confirmed that Earned Academic Allowance has been paid to academic staff in their universities over the years. However, a closely matched 46.2% (38.2% Disagree and 8.0% Strongly Disagree) reported that such allowances were not paid. In addition, 12.5% of the respondents were Neutral, possibly due to lack of awareness or unclear personal experience regarding the payment of the EAA.

This near-equal split between positive and negative responses suggests a high level of inconsistency in the disbursement of EAA across universities in the North-Central zone. While some institutions may have received payments in line with ASUU-FGN agreements, others may have experienced delays, partial payments, or complete non-payment, leading to dissatisfaction among academic staff. The issue of EAA is central to ASUU's advocacy efforts, and its inclusion in successive agreements with the FGN shows its importance to academic staff welfare. The mixed responses in this table point to implementation challenges and lack of uniform compliance with negotiated welfare provisions.

Table 1.5 Entitlements of deceased academic staff are are paid to their heirs as and when due in my university.

Respondents	Frequency	Percentage (%)
Strongly Agree	50	10
Agree	273	54.4
Neutral	84	16.7
Disagree	74	14.7
Strongly Disagree	21	4.2

Field Survey, December, 2024

The data reveals that a clear majority, 64.4% of respondents (10.0% Strongly Agree and 54.4% Agree), believe that entitlements of deceased academic staff are paid as at when due in their universities. This suggests a positive perception of welfare administration, particularly in the handling of post-service benefits. However, 18.9% of respondents (14.7% Disagree and 4.2% Strongly Disagree) express dissatisfaction with how these entitlements are managed. A further 16.7% chose Neutral, which may reflect limited personal experience or uncertainty about how these cases are handled institutionally.

The payment of entitlements to families of deceased staff has been a frequent demand in ASUU-FGN negotiations, often linked to issues of pension administration, group life insurance, and general staff welfare. The relatively high level of agreement in this table suggests that ASUU's advocacy in this area may have led to improvements in policy implementation and institutional responsiveness in some universities within the North-Central zone. However, the presence of disagreement and neutrality highlights that not all institutions have achieved full compliance, and that in some cases, delays or procedural bottlenecks still affect the timely settlement of such benefits.

This raises concerns about consistency and accountability, both of which are essential for improving staff morale and institutional trust.

FGN-ASUU Relationship and Research Output in the North-central Universities

Table 1.6 Between 2009 and 2024, members of staff in my university have won several national research funds

Respondents	Frequency	Percentage (%)
Strongly Agree	74	14.7
Agree	257	51.1
Neutral	69	13.7
Disagree	90	17.9
Strongly Disagree	13	2.6

Field Survey, December, 2024

The result shows that combined 65.8% of respondents (14.7% *Strongly Agree* and 51.1% *Agree*) believe that staff members have won several national research grants during the period under review. Contrarily, 20.5% (17.9% *Disagree* and 2.6% *Strongly Disagree*) disagree with this statement, while 13.7% of respondents remained neutral, indicating either lack of awareness or uncertainty regarding research funding activities in their institutions.

The relatively high percentage of agreement (over 65%) suggests that, despite ongoing challenges in ASUU-FGN relations, there have been notable successes in securing national research funds in North-central universities. This could reflect efforts made through ASUU's advocacy for increased research funding as part of its broader negotiations with the Federal Government. However, the 20.5% disagreement also points to the uneven distribution or access to research funds, which may be influenced by factors such as institutional capacity, awareness, bureaucratic challenges, or regional disparities in funding access. The neutral stance of 13.7% further highlights a potential gap in communication or transparency about research activities within institutions. This suggests that while some staff benefit from national research opportunities, others may be unaware or excluded, possibly due to internal policy issues or lack of institutional support systems for grant applications.

Table 1.7 Researches that led to invention of new technologies were conducted in my university between 2009 and 2024.

Respondents	Frequency	Percentage (%)
Strongly Agree	37	7.4
Agree	210	41.7
Neutral	96	19.1
Disagree	144	28.6
Strongly Disagree	10	3.2

Field Survey, December, 2024

The responses provide valuable insight into the research productivity and innovation capacity within North-central Nigerian universities. A combined 49.1% of respondents (*Strongly Agree* 7.4% + *Agree* 41.7%) affirmed that innovations emerged from research within their institutions during the period under review. On the other hand, 31.8% of respondents (*Disagree* 28.6% + *Strongly Disagree* 3.2%) indicated otherwise. A notable 19.1% chose a neutral stance, possibly reflecting limited awareness of research outcomes in their institutions.

These figures indicate a moderately positive perception of innovation-driven research in North-central universities. Almost half of the respondents acknowledged that their institutions were

involved in research that led to technological advancements. The period 2009–2024 includes several episodes of ASUU strikes and negotiations, during which the union consistently emphasized the need for improved funding for research and development. This includes calls for the revitalization of research infrastructure, increased access to grants, and academic autonomy to foster innovation. The data from this table may reflect the partial success of those efforts, where some universities have leveraged available resources and policy frameworks to pursue technology-oriented research. However, the substantial percentage of disagreement (31.8%) and neutrality (19.1%) suggests that many institutions still face limitations in producing cutting-edge, innovation-driven research outcomes.

Table 1.8 Several research outputs conducted in the North-central universities have resolved host communities problems between 2009 and 2024

Respondents	Frequency	Percentage (%)
Strongly Agree	45	8.9
Agree	197	39.2
Neutral	96	19.1
Disagree	137	27.2
Strongly Disagree	28	5.6

Field Survey, December, 2024

The results of combined 48.1% of respondents (*Strongly Agree* 8.9% and *Agree* 39.2%) shows that university research has helped resolve community problems during the stated period. In contrast, 32.8% (*Disagree* 27.2% and *Strongly Disagree* 5.6%) do not share this view. 19.1% of respondents remained neutral, indicating uncertainty or limited awareness of the community impact of university research. These findings indicate that while nearly half of the academic staff viewed research to have had a positive societal impact, a significant portion either disagrees or is unsure. However, the substantial proportion of disagreement (32.8%) suggests that many research outputs may not be effectively applied to real-life challenges in host communities. This could be due to: Limited collaboration between universities and communities, lack of funding for applied research, poor dissemination or implementation of research findings and weak government support for university-led development initiatives.

Table 1.9 University lecturers conduct researches to solve problems and earn promotion

Respondents	Frequency	Percentage (%)
Strongly Agree	81	16.1
Agree	278	55.3
Neutral	58	11.5
Disagree	73	14.9
Strongly Disagree	11	2.2

Field Survey, December, 2024

The data reveals that a majority of respondents agreed 278 respondents, representing 55.3% that lecturers conduct research primarily to solve problems and for career progression. Another 16.1% (81 respondents) strongly agreed with this position. In total, 71.4% of respondents (359 out of 501) either agreed or strongly agreed with the statement. Neutral responses accounted for 11.5% (58 respondents), indicating a segment of the respondents who may be undecided or indifferent on the issue. On the opposing end, 14.9% (73 respondents) disagreed, while 2.2% (11 respondents) strongly disagreed, making a total of 17.1% who do not believe that

research is mainly conducted for problem-solving and promotion.

Above implies that a large proportion of university lecturers in the North-central region of Nigeria see research as a dual-purpose activity—a means to address real-world problems and a requirement for academic promotion. This aligns with the institutional expectations within Nigerian universities where academic staff must publish in order to be promoted. The Table supports the view that research output in North-central universities is strongly driven by institutional requirements and personal advancement goals. Although the intent to solve societal problems exists, the data suggests that career progression remains a primary motivator. Within the context of the ASUU-FGN dynamic, it becomes evident that while lecturers are willing to engage in research, systemic challenges linked to government support and union-government relations may be shaping the motives and outcomes of such research efforts.

Table 1.10 Largely, universities lecturers conduct fundable research for international agencies

Respondents	Frequency	Percentage (%)
Strongly Agree	63	12.5
Agree	286	56.9
Neutral	63	12.5
Disagree	77	15.3
Strongly Disagree	14	2.8

Field Survey, December, 2024

The data shows a majority of the respondents agreed (286 respondents, 56.9%) that university lecturers largely engage in research that can attract funding from international agencies. Another 12.5% (63 respondents) strongly agreed, indicating that nearly 69.4% of the lecturers collectively support the idea that fundable international research is a significant focus. Neutral responses also stood at 12.5%, showing a portion of respondents who neither supported nor opposed the statement, possibly due to limited direct experience with international funding. The respondents are likely the junior academic staff who have garnered much knowledge about the happening in the university system. However, 15.3% (77 respondents) disagreed, and 2.8% (14 respondents) strongly disagreed, totaling 18.1% who posited that international fundable research is not a common practice among lecturers.

In relation to the study's objective, the Table illustrates that a significant number of university lecturers in the North-central region conduct research aimed at attracting international funding, possibly as a response to weak support from the Government. The ASUU-FGN relationship, therefore, plays a dual role: while it may constrain research through poor domestic support, it also indirectly encourages academics to explore global partnerships and funding opportunities.

Table **1.11** Hypotheses Tests

Hypotheses	Relationships	Path Coefficients	Standard Deviation	T Statistics	P Values	Decision
H_1	FGN-ASUU Industrial Relations -> Quality Research	0.401	0.04	4.53	0.000	Not Supported
H_2	FGN-ASUU Industrial Relations -> Welfare of Academic Staff	0.724	0.02	7.33	0.000	Not Supported

Hypotheses Testing for the Relationships

This section tests hypotheses of the result of direct effect of the FGN-ASUU Industrial Relations (independent variable) on (Quality Research and Welfare of Academic Staff) the dependent variables werw examined. As presented in Table, the statistical analysis showed that FGN-ASUU Industrial Relations has a positive and significant effect on Quality Research in Nigeria given the sample obtained from the selected North-Central universities (β= 0.401, $p<0.05$). This is indicative of a good relationship between the two variables, notwithstanding the industrial disharmony and other hitches as mentioned on the paragraph above. Thus, hypothesis one (H_1) in this study is not supported.

Also, the statistical analysis showed that FGN-ASUU Industrial Relations has a positive and significant effect on Welfare of Academic Staff in Nigeria based on the sample obtained from the selected universities in North-Central with (β= 0.724, $p<0.05$). This means that despite ASUU's persistent industrial action that has resulted into prolonged strikes, disruption of academic calendar, stoppage of lecturers' salaries which in turn led to untold hardships, their relationship still showed positive and the effect is insignificant. Thus, hypothesis one (H_1) in is not supported.

4.28 Summary of Hypotheses and Decisions

To simplify a quick grasp of the findings of this study, a table is provided to show the statement of hypotheses and the decisions in each case:

Table 1.12 Summary of Hypotheses and Decisions

Items	Statement	Decision
H_1	There is no significant relationship between ASUU-FGN industrial relations and quality of research output in the North-central universities, Nigeria.	**Not Supported**
H_2	There is no significant relationship between ASUU-FGN industrial relations and welfare of academic staff in the North-central universities, Nigeria.	**Not Supported**

Discussion of Finding

From Table 1.12, the finding shows a significant and positive relationship between FGN-ASUU industrial relations and quality research output in the North-Central universities. It implies that, national research funds were won within the period under review by the academic staff of the universities; innovative researches were conducted; and there are practically solution-driven researches carried out within this period. This is in tandem with one of the core mandates (research) of universities that is intended to investigate the societal problems with the sole aim of proffering solutions to them. Previous studies, however contradict the finding of this objective. Salami and Olatunde (2023) concluded that research grants are halted during strikes, and researchers are adversely affected in term of mentorship. A significant decline in publication output was recorded during ASUU-government industrial disharmony. Ijeoma and Okafor

(2022); Usman and Gambo (2021) supported that MoUs and research collaborations with international institutions are frustrated by ASUU-FGN relations more often than not. Eke and Akpan (2020) concurred that access to internet, laboratories and libraries are interrupted during FGN-ASUU disharmony thereby research process is disrupted.

One may be curious to probe the significance of these quality research outputs amidst the deficiencies in the Nigeria's social existence. Abdulmalik (2019) revealed a paradoxical situation of high-profile research output with insignificant impact on the university host community in Niger State, notably, Lapai town. This boils down to the poor research commercialization and political indifference where the relationship between the Town and Gown is not symbiotic. A case that depicts disconnection between the ivory tower and the society that ought to consult it (ivory tower) for diagnosis of, and prescription for its sicknesses. To support this, Letswa and Abdulmalik (2019) in their study, found a low capacity amongst the researchers in Nigerian university system, in spite of the fact that the government has provided averagely research enabling environment. To satisfy the above curiosity, there is seemingly a deficit researches being inspired by the thirst to address challenges of society in Nigeria. Research problems do not actually emanated from the society, but to fulfill the righteousness of "publish in order not to perish". Universities researchers have disconnected themselves from the society.

Similarly, the Table indicates a positive and significant relationship between FGN-ASUU industrial relations and welfare of academic staff in the North-Central universities. It implies that backlogs of EAA have been largely paid by the government, office accommodations for academic members of staff are enough and pension and gratuity are paid as and when due to the ASUU members. The research finding agreed that these critical aspects are being attended to by the government. Sanchi et al (2022), Abechi et al (2016) and Adeyanju et al (2018) supported that FGN-ASUU industrial relations, though is characterised with frequent disharmony, have positive impacts on the welfare of academic staff in the Nigerian public universities in term of improved salaries and staff training and development. This can be expressed in the fellowship for the teaching staff in local and foreign universities of their choice, until the recent policy that restricted them to local universities. It is worth reckoning that recently, upward review of salary by 35% was implemented for the academic members of staff in the public-owned universities.

Correspondingly, Eze and Okonkwo (2022) have established how FGN-ASUU industrial relations (peaceful) have significantly improved welfare of the universities lecturers. This was supported by Musa and Lawal (2021); Olaleye and Adebayo (2023); Ogunode and Abubakar (2020) who reported a correlation between industrial harmony and positive welfare indicators. This implies that change can also be recorded through harmonious working relationship. All this throws weight on the finding of this objective (Industrial relations and welfare of academic staff).

However, there is a declining morale of academic staff over non-payment of EAA, introduction of IPPIS\ and delayed promotion (Ogunode & Abubakar, 2022c) as well as sabbatical leave (Adeyemi & Olalekan, 2021) which is a source of additional income for the senior academic staff in the Nigerian public universities. Similarly, Adebayo and Ajayi (2023d) confirmed exodus of academic staff to foreign universities due to poor welfare and job insecurity by government threats to private public universities. It is important to note that,

cordiality and conflict in industrial relations are two sides of the same coin.

The Social Conflict theory, also explains why ASUU keeps striking in spite of the findings that indicate positive and significant relationship between industrial relations and the dependent variables in this study. As long as inequality exists, workers union will struggle to further its interest except where its members are so weak and fragmented to fight for improved salary/wage and better conditions of service.

In addition, inflationary trend and harsh economic policies are factors that trigger the quest for either, reversal of the trend and policies or, improved condition of service and wage increase that corresponds with the economic reality. For more a decade, Nigeria experiences high cost of living for many reasons - unstable crude price per dollar at the international market, weak currency (naira), Covid-19 pandemic, Russia-Ukraine war, removal of subsidy, floating of naira, border closure, intractable conflict and insurgency among others.

Summarily, the theory provides a deeper understanding of how structural imbalances in educational policy, funding, and governance have led to prolonged industrial disharmony in Nigerian universities. The FGN-ASUU relationship was shown to be a clear example of institutionalized conflict, where the government, holding budgetary and legislative power, often fails to meet agreements made with the union. ASUU, representing academic labour, is left with few tools other than industrial action—strikes, negotiations, and protests—to fight for improved welfare, university autonomy, and infrastructure revitalization.

Conclusion

Consequent upon the discussion on the objective I, it is convenient to conclude that industrial relations have had a dual effect on research productivity in the North-Central public universities. On the positive side, ASUU's advocacy has led to improved access to research grants and academic training programs for some staff. However, prolonged strikes and unstable academic environments have limited the ability of researchers to engage in long-term projects or collaborate meaningfully. Also, industrial relations have played a major role in improving the welfare conditions of academic staff in North-Central universities. ASUU's persistent struggle has led to notable achievements such as upgrade in salaries, allowances, and academic retirement age. However, these gains have come with challenges, including delayed payments, irregular implementation of agreements, and demoralization among lecturers. .

In all, this research concludes that the relationship between the FGN and the ASUU has been largely conflicting over the period, with profound implications for the Nigerian public university system, particularly in the North-Central geopolitical zone. The inability of the federal government to consistently implement agreements—especially the landmark 2009 FGN-ASUU agreement—has entrenched a pattern of cyclical strikes that undermine, to some extent, educational quality and research agenda.

Recommendations

Based on the discussion of the findings, the following recommendations are proposed by this study:

Improved welfare for the academic members of staff in the university system is motivating and will keep in and pull more brainy people to the academia. It will reduce drastically the rate of brain-drain and increasing depression among the universities lecturers. That is, prompt payment of salaries, timely payment fringe benefits, and adequate

provision of staff housing, sabbatical support, health insurance scheme and security of academic staff in and off the campuses. All these are connected to research output and quality teaching and delivery.

Again, university governance and funding structure should be reformed. University administrative and fiscal autonomy and academic liberalism are essential for a meaningful for a functional university system, research and innovation. This includes reducing bureaucratic delays like IPPIS challenges and expanding access to TETFund for research and infrastructure development. The autonomy must be sustained to save the academic union members from witch-hunt during promotion and application for research grants.

Furthermore, the universities managements should extend their tentacles by collaborating with the hollow foreign universities in teaching and research, and other international research agencies. This increases the global visibility of the Nigerian public universities, and creates more funding opportunities for them and alternative sources of improved incomes for the academic members of staff. This will add quality to research and reduce the feeling of alienation by the ASUU members. Over-reliance on government to do all by the university administrations and sole-reliance on salaries by the teaching members of staff cause frustration and aggression.

Lastly, ethic and morality should be imbibed by the university lecturers and NUC representative(s) during the accreditation exercises. Accredited programmes and departments are certified to have met the requirements provided by the University regulatory body, NUC, among which is student-staff ratio that is doctored to meet up with the requirements. Human and material resources are borrowed and faked with collaboration between members of the Commission and the academic departments. It's a contradiction to have EAA and complaint on decayed infrastructure thereafter.

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