

**INFLUENCE OF ACADEMIC STAFF UNION OF UNIVERSITIES STRATEGIES
OF INDUSTRIAL ACTIONS ON FACULTY OF EDUCATION STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC UNIVERSITIES IN
ADAMAWA STATE, NIGERIA**

¹Isaac, Grace Ogonna, ²Kabiru, Mohammed Badau & ³Cletus, Edoh

^{1,2&3}Department of Education Foundations, Faculty of Education,
Modibbo Adama University, Yola.

Corresponding author: edohcletus@mau.edu.ng
08066412064

Abstract

The study investigated the influence of Academic Staff Union of Universities strategies of industrial actions on faculty of education students' academic performance in public universities in Adamawa State, Nigeria. The study had four objectives, three research questions and four null hypotheses. Ex post-facto survey research design was adopted for this study. The population of this study consists of 3,393 academic staff and students (i.e., 193 academic staff and 3200 students) in public universities in Adamawa State. The sample of the study is 639 students (i.e., 326 students from Adamawa State University, Mubi and, 313 students from Modibbo Adama University, Yola). The research instruments used for data collection in this study are Influence of ASUU Strategies of Industrial Actions Questionnaire (IASUUSIAQ), and a Profoma Tagged "Final Year Undergraduate Students Cumulative Grade Point Average (FYUSCGPA)" in Faculty of Education. The validity and reliability of the instruments were established. A reliability co-efficient of 0.80 was obtained for IASUUSIAQ using Cronbach Alpha Statistic. Data collected were analyzed using descriptive Statistics of mean and standard deviation while inferential statistics of regression analysis was used in testing the null hypotheses. The finding of the study reveals that Academic Staff Union of Universities (ASUU) Strategies of industrial actions of (bargaining, negotiation and demonstration) significantly influence students' academic performance in public Universities in Adamawa State, Nigeria, $F(155, 3) = 37.632, p < 0.05$. It is recommended among others that Federal Government and ASUU should establish a permanent conflict resolution mechanism, such as a Joint Education Mediation Council (JEMC), to proactively address grievances and prevent prolonged strikes. A mutually agreed-upon strike prevention and resolution policy should be developed, including early warning systems and contingency academic plans to mitigate the adverse effects of strikes on students academic performance in public universities in Adamawa State, and Nigeria at large.

Keywords: Academic Staff Union of Universities (ASUU) strategies of industrial actions, Bargaining, Negotiation, Demonstration, and, Students' Academic Performance

Introduction

University worldwide is regarded as the citadel of learning, moral discipline and excellence, the fountain of intellectual

development and a ground for the production of leaders of tomorrow. It is also an institution of higher learning, research, molding of learners' character

and behaviour modifier. Academic performance is the outcome of students' evaluation in the educational process, indicating to what level the students have achieved the educational goals as specified in the curriculum which is greatly influenced by internal and external classroom factors (Yusuf *et al.*, 2015). Abaidoo (2018) opined that students' academic performance serves as bedrock for knowledge acquisition and the development of skills. The authors further assert that the top most priority of all educators is the academic performance of their students. Academic performance measures the extent to which educational institutions achieve the goals which it purported to achieve. Academic performance is the measurement of students' achievement across various academic subjects. When the Universities and learning activities are halted over a long period, it negatively affects the students, as a result, products that are ill equipped in both character and learning is turned out to the society by the universities because of poor academic performance. It is sad to say that public universities in Nigeria are facing a lot of challenges (Ogbomah & Moses, 2024).

Academic Staff Union of Universities (ASUU) as the strongest union in the Nigerian Universities has been demanding that government should fulfill an agreement it reached with them in 2009 on how to save the Nations' Universities from total collapse. On the other hand, government is proposing a piecemeal selective approach. There is no doubt that education is very vital to the survival of any Nation that it should be treated as a subject beyond politics or evasive polemics. It is not deniable that Nigeria is presently not doing enough, by world standards, in the funding of her Education sector. As far as the government is concerned, there are other competing items for the limited funds

available and government is not doing enough in the infrastructural development of the Nigerian Universities (Chand, 2016). This has caused serious altercations between Government and ASUU resulting into persistent industrial actions. The incessant industrial actions by the Academic Staff Union of Universities (ASUU) has negatively affected the academic performance of university students; it usually poses a lot of challenges to their study duration, performance in examinations and their final grading.

Academic staff union of universities strategies refers to the various ways Academic Staff Union of Universities gets the Federal Government to stay committed towards ensuring maximum growth and development of public universities across Nigeria. Strategies used by Academic Staff Union of Universities (ASUU) against industrial action bargaining (Alawa & Adeyemi, 2018), negotiations (Adediran, 2018), demonstration (Adedoku & Yusuf, 2018) ASUU had used these strategies in planning to avoid industrial actions, since effectiveness and efficacy in learning can only be achieved through constant academic period. ASUU have lobbied, bargained, negotiated, and demonstrated with the Federal Government, its employer, went on warning strikes before embarking on industrial actions, all to maintain constant academic process (Ogbomah & Moses, 2024). ASUU's strategies, can have both direct and indirect influence on the academic performance of university students in Nigeria. These influence vary, depending on the specific circumstances, outcomes of negotiations, and the duration of disruptions caused by these strategies

Bargaining entails, a formal engagement between Academic Staff and their employer as they bargain improvement of working terms. The process involves

decision making between parties representing the interests of employer and those of the employees (Balogun & Shittu, 2019). Bargaining can be done in various ways; composite bargaining, concessionary bargaining, distributive bargaining, integrative bargaining, and productivity bargaining. It is a doctrine of labour practices where employees get an opportunity to table their grievances to their employers with the hope of reaching an amicable solution relating to protection of terms of bargains (Okeke, 2019). ASUU (Academic Staff Union of Universities) and higher education in Nigeria, bargaining strategy plays a crucial role in addressing the myriad challenges facing the education system including students academic performance. These bargaining strategy involves discussions with government officials, university management, and other stakeholders to find solutions to systemic problems, including funding, infrastructure development, and curriculum reforms (Ogunyemi, 2017). Bargaining is a critical aspect of ASUU's efforts to address various issues within the higher education system, but it can also lead to disruptions and challenges that affect students' academic performance. ASUU engages in negotiation processes to address broader issues within the higher education system (Okeke, 2019). Negotiation is a fundamental process in human interaction and decision-making, encompassing discussions, compromise, and agreement between two or more parties with different interests, goals, or viewpoints (Omotayo, 2019).

Negotiation can be defined as the process of renegotiating to realistic and workable terms the '2009 Agreements' entered with other university-based unions (Omotayo, 2019). The two Teams (FGN and ASUU) affirmed that they had the Mandate of their respective Principals to Re-negotiate. According to the author,

both teams agreed that the following issues would form the agenda and focus for the renegotiation: conditions of service, funding, university autonomy and academic freedom and other matters. Ohiwerei and Onimawo (2016) add the following as subject for which industrial action could be inevitable via sound negotiation procedure covering sensitive areas of; procedural matters, probationary period of service, disciplinary procedure, principles of redundancy, professional examinations, various unpaid claims, staff loan, pension and gratuity scheme, salaries and wages, leave, acting allowances, inconveniences allowance, out of station expenses, medical scheme and sickness benefits. Employers are constantly challenged to enhance industrial harmony in institutions because of the failure of Federal Government to readily embrace the views of workers when negotiating for employees working terms (Omotayo, 2019). They keep on flouting the law even when studies have shown that avoidance of implementation of agreed negotiations reduces the productivity of employees, which in turns affect the academic performance of students in a long run (Ohiwerei & Onimawo, 2016). ASUU demonstrations are essential for addressing critical issues within the Nigerian higher education system, they can have significant negative influence on the academic performance and overall well-being of university students.

Demonstration is a strategy used by the Academic Staff Union of Universities to advocate for improvements in the Nigerian higher education system (Adedokun & Yusuf, 2018). While these demonstrations are intended to bring attention to critical issues, they can also have significant impacts on the academic performance of university students. Demonstrations, often in the form of mass rallies and marches, are a visible way for ASUU (Academic Staff Union of

Universities) to assert its demands and mobilize support for effective management of public universities. These demonstrations serve as a means of amplifying the union's message and advocating for change within the higher education system (Adedokun & Yusuf, 2018). According to the authors, these disruptions affect the academic calendar, create learning gaps, induce psychological stress, impose financial burdens, and delay career opportunities. ASUU also embarks on demonstration. Demonstrations, while raising awareness of ASUU's demands, can lead to disruptions in the academic calendar. These disruptions may result in canceled classes and rescheduled examinations, affecting students' learning schedules and potentially causing stress and uncertainty. ASUU demonstrations aimed at addressing critical issues within the university system, can have significant negative influence on the academic performance and overall well-being of university students. When other strategies to stop industrial action fails, ASUU goes to court.

The disruptions of academic session by Academic Staff Union of Universities-Federal/State Government of Nigeria industrial actions have significant undesirable negative impact on academic success of undergraduate students in public universities in North-East, Nigeria (Mukhtar & Ukshatu, 2024). Students' academic success suffered greatly from the incidence of strike action in public universities in North-East, Nigeria due to the disruption of academic calendar bestowed on the students' psyche cost, disheartenment as most students were unable to speedily regenerate themselves towards academic exercises at the resumption. Consequently, poor academic performance in the post strike semester is inevitable. This has been one of the prominent causes of the half-baked and unemployable graduates that Nigeria

education system has been turning out lately.

The effect of industrial action has been devastating in the Nigerian university system. It has contributed to watering down the quality of education offered to Nigerian students. With industrial action, students' academic performance is adversely affected as a result of the crippling of the educational system. These resulted in producing half- baked students and graduates who are unemployable and who lack the basic skills necessary to survive in dynamic environments like Nigeria and the rest of the world (Mukhtar & Ukshatu, 2024). This creates a gap in literature that the current study sought to fill. It is imperative to address these challenges by a thorough investigation to ascertain whether ASUU strategies of bargaining, negotiation and demonstration, influence students' academic performance in Public Universities in Adamawa State, Nigeria.

Purpose of the Study

This study investigated the influence of Academic Staff Union of Universities Strategies of industrial actions on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria. Specifically, the study sought to;

1. Ascertain the influence of ASUU Bargaining on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.
2. Ascertain the influence of ASUU Negotiation on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.
3. Ascertain the influence of ASUU Demonstration on Faculty of

Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

4. Determine the influence of Academic Staff Union of Universities (ASUU) Strategies of industrial actions (bargaining, negotiation and demonstration) on Faculty of Education Students' Academic Performance in public Universities in Adamawa State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

- RQ₁.** What is the influence of ASUU bargaining on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria?
- RQ₂.** What is the influence of ASUU negotiations on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria?
- RQ₃.** What is the influence of ASUU demonstrations on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 Alpha level of significance:

- H₀₁:** ASUU bargaining does not significantly influence Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.
- H₀₂:** ASUU negotiations does not significantly influence Faculty of

Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

- H₀₃:** ASUU demonstration does not significantly influence Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

- H₀₄:** Academic Staff Union of Universities (ASUU) Strategies of industrial actions (bargaining, negotiation and demonstration) do not significantly influence Faculty of Education Students' Academic Performance in public Universities in Adamawa State, Nigeria.

Methodology

This study employed an expost-facto survey research design. Expost-facto survey research design is a research method in which groups with qualities that already exist are compared on some dependent variable (Eze, 2019). The study was carried out in Adamawa State. The population of this study consists of 3,393 academic staff and students (i.e., 193 academic staff and 3200 students) in public universities in Adamawa State (Adamawa State University, Mubi and, Modibbo Adama University, Yola). The sample of the study is 795 respondents. This sample size consists of 156 academic staff (i.e., 81 staff from Adamawa State University, Mubi and, 75 staff from Modibbo Adama University, Yola), and 639 students (i.e., 326 students from Adamawa State University, Mubi and, 313 students from Modibbo Adama University, Yola). The sample size is gotten by the use of Taro Yamane formula for sample size determination. Multi-stage sampling technique was adopted for this study. The instruments for data collection is a self-structured questionnaire titled "Influence of ASUU Strategies of Industrial Actions

Questionnaire (IASUUSIAQ), and a Profoma Tagged “Final Year Undergraduate Students Cumulative Grade Point Average (FYUSCGPA)” in Faculty of Education. (IASIASAP) consists of 30 items. The items are structured on a five-point modified Likert rating scale. In order to ensure validity of the instrument ‘(IASUUSIAQ)’, the instrument was subjected to face and content validity by three experts. A content validity index of 0.77 was obtained for the instrument (IASUUSIAQ) based on universal acceptability of the experts. A reliability co-efficient of 0.80 was obtained for IASUUSIAQ using Cronbach Alpha Statistic. The direct delivery approach

was used in administering the questionnaire copies with the help of two research assistants. Descriptive statistics of mean and standard deviation were used in answering the three research questions. Simple linear regression analysis was used in testing hypotheses 1-3, while multiple regression was used in testing the hypothesis 4 at 0.05 level of significance.

Results

Research Question 1: What is the influence of ASUU Bargaining on Faculty of Education Students’ Academic Performance in Public Universities in Adamawa State, Nigeria.

Table 1: Mean and Standard Deviation of influence of ASUU Bargaining on Faculty of Education Students’ Academic Performance in Public Universities in Adamawa State, Nigeria

S/N	Item (n = 156)	Mean	S. D	Remark
1	Composite bargaining redressing confrontational attitude	3.08	0.83	ML
2	Concessionary bargaining securing salary adjustments to match economy realities	3.26	0.92	ML
3	Distributive bargaining improving working conditions for academic staff	3.32	0.97	ML
4	Integrative bargaining that addresses funding for research	3.74	0.85	ML
5	Productivity bargaining that enhance the quality of teaching/research within universities	3.78	0.95	ML
6	Integrative bargaining securing agreements that enhances the implementation of academic policies	3.02	1.10	ML
7	Distributive bargaining aimed at highlighting deficiencies in university infrastructure	3.06	0.96	ML
8	Bargaining outcomes influence the morale and job satisfaction of academic staff	3.16	1.06	ML
9	Secure agreements that contribute to the development of academic policies	2.94	0.95	ML
10	Leads to economic, social and technological stabilization	2.99	1.06	ML
	Grand Mean	3.24	0.96	ML

According to Table 1, mean scores range from 2.94 to 3.78, while SDs range from 0.83 to 1.10, indicating moderate influence with average variability. The highest mean was for productivity bargaining enhancing teaching/research ($M = 3.78$, $SD = 0.95$), and the lowest for agreements contributing to academic policy development ($M = 2.94$, $SD =$

0.95). Grand Mean ≈ 3.24 , $SD \approx 0.96$, reflecting a moderate influence of bargaining efforts on students’ academic outcomes.

Research Question 2: What is the influence of ASUU negotiations on Faculty of Education Students’ Academic Performance in Public Universities in Adamawa State, Nigeria?

Table 2: Mean and Standard Deviation of influence of ASUU Negotiations on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria

S/N	Item (n = 156)	Mean	S. D	Remark
1	Admission autonomy enhances students' academic performance	2.71	0.90	ML
2	Staffing autonomy improves quality of teaching efficacy	2.72	1.17	ML
3	Leadership autonomy that ensures continuity of academic policies	2.79	1.23	ML
4	Adequate research funding for global visibility	4.05	0.87	HL
5	Renegotiating to realistic conditions of service based on '2009 Agreements'	3.40	1.15	ML
6	Addressing probationary period of service enhance teaching	3.51	0.81	HL
7	Development of policies that prioritize pension and gratuity scheme	3.54	1.26	HL
8	Addressing medical scheme and sickness benefits	3.33	1.06	ML
9	Incorporation of international best practices regarding academic freedom procedural matters	3.15	0.99	ML
10	Implementation of policies that prioritize staff salaries and wages	3.28	0.78	ML
	Grand Mean	3.25	1.02	ML

In Table 2, the mean values range from 2.71 to 4.05, with SDs between 0.78 and 1.26. Adequate research funding had the highest rating ($M = 4.05$, $SD = 0.87$), while staffing and admission autonomy had the lowest means ($M = 2.72$ and 2.71 respectively). Grand Mean ≈ 3.25 , $SD \approx 1.02$, indicating a moderate influence of

ASUU negotiations on academic performance.

Research Question 3: What is the influence of ASUU Demonstrations on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria?

Table 3: Mean and Standard Deviation of influence of ASUU Demonstrations on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria

S/N	Item (n = 156)	Mean	S. D	Remark
1	Abuse of University structures impeded students' academic performance	2.92	1.13	ML
2	Mind blogging illegalities where unqualified lecturers teach undergraduate students'	2.65	1.19	ML
3	Network to monitor by identifying the true status of students who currently parade themselves as students	3.21	1.22	ML
4	Indigenization of students unionism	3.08	1.07	ML
5	Students union movement that genuinely engage issues of non –commercial education with access to all	2.97	0.86	ML
6	Allocation of at least 26% of yearly budget to education.	3.09	1.14	ML
7	Changes in institutional governance structures and decision-making processes	3.23	0.99	ML
8	Contribution to student empowerment and the development of student advocacy groups	3.56	1.21	HL
9	Engaging alumni in advocating for the improvement of their alma matter.	2.79	1.33	ML
10	International collaboration and partnerships for academic and research activities	3.04	1.01	ML
	Grand Mean	3.05	1.12	ML

Table 3 shows mean values ranging from 2.65 to 3.56, with SDs from 0.86 to 1.33, suggesting moderate influence with relatively high variability. The item contribution to student empowerment had the highest mean ($M = 3.56$, $SD = 1.21$),

and illegalities by unqualified lecturers the lowest ($M = 2.65$, $SD = 1.19$). Grand Mean ≈ 3.05 , $SD \approx 1.12$, suggesting moderate perceived influence of demonstrations on academic outcomes.

Hypotheses Testing

Table 4a: ANOVA of Influence of ASUU Bargaining on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.294	1	29.294	99.182	.000 ^b
	Residual	45.484	154	.295		
	Total	74.778	155			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), ASUU bargaining

According to Table 4a, the ANOVA result reveals that the model is statistically significant with $F(155, 1) = 99.182$, $p < 0.05$. This indicates that ASUU bargaining efforts, such as

discussions on salaries, infrastructure, and working conditions, have a significant impact on students' academic performance in public universities.

Table 4b: Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.626 ^a	.392	.388	.54346

a. Predictors: (Constant), ASUU bargaining

The model summary in Table 4b shows an R value of 0.626 and R Square of 0.392, which means that 39.2% of the changes in students' academic performance can be attributed to ASUU

bargaining activities. This reflects a strong explanatory power of the predictor variable (ASUU bargaining) on the dependent variable (students' academic performance).

Table 4c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.826	.212		22.797	.000
	ASUU bargaining	-.638	.064	-.626	-9.959	.000

a. Dependent Variable: Students' academic performance

In Table 4c, the regression coefficients show an unstandardized coefficient B of -0.638 with a standard error of 0.064, and a t-value of -9.959 that is statistically significant ($p < 0.05$). This suggests that ASUU bargaining negatively affects students' academic performance; for each increase in the level of bargaining activity, students' performance tends to drop by 0.638 units. The standardized beta ($\beta = -0.626$) also suggests a moderately strong inverse relationship.

Based on these findings, the null hypothesis is rejected, indicating that ASUU bargaining significantly and negatively influences students' academic performance in public universities in Adamawa State.

H₀₂: ASUU negotiations does not significantly influence Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

Table 5a: ANOVA of Influence of ASUU Negotiations on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.333	1	19.333	53.698	.000 ^b
	Residual	55.445	154	.360		
	Total	74.778	155			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), ASUU Negotiations

The result in Table 5a shows that the model predicting students' academic performance from ASUU negotiations is statistically significant, with $F(155, 1) = 53.698$, $p < 0.05$. This signifies that the

negotiation processes involving university autonomy, staff welfare, and academic freedom significantly contribute to variations in students' academic performance.

Table 5b: Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.508 ^a	.259	.254	.60003

a. Predictors: (Constant), ASUU Negotiations

As shown in Table 5b, the R value is 0.508 and R Square is 0.259, suggesting that 25.9% of the variance in students' academic performance is explained by

ASUU negotiations. Although this is a moderate effect size compared to previous models, it still represents a meaningful contribution.

Table 5c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.479	.374		14.658	.000
	ASUU Negotiations	-.836	.114	-.508	-7.328	.000

a. Dependent Variable: Students' academic performance

In Table 5c, the unstandardized coefficient for ASUU negotiations is $B = -0.836$ with a standard error of 0.114, and a t-value of -7.328, which is statistically significant ($p < 0.05$). The negative coefficient shows that increased ASUU negotiations are associated with a decline in students' academic performance. The standardized beta ($\beta = -0.508$) further confirms a moderate negative influence. Therefore, the null hypothesis is rejected,

establishing that ASUU negotiations have a significant negative influence on Faculty of Education Students' Academic Performance in public universities in Adamawa State.

H₀₃: ASUU demonstration does not significantly influence Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

Table 6a: ANOVA of Influence of ASUU Demonstration on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.330	1	21.330	61.459	.000 ^b
	Residual	53.448	154	.347		
	Total	74.778	155			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), ASUU Demonstration

The ANOVA result in Table 6a reveals a statistically significant model: $F(155, 1) = 61.459$, $p < 0.05$. This indicates that ASUU demonstrations significantly

influence students' academic performance in public universities.

Table 6b: Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.534 ^a	.285	.281		.58912

a. Predictors: (Constant), ASUU Demonstration

According to Table 6b, the model produced an R value of 0.534 and an R² value of 0.285, showing that ASUU demonstrations account for approximately 28.5% of the variance in students' academic performance. This

moderate effect size suggests that public demonstrations by ASUU members, such as rallies or protest marches, affect the learning environment and student outcomes.

Table 6c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.403	.214		20.531	.000
	ASUU Demonstration	-.537	.068	-.534	-7.840	.000

a. Dependent Variable: Students' academic performance

In Table 6c, the unstandardized coefficient is B = -0.537, with a standard error of 0.068, and a t-value of -7.840 that is statistically significant ($p < 0.05$). The negative direction implies that as ASUU demonstrations increase, students' academic performance tends to decline. Thus, the null hypothesis is rejected, and it is concluded that ASUU demonstrations significantly and

negatively influence students' academic performance in public universities in Adamawa State.

Ho₄: Academic Staff Union of Universities (ASUU) Strategies of industrial actions (bargaining, negotiation and demonstration) do not significantly influence Faculty of Education Students' Academic Performance in public Universities in Adamawa State, Nigeria.

Table 7a: ANOVA of Influence of ASUU Protest on Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	45.050	3	7.508	37.632	.000 ^b
	Residual	29.728	152	.200		
	Total	74.778	155			

a. Dependent Variable: Students' academic performance

b. Predictors: (Constant), ASUU bargaining, ASUU Negotiations, ASUU Demonstration,

According to the overall regression model in Table 7a, the ANOVA result is $F(155, 6) = 37.632$, $p < 0.05$, indicating

that the combined strategies of ASUU industrial actions significantly influence students' academic performance.

Table 7b: Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.776 ^a	.602	.586		.44667

a. Predictors: (Constant), ASUU Strikes, ASUU Protest, ASUU Demonstration, ASUU Court Adjuncts, ASUU bargaining, ASUU Negotiations

Table 7b shows that the R value is 0.776, and the R² is 0.602, meaning that the six ASUU strategies together explain 60.2% of the variation in students' academic performance. This is a strong explanatory

Table 7c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.003	.821		6.095	.000
	ASUU bargaining	-.956	.318	-.939	-3.009	.003
	ASUU Negotiations	.168	.615	.102	.274	.785
	ASUU Demonstration	1.114	.270	1.108	4.132	.000

a. Dependent Variable: Students' academic performance

From the results presented in Table 7c, it is evident that several components of ASUU's industrial action strategies significantly contributed to the model predicting Faculty of Education Students' Academic Performance. ASUU bargaining had a statistically significant but moderately negative influence, as indicated by $B = -0.956$, $\beta = -0.939$, and $t = -3.009$ ($p < 0.05$). This implies that prolonged or unresolved bargaining processes can disrupt academic stability and student focus. On the other hand, ASUU negotiations had no statistically significant effect on students' academic performance in the combined model, as shown by $B = 0.168$, $\beta = 0.102$, $t = 0.274$, and $p = 0.785$. In contrast, ASUU demonstration exerted a statistically significant positive influence on students' academic performance, with $B = 1.114$, $\beta = 1.108$, and $t = 4.132$ ($p < 0.05$), which may indicate that certain forms of demonstration foster awareness or resilience among students, possibly by publicly drawing attention to issues affecting their education.

Overall, based on this combined analysis, the null hypothesis is rejected. The findings confirm that ASUU's collective strategies of industrial action significantly influence students'

power, suggesting that these strategies, in combination, play a dominant role in determining students' outcomes in public universities.

academic performance in public universities in Adamawa State.

Findings of the Study

The following are the findings emanated from the study.

1. The finding of the study reveals that ASUU bargaining significantly influence Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria, $F(155, 1) = 99.182$, $p < 0.05$.
2. The findings of the study also reveals that ASUU negotiations significantly influence Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria, $F(155, 1) = 53.698$, $p < 0.05$.
3. The study's finding reveals that ASUU demonstration significantly influence Faculty of Education Students' Academic Performance in Public Universities in Adamawa State, Nigeria, $F(155, 1) = 61.459$, $p < 0.05$.

4. Additionally, the finding reveals that ASUU strikes significantly influence Faculty of Education Students' Academic Performance in public Universities in Adamawa State, Nigeria, $F(155, 1) = 52.203, p < 0.05$

Discussion of Findings

The findings of the study indicate that ASUU bargaining has a significant influence on Faculty of Education Students' Academic Performance in public universities in Adamawa State, Nigeria. Bargaining, as a key strategy employed by ASUU during industrial actions, often leads to delayed academic sessions and disruption of academic calendars. These interruptions create instability and uncertainty within the academic environment, making it difficult for students to maintain consistent learning momentum and meet learning objectives, thereby affecting their overall performance. This is in agreement with a range of previous studies, notably those by Bello (2021) and Alawa and Adeyemi (2018), who found that although collective bargaining is a legitimate and often necessary tool for addressing academic staff grievances, the process is frequently prolonged and contentious. This often results in delayed agreements, which in turn lead to academic disruptions. Bello (2021) observed that these bargaining processes—when not time-bound or solution-driven—delay academic calendars and reduce contact hours, thereby diminishing students' ability to complete syllabi effectively and perform well academically.

Relatedly, Chukwu (2019) and Onyeka (2021) reported that ASUU bargaining, especially when it becomes drawn out or aggressive, tends to create an atmosphere of uncertainty and academic instability. This directly undermines students' concentration, motivation, and overall

academic outcomes. Okeke (2017) noted that the stress and unpredictability surrounding such bargaining efforts, especially when coupled with poor communication from university management, have a psychologically damaging effect on students, which negatively impacts their academic achievement. Therefore, the current finding aligns with a broad scholarly consensus that ASUU bargaining processes, though necessary, are often disruptive to student academic performance unless handled swiftly and strategically.

In a similar vein, the study reveals that ASUU negotiations significantly influence Faculty of Education Students' Academic Performance. Negotiations, while aimed at reaching amicable resolutions between ASUU and government authorities, often extend over long periods, during which academic activities are suspended or slowed down. This delay negatively impacts students' learning experience, leading to diminished academic engagement, reduced instructional hours, and loss of academic interest, all of which contribute to poor academic outcomes. This finding is supported by extensive prior research, including Musa and (2020), Ibrahim (2017), Ajayi (2014), and Obafemi and Adewale (2019). These scholars agreed that while negotiations between ASUU and the government are intended to resolve disputes peacefully and improve educational quality, they often lead to prolonged uncertainty and frequent work stoppages. These interruptions create extended academic calendars, loss of instructional time, and learning fatigue, all of which erode academic engagement and performance. Ikechukwu (2019) further emphasized that failed or delayed negotiations frequently lead to full-blown strike actions, which have long-term adverse effects on students' academic trajectories. Thus, the current study's

finding corroborates the view that the negotiation process itself—regardless of its final outcome—has the potential to significantly disrupt students’ academic progress.

The study also finds that ASUU demonstrations have a significant influence on Faculty of Education Students’ Academic Performance. Demonstrations, which are often a form of protest to amplify ASUU’s demands, create a tense and uncertain academic atmosphere. Such demonstrations can result in the temporary closure of universities, reduced contact between students and lecturers, and emotional and psychological stress on students, thereby affecting their ability to focus on academic tasks and perform optimally. This finding also agrees with the results of Chukwuma (2020) who found that ASUU-led demonstrations typically result in exam postponements, delayed semesters, shortened contact periods, and disruptions in the rhythm of academic activities. These disruptions often heighten psychological stress among students, lower their academic morale, and contribute to learning inefficiencies.

Finally, Bello (2021) found that when these bargaining processes lack deadlines or a focus on concrete outcomes, they postpone academic schedules and cut contact hours, thereby hindering students’ ability to complete syllabi thoroughly and achieve strong academic results. Eze and Nkwocha (2019) observed that lengthy negotiations are especially detrimental to students in technical and science-based disciplines, where learning is cumulative and dependent on continuous engagement. Similarly, Alfa et al (2024) noted that although successful negotiations can result in improved academic resources and infrastructure, the negotiation process itself often causes tension and anxiety among students, especially when

it is inconclusive. Similarly, studies by Adekunle (2018) and Bello (2018) provide further evidence that demonstrations—while meant to draw attention to critical issues in the education sector—inevitably disrupt the academic calendar. They highlighted how the uncertainty and commotion that accompany such public protests often demotivate students and reduce their commitment to academic tasks. Ibrahim and Alagbu (2014) also reported that students exposed to frequent demonstrations experience reduced academic continuity and often perform poorly in assessments due to emotional and academic instability. Moreover, Olaniyi and Aina (2014) noted that the chaotic atmosphere that accompanies these protests often causes faculty to rush through lectures when classes resume, leaving students inadequately prepared for examinations.

Conclusion

Based on the findings of this study, it is evident that the various strategies employed by the Academic Staff Union of Universities (ASUU)—including bargaining, negotiations and demonstrations—significantly influence Faculty of Education Students’ Academic Performance in public universities across Adamawa State, Nigeria. Each of these industrial action strategies individually exerts a notable impact, thereby collectively contributing to disruptions in the academic calendar, learning continuity, and overall student outcomes. The study concludes that the persistent use of these industrial actions by ASUU, while aimed at addressing institutional and staff welfare issues, has considerable and far-reaching consequences on students’ academic performance.

Recommendations

Based on the findings of this study, it was recommended that:

1. The government and university management should establish a structured and continuous dialogue framework with ASUU to address issues proactively, thereby reducing the frequency and disruptive impact of bargaining actions on academic activities.
2. Negotiation processes between ASUU and relevant authorities should be transparent, time-bound, and outcome-focused to prevent prolonged delays that adversely affect students' academic progress.
3. ASUU should explore alternative, non-disruptive advocacy methods such as policy papers and academic forums to express their demands, minimizing the academic interruptions caused by public demonstrations.
4. A mutually agreed-upon strike prevention and resolution policy should be developed, including early warning systems and contingency academic plans to mitigate the adverse effects of strikes on students academic performance in Adamawa State, and Nigeria at large.

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