



## Investigating The Nexus between Industrial Disputes and Job Performance of Academic Staff of Tertiary Institutions in Benue State, Nigeria

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### Abstract

This study investigates the nexus between industrial disputes and job performance of academic staff of tertiary institutions in Benue State, Nigeria. With the aid of the study objectives, two hypotheses were formulated in the study. The study adopts the mixed method research design to critically investigate the phenomena under investigation. The population of this study comprised the entire academic staff across the four selected public tertiary institutions in Benue State totaling 1,205. Given that the researcher deemed the entire population of the study convenient and accommodating, the study employed the census approach. Therefore, all the members of the population were sampled in the study. The summation of all the responses was presented using frequency distribution tables and simple percentages. In addition, the mean analysis and standard deviation were used to analyze the data generated from the field while the linear regression was used to test the hypotheses formulated in the study. With regression outputs indicating that approximately 27.5% ( $R^2 = 0.275$ , Adjusted  $R^2 = 0.274$ ,  $SE = 0.49201$ ), the variance in commitment is explained by such disruptions, the study reveals among others that, industrial disputes influence the job commitment of academic staff of tertiary institutions in Benue State. The study concludes that, industrial disputes exert a multifaceted and statistically negative impact on job performance of academic staff in tertiary institutions in Benue State. The study recommends among others that, Benue State government should honour agreements reached with union members in tertiary institutions in Benue State by ensuring that fair salary structures and welfare packages are compared with inflation and high cost of living in Nigeria. However, union representatives in turn, should encourage members to rebuild trust and loyalty by emphasising the long-term mission of higher education, while also creating internal mechanisms to track and remain proficiently job committed to teaching and administrative responsibilities after industrial dispute by academic staff of tertiary institutions in Benue State.

**Keywords:** Academic Staff, Tertiary Institutions, Industrial Disputes, Job Performance, Benue State, Nigeria.

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## 1. Introduction

Dispute is a recurring phenomenon in employee-employer relations. In every organization, whether it is a unionised or non-unionised organization, there will always be disagreement between the employer and employees, either on wages or the general conditions of service of workers. Across the globe, industrial disputes most notably, strike actions remain a persistent feature within the academic landscape. From the United Kingdom to South Africa, and from India to Canada, strike actions have become a major response to unresolved labour grievances, often centred on wages, working conditions, and institutional autonomy [1]. In 2022 alone, the UK witnessed coordinated industrial action by over 70,000 university staff, which was described as the largest strike in the history of higher education in Britain. It was driven by pension cuts and pay disparities (UCU). While these strikes may be a form of collective bargaining, they invariably disrupt the academic calendar, reduce student learning time and demoralise staff, thereby affecting lecturers' job performance [2]. Across the world the higher education sector is confronted with the dilemma of how best to navigate the tension between care for staff and the need to sustain institutions: strike actions are merely the manifestation of systemic and managerial shortcomings [3].

Strikes and industrial disputes are not new in tertiary institutions all over the world, and it is a controversial issue on the employee job commitment. Another critical issue is the industrial action, particularly by academic staff unions that have disrupted the sector almost as a matter of routine, such as the Academic Staff Union of Universities (ASUU) scene in Nigeria). These disputes often arise from unresolved grievances related to salary arrears, poor infrastructure, the non-implementation of agreements and inadequate funding [4]. Studies have consistently shown that such disputes can lead to a decline in employee commitment, as academic staff become disillusioned by the failure of institutional management to honour agreements [5]. Prolonged or recurrent strikes create a sense of uncertainty and frustration among academic staff, which manifests as "strike fatigue" which refers to a psychological state characterised by exhaustion, reduced emotional investment, and disengagement from institutional goals [6]. In such environments, academic staff may exhibit reduced willingness to participate in departmental activities, mentor students, or engage in research initiatives, further weakening the educational mission of the institutions [7].

### Statement of the Problem

Industrial disputes, particularly strike actions have become a persistent issue in Nigeria's tertiary education sector. In Benue State, institutions such as Rev. Fr. Moses Orshio Adasu University, Makurdi formerly Benue State University, Makurdi, Benue State Polytechnic, Ugbokolo, Benue State Polytechnic, Ugbokolo, College of Education Katsina-Ala, and College of Education Oju, have experienced recurrent strikes, often triggered by unresolved issues such as underfunding, unpaid salaries, poor infrastructure, and unfulfilled agreements between academic unions and the government. Such disruptions give a knock to academic calendars and appear to reduce job commitment and job satisfaction of academic staff in institutions in Benue State. Academic staff coming back from extended strikes tend to find it difficult to rededicate themselves to teaching and researching work this has a knock-on effect of causing a downturn in professional morale and decreasing quality of service.

Given that commitment to work and job satisfaction are key to excellence in academia, many have described the frequent strikes in Benue State as raising a fundamental question on whether the quality of education obtainable in these institutions will be sustainable. In addition, studies have been carried out by researchers such as Badekale *et al*, Ijomah *et al*, and Odoh *et al*, to investigate the nexus between industrial disputes and other variables but

none has been carried out in tertiary institutions in Benue State using the same indicators of the dependent variable that are contained in this study [8]. It is in response to this situation that this study tries to fill the gap by investigating if industrial disputes have linkage or relationship with job performance of academic staff of tertiary institutions in Benue State, Nigeria.

### Research Questions

The following research questions are posed to guide this guide;

- a. Have industrial disputes influence the job commitment of academic staff of tertiary institutions in Benue State?
- b. Do industrial disputes affect the job satisfaction of academic staff of tertiary institutions in Benue State?

### Objectives of the Study

The general objective of this study is to investigate if industrial disputes have linkage or relationship with job performance of academic staff of tertiary institutions in Benue State, Nigeria. The specific objectives of the study are to:

- a. Ascertain if industrial disputes influence the job commitment of academic staff of tertiary institutions in Benue State.
- b. Determine if industrial disputes affect the job satisfaction of academic staff of tertiary institutions in Benue State [9].

### Research Hypotheses

The following null hypotheses are formulated in this study:

**Ho<sub>1</sub>:** Industrial disputes do not have significant influence on the job commitment of academic staff of tertiary institutions in Benue State.

**Ho<sub>2</sub>:** Industrial disputes do not have significant effect on the job satisfaction of academic staff of tertiary institutions in Benue State.

### Conceptual Clarifications

For proper understanding of this study and eliminating ambiguity, industrial dispute and job performance are conceptualized.

### Industrial Dispute and Strike Action

Industrial dispute broadly refers to disagreements between employers and employees or their representatives, often concerning employment terms, working conditions, or workplace policies. According to the International Labour Organisation (ILO), industrial disputes are defined as any form of disagreement between employers and workers relating to employment or work conditions, and include (but are not limited to) strikes, lockouts or 'go-slows'. A strike is a particular kind of industrial dispute where groups of employees come together and refuse to work in order to get their demands met or to protest against one or more perceived injustices. Depending upon the nature of the grievance and the form of workers or trade unions action the industrial disputes take many forms. These forms of action range from a sit-in to a go-slow and, typical in South Africa, total withdrawal of labour (strikes). A sit-in occurs when workers stay at their workplace and do not leave, but then do not do their jobs, effectively crippling operations, without leaving. The Academic Staff Union of Universities (ASUU) and Nigeria Labour Congress (NLC) also consider strike action as the last resort after dialogue has failed, especially on issues of funding, conditions of service, and autonomy of institutions [10].

### Job Performance

Job performance refers to the applicability of assigned duties, skills, values, knowledge, by an employee for the attainment of organizational corporate set objectives [11].

Job performance in academia refers to how effectively academic staff carry out their professional responsibilities, which typically include teaching, research, administrative duties, and student mentorship. Academic job performance is often evaluated through both qualitative and quantitative indicators such as classroom delivery, research output, publication quality, student engagement, and adherence to institutional value [12]. Knowledge management and transfer form a critical part of academic performance and are central to enhancing teaching excellence and scholarly productivity [13]. There are three main indicators that are used to evaluate academic performance in higher education: teaching effectiveness, research output, and service to the institution and the broader academic community. Teaching effectiveness describes what members of the academic staff do well during the delivery of lessons, [that is, develop material clearly, have students engage with it meaningfully, draw on appropriate pedagogical approaches to support the delivery of content and assess student learning in ways that promote learning [14].

### **Theoretical Framework (Herzberg's Two-Factor Theory)**

Herzberg's Two-Factor Theory, developed by Frederick Herzberg in 1959, is a seminal framework for understanding employee motivation and job satisfaction. The theory contends that job satisfaction and dissatisfaction are driven by two distinct sets of factors: motivators (intrinsic factors) and hygiene factors (extrinsic factors) [15]. According to Herzberg, motivators such as achievement, recognition, responsibility, advancement, and personal growth, are intrinsic to the job and directly enhance employee satisfaction when present. In contrast, hygiene factors such as salary, job security, institutional policies, working conditions, the quality of supervision and interpersonal relations are external to the job itself. If these hygiene factors are inadequate, they lead to job dissatisfaction; however, their presence alone does not create satisfaction [16].

In the context of industrial disputes in tertiary institutions in Benue State, the implication of Herzberg's two-factor theory is that academic staff often experience dissatisfaction due to inadequate hygiene factors, such as delayed salaries, poor infrastructure and unmet promotion promises conditions that trigger strikes. Yet even when these problems are temporarily fixed, permanent job attachment and contentment is often hard to achieve without incentives like research prospects, academic liberty, and rising career pathways. The second which is the herding helps to understand why even if a strike demand is resolved, hierarchy of needs must be the priority grievance of academic staff, job commitment and satisfaction among academic staff at tertiary institutions in Benue State will remain elusive.

## **2. Research Method**

This study adopts a mixed method research design. The mixed method research design is ideal for this study as it embraces methodological pluralism by integrating quantitative and qualitative approaches to reflect the complex and context-dependent nature of academic labor relations. For the purpose of this study, four specific institutions were selected. They are: Rev. Fr. Moses Orshio Adasu University, Makurdi, formerly Benue State University, Makurdi, Benue State Polytechnic, Ugbokolo, College of Education, Oju, and College of Education, Katsina-Ala. The justification for selecting these state-owned institutions lies in their recurring involvement in industrial disputes. The population of this study comprised the entire academic staff across the four selected public tertiary institutions in Benue State, Nigeria: Rev. Fr. Moses Orshio Adasu University, Makurdi (487 academic staff); Benue State Polytechnic, Ugbokolo (264 academic staff); College of Education, Katsina-Ala (258 academic staff); and College of Education, Oju (196 academic staff) totaling - 1,205. Given that the study

deemed the entire population of the study convenient and accommodating for effective conduct of the research, the study employed the census approach [17]. Therefore, all the members of the population (1,205) were sampled in the study. However, the purposive sampling technique was used to select the entire population in each of the institutions because, they are deemed appropriate for the study.

In this study, both the primary and secondary sources of data were used for data collection. However, the instruments for data collection in this study are the questionnaire and interview guide. The questionnaire was titled "Industrial Disputes and Job Performance of Academic Staff of Tertiary Institutions in Benue State, Nigeria (IDSAJPOAS-TIBSN)." The questionnaire consists of closed-ended questions in alignment with the study objectives. The questionnaire utilized a Likert modified four-point response scale, with options ranging from Strongly Agree (4 points); Agree (3 points); Disagree (2 points); and Strongly Disagree (1 point). This scale provided a structured and quantifiable approach to measure individuals' perceptions, allowing for a rigorous statistical analysis of the data. The indicators of the independent variable 'Job Performance' are: job commitment and job satisfaction.

Interview was another instrument adopted in this study for data collection. The interview involved a conversation scenario whereby the objective was to obtain first-hand information to the questions asked. The interview schedule consists of questions that aimed at eliciting in-depth information on the phenomena under investigation. The reason for the interview is to supplement and validate the information generated in the study from the questionnaire and also, to complement the findings of the study. This triangulated instruments for data collection are not only methodologically sound for mixed-methods research but also critical in unearthing the layered impacts of industrial disputes on both measurable and intangible dimensions of academic professionalism.

### 3. Results and Discussion

#### Results

In alignment with the study's mixed method research design, this study employed both quantitative and qualitative data analysis techniques. Quantitative data gathered from structured questionnaires were analysed using the Statistical Package for the Social Sciences (SPSS) version 27.0.1. This tool was chosen for its advanced analytical capabilities, particularly in managing educational datasets, executing complex statistical models, and generating visual representations that enhance interpretability. The summation of all the responses was presented using frequency distribution tables and simple percentages. In addition, the mean analysis and standard deviation were used to analyze the data generated from the field while, the linear regression was used to test the hypotheses formulated in the study. The adoption of these techniques is justified by their objectivity, replicability, and their suitability for drawing generalisable conclusions across multiple institutional settings [18]. Data generated through semi-structured interviews were subjected to thematic analysis, which allows for the systematic identification of recurring ideas, behavioural patterns, and institutional dynamics that underlie academic staff experiences during and after strike periods (Table 1).

**Table 1.** Respondents Perception on Industrial Disputes and Job Commitment of Academic Staff of Tertiary Institutions in Benue State

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Commitment Level
1.	I remain dedicated to my teaching and administrative responsibilities, even during or after an industrial dispute (strike).	462 (38.6%)	520 (43.5%)	149 (12.4%)	66 (5.5%)	3.15	0.81	High
2.	Frequent strikes negatively affect my long-term commitment to my institution's goals and objectives.	391 (32.7%)	459 (38.3%)	226 (18.9%)	121 (10.1%)	2.94	0.95	Moderate
3.	I actively seek ways to maintain high levels of engagement with my students and research, regardless of strike actions.	414 (34.6%)	517 (43.2%)	182 (15.2%)	84 (7.0%)	3.05	0.87	High
4.	The uncertainty caused by strikes reduces my willingness to invest extra effort in my academic duties.	328 (27.4%)	416 (34.8%)	285 (23.8%)	168 (14.0%)	2.75	1.01	Moderate
5.	I feel a strong sense of loyalty to my institution despite the disruptions caused by industrial disputes.	442 (36.9%)	503 (42.0%)	174 (14.5%)	78 (6.5%)	3.09	0.84	High
6.	Prolonged strikes diminish my motivation to continue	309 (25.8%)	382 (31.9%)	305 (25.5%)	201 (16.8%)	2.67	1.06	Moderate

working in my  
institution in the  
long run.

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Source: Field Survey, 2025.

A sizeable percentage of respondents 462 (38.6%) who strongly agreed and 520 (43.5%) who agreed confirmed that they continue to perform their teaching and administrative responsibilities during and/or after industrial disputes. Out of the total number of responses to this claim, only 149 (12.4%) disagreed, and a mere 66 (5.5%) strongly disagreed, showing minimal opposition to engaging with universities during strike action. The score of this item is classified as 'high commitment level' with a mean score of 3.15 and a standard deviation of 0.81. This suggests a resilient sense of professional responsibility among academic staff, possibly driven by intrinsic motivation, ethical consciousness or a fear of institutional collapse [19]. The relatively low standard deviation implies a consensus across the academic ranks, with minimal variability in views. These findings highlight that, despite institutional turbulence, many lecturers continue to perform core academic activities, thereby mitigating the total collapse of educational continuity during strikes.

This piece examines how the chronic nature of strikes can be psychologically damaging and makes staying put in a long-term institution more difficult. Of the 850 respondents, 71.0% (strongly: 32.7%; agree: 38.3%) agreed that strikes reduce their commitment to institutional goals. Compared to that, 347 (29.0%) responded "somewhat disagree" to some extent. The mean score of 2.94 and standard deviation of 0.95 indicates moderate commitment with slightly larger dispersion than the previous item. This metric shows that, while many staff are still fully functional, their attachment to the institution may be crashing due to ongoing dysfunction. The mental toll of recurring interruptions and many different changes may weaken loyalty to the greater vision itself, which might come at the expense of later retention or morale [20].

In terms of being proactive about engaging, 414 (34.6%) strongly agreed and 517 (43.2%) agreed, respectively. So that means that 77.8% of respondents have a continued interaction with students and research, whether or not there was a strike. There were only 182 respondents (15.2%) who disagreed, and 84 (7.0%) who strongly disagreed, thus showing low disengagement. The results are, again, in the high commitment range 3.05 with a (0.87) which supports the previous hypothesis that many academic staff discharge their core obligations even under adverse conditions. The narrow spread in scores indicates similar attitudes among groups of respondents. This persistence might be an aspect of a cultural value of scholarship or an aspect of a professional identity that holds even when institutional cohesion is ruptured. Still, it is not to be considered a complete replacement for a formal academic operation.

In response, then, 328 (27.4%) and 416 (34.8%) respondents (respectively) agreed or strongly agreed that strike uncertainty leads them to shy away from investing additional effort. On the other hand, there were 285 respondents (23.8%) who chose to disagree and 168 respondents (14.0%) who either strongly disagreed, indicating a less uniform understanding. The mean score of 2.75 and relatively higher standard deviation of 1.01 place this item in the moderate commitment category. The higher dispersion indicates mixed feelings, possibly influenced by differences in contract status (permanent versus adjunct), rank or institutional support. Overall, the data imply that while core duties may be upheld, discretionary effort which is a key dimension of organisational citizenship behavior, may decline significantly during prolonged or unpredictable strike periods.

A similar three-item approach (with item wording ranging from "I stay loyal to my institution even when there is industrial unrest" to "I would like to see my union engage in a campaign where I work") received overwhelmingly positive responses here: Descriptive statistics: 442 (36.9%) strongly agreed and 503 (42.0%) agreed representing a total of 945 (78.9%) respondents expressed loyalty to their institutions even when there is industrial unrest. A total of 174 participants (14.5%) answered with "disagree"; 78 of them (6.5%) answered with "strongly disagree". With a mean score of 3.09 and standard deviation of 0.84, responses were tightly clustered around a relatively high level of commitment [21]. This approach suggests that, notwithstanding frustrations that exist, many staff members in academia feel some level of affection toward their passive institution. This may reflect long-standing affiliations, regional identity or aspirations for reform. However, it also implies that institutional loyalty could act as a protective factor against total disengagement, although this could be eroded if strike conditions persist. This item measures the long-term psychological consequences of strikes. 309 (25.8%) strongly agreed and 382 (31.9%) agreed that prolonged strikes reduce their motivation to continue working in their institution, while 305 (25.5%) disagreed and 201 (16.8%) strongly disagreed, indicating near-equal polarisation. The mean score of 2.67 and standard deviation of 1.06 mark this as a moderate commitment level but with the highest variability among all six items (Table 2).

**Table 2.** Respondents Perception on Industrial Disputes and Job Satisfaction of Academic Staff of Tertiary Institutions in Benue State

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	Mean	SD	Satisfaction Level
7.	I feel satisfied with my job as an academic staff member despite the interruptions caused by industrial disputes (strikes).	327 (27.3%)	456 (38.1%)	286 (23.9%)	128 (10.7%)	2.82	0.96	Moderate
8.	Frequent strikes significantly reduce my enthusiasm and enjoyment of academic work.	408 (34.1%)	493 (41.2%)	174 (14.5%)	122 (10.2%)	3.00	0.93	Moderate
9.	The financial uncertainty caused by prolonged strikes negatively impacts my overall job satisfaction.	503 (42.0%)	423 (35.3%)	154 (12.9%)	117 (9.8%)	3.10	0.94	High
10.	I find fulfillment in my academic responsibilities regardless of	362 (30.2%)	487 (40.7%)	217 (18.1%)	131 (10.9%)	2.90	0.97	Moderate

	institutional conflicts and strikes.							
11.	The recurrent disruption of work due to strikes makes me feel dissatisfied with my profession and career choice.	388 (32.4%)	437 (36.5%)	212 (17.7%)	160 (13.4%)	288	02	Moderate
12.	Even after a long strike, I am motivated to return to work and deliver Quality education.	314 (26.2%)	422 (35.3%)	291 (24.3%)	170 (14.2%)	274	02	Moderate

Source: Field Survey, 2025.

Responses to this item indicate that 327 (27.3%) strongly agreed and 456 (38.1%) agreed that they feel satisfied with their job despite disruptions caused by industrial disputes. However, 286 (23.9%) disagreed and 128 (10.7%) strongly disagreed, revealing that more than a third of the respondents experience diminished satisfaction under such conditions. The mean score of 2.82 and standard deviation of 0.96 categorise this item within the moderate satisfaction range [22]. Variability reflects institutional instability, and even at this relatively broad level (UK, EU, USA), we see the potential adaptive mechanism of individual responses of lecturers. Some will derive a certain amount of intrinsic reward from teaching and research regardless of how dysfunctional the system is, while others, especially during long or strike heavy period, become disillusioned.

Among the 1,194 respondents, 901 (75.3%) either strongly agreed or agreed that the strikes have significantly lessened their motivation and enjoyment of their academic work, indicating a broad emotional impact. Conversely, 174 respondents (14.5%) disagreed, and 122 (10.2%) strongly disagreed, indicating that a minority maintain their passion for the work despite the adversity. With a mean score of 3.00 and a standard deviation of 0.93, this falls within the moderate satisfaction range but close to the upper limit. This item highlights the emotional aspect of job satisfaction, showing that persistent disruptions can wear down intrinsic motivation and lead to burnout, disengagement or cynicism, particularly among lecturers who value consistency, interaction with students or structured academic routines. This item drew one of the strongest negative reactions to strike-related consequences. 503 respondents (42.0%) strongly agreed and 423 (35.3%) agreed that financial uncertainty during prolonged strikes erodes their job satisfaction. Only 154 (12.9%) disagreed, and 117 (9.8%) strongly disagreed, highlighting strong consensus. The mean score of 3.10 and standard deviation of 0.94 categorise this as a high satisfaction concern, meaning that the effect is severe and broadly felt [23]. The data, of course, gives a sense of the real ramifications of strikes for lecturers: delayed pay cheques, blocked promotions and income uncertainty saps not just morale, but the means to fulfill any personal or familial commitments. This means that

financial pressure is one of the main reasons why industrial action leads to lower job satisfaction.

This item gauges intrinsic satisfaction. Among the respondents, 362 (30.2%) strongly agreed and 487 (40.7%) agreed that they still derive satisfaction from their academic work, even with institutional problems. Still, 217 (18.1%) disagreed and 131 (10.9%) strongly disagreed, indicating that around 29% of respondents experience reduced professional fulfilment during strikes. The mean score of 2.90 and standard deviation of 0.97 again fall in the moderate satisfaction range. This item reveals that although many academic staff retain a sense of calling and passion for their roles, institutional instability undermines the conditions necessary for sustaining this fulfilment such as student engagement, access to research infrastructure, and supportive collegial environments.

To further buttress on career regret, 388 respondents (32.4%) strongly agreed and 437 respondents (36.5%) agreed to meaning persistent strikes has made them displeased with their occupation. Of note, 212 respondents (17.7%) disagreed and 160 respondents (13.4%) strongly disagreed, indicating that there is considerable existential misery associated with systemic dysfunction [24]. This item has a mean of 2.88 and a standard deviation of 1.02 and represents moderate job satisfaction, with significant variation. The variance suggests that while some staff are psychologically retreating from the profession due to repeated disruptions, others may be buffered by hope for reform, institutional loyalty, or external career prospects. Nonetheless, the cumulative effect of disillusionment poses a threat to long-term retention and recruitment into academia.

This item assesses post-strike reintegration attitudes. 314 (26.2%) strongly agreed and 422 (35.3%) agreed that they remain motivated to return to work and deliver quality education after prolonged strikes. However, a significant 291 (24.3%) disagreed and 170 (14.2%) strongly disagreed, indicating that more than one-third of respondents face motivational challenges during resumption periods [25]. The mean score of 2.74 and standard deviation of 1.02 position this in the moderate satisfaction level, with a wide spread.

## Test of Hypotheses

### Hypothesis One

$H_{01}$ : Industrial disputes do not have significant influences on the job commitment of academic staff of tertiary institutions in Benue State.

Hypothesis 1 was tested using the values of the respondent's responses on items 1, 2, 3, 4, and 6 in table 1 respectively.

### Decision Rule for Linear Regression

1. **Significance level ( $\alpha$ ) = 0.05**
2. Use **Simple Linear Regression** to test the influence of industrial disputes (IV) on job commitment (DV).
3. **Reject  $H_0$**  if the Sig. ( $p$ -value) < 0.05.
4. Evaluate the model based on:
  - a. **R and  $R^2$** : strength and explained variance
  - b. **F-statistic and Sig.**: overall model validity
  - c. **Regression coefficients ( $B$ ,  $\beta$ ) and t-value**

**Table 3, Model Summary – Industrial Disputes and Job Commitment**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524	.275	.274	.49201

<sup>a</sup> **Predictor:** Industrial Disputes

**Table 4. ANOVA – Regression Analysis**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	109.456	1	109.456s	452.154	< .001
Residual	289.281	1195	.242		
<b>Total</b>	<b>398.736</b>	<b>1196</b>			

<sup>a</sup> **Dependent Variable:** Job Commitment

<sup>b</sup> **Predictor (Constant):** Industrial Disputes

**Table 5. Coefficients – Predictive Strength**

Predictor	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	T	Sig.	95% Confidence Interval for B
(Constant)	4.280	0.074		57.952	.000	[4.135, 4.424]
Industrial Disputes	-0.510	0.024	-0.524	-21.264	< .001	[-0.557, -0.463]

<sup>a</sup> **Dependent Variable:** Job Commitment

The regression output confirms that industrial disputes have a statistically significant and negative influence on job commitment of academic staff in tertiary institutions in Benue State. The correlation coefficient ( $R = .524$ ) indicates a moderately strong inverse relationship, while the coefficient of determination ( $R^2 = .275$ ) shows that approximately 27.5% of the variance in job commitment can be attributed to the incidence and intensity of industrial disputes. The ANOVA results ( $F = 452.154, p < .001$ ) indicate that the regression model is statistically significant and provides a good fit for predicting the dependent variable. Importantly, the unstandardised coefficient ( $B = -0.510$ ) suggests that with a 1 unit increase in perceived industrial disputes, the score of job commitment decreases by a scale of 0.510. The standardised beta coefficient ( $\beta = -.524$ ) suggests that the industrial disputes have a most deflating influence in decline than other possible predictors, and  $t(B = -21.264, p < .001)$ . An effect which by the way this study shows to be highly statistically significant ( $p = 0.001$ ). This is supported by the narrow 95% confidence interval for B  $[-0.557, -0.463]$ , suggesting that not only is the effect size substantial but we could estimate it fairly accurately. Based on the findings, the null hypothesis ( $H_{01}$ ) which posits no significant effect of industrial disputes on job commitment, is empirically rejected.

**Hypothesis Two**

$H_{02}$ : Industrial disputes do not have significant effect on the job satisfaction of academic staff of tertiary institutions in Benue State.

Hypothesis 2 was tested using the values of the respondent’s responses on items 7, 8, 9, 10, 11, and 12 in table 2 respectively.

**Decision Rule for Linear Regression**

1. Use **Simple Linear Regression** to assess the effect of industrial disputes (IV) on job satisfaction (DV).
2. Significance level:  $\alpha = 0.05$
3. **Reject  $H_0$**  if the p-value (Sig.) < 0.05
4. Evaluate model using:
  - a.  **$R^2$**  (variance explained)
  - b. **F-statistic and its significance**
  - c. **Regression coefficients (B,  $\beta$ ) and t-value**

**Table 6.** Model Summary – Industrial Disputes and Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434	.188	.187	.65813

<sup>a</sup> Predictors: (Constant), Industrial Disputes

**Table 7.** ANOVA – Regression Analysis

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	119.959	1	119.959	276.958	< .001
Residual	517.593	1195	.433		
<b>Total</b>	<b>637.552</b>	<b>1196</b>			

<sup>a</sup> Dependent Variable: Job Satisfaction

<sup>b</sup> Predictor (Constant): Industrial Disputes

**Table 8.** Coefficients – Predictive Strength

Predictor	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	T	Sig.	95% Confidence Interval for B
(Constant)	4.227	0.105		40.132	< .001	[4.021, 4.434]
Industrial Disputes	-0.535	0.032	-0.434	-16.642	< .001	[-0.598, -0.472]

<sup>a</sup> Dependent Variable: Job Satisfaction

The regression results demonstrate that industrial disputes exert a statistically significant and negative effect on the job satisfaction of academic staff of tertiary institutions in Benue State. The correlation coefficient ( $R = -0.434$ ) indicates the presence of a moderate degree of negative linear association: perceptions of industrial disputes were found to reduce job satisfaction. About 18.8% of variance in job satisfaction can be explained by industrial dispute ( $R^2=0.188$ ) The F-statistic 276.958 ( $p < .001$ ) affirms that the regression taking part in the analysis is statistically valid and therefore, capable of explaining how your

dependent variable behaves well. At the unstandardised coefficient ( $B = -0.535$ ), the increase of one unit in industrial disputes [results in] 0.535 decrease in job satisfaction scores [which indicates the immense psychological and professional influence of the impacts of these interruptions]. The standardised beta coefficient ( $\beta = -0.434$ ) supported this negative direction, as well as the relative strength of this effect. The result is not by random chance as indicated by the highly significant t-value of  $-16.642$  ( $p < 0.001$ ). The 95% confidence interval for  $B$  ( $-0.598$  to  $-0.472$ ) shows that the true effect is both statistically robust and practically meaningful. Based on the findings, the null hypothesis ( $H_{02}$ ) is empirically rejected, and it is concluded that industrial disputes significantly and negatively affect academic staff job satisfaction in Benue State's tertiary institutions.

### Discussion of Findings

The result of the hypothesis 1 tested in this study demonstrates a pronounced and statistically robust negative influence of industrial disputes on the job commitment of academic staff of tertiary institutions in Benue State, with regression outputs indicating that approximately 27.5% ( $R^2 = 0.275$ , Adjusted  $R^2 = 0.274$ ,  $SE = 0.49201$ ) of the variance in commitment is explained by such disruptions this relationship is confirmed by  $F(1, 1195) = 452.154$ ,  $p < .001$ , and the negative coefficient ( $B = -0.510$ ,  $\beta = -0.524$ ,  $t = -21.264$ , 95% CI  $[-0.557, -0.463]$ ) confirming that increased dispute intensity leads to a marked decline in job commitment. Nigeria-based empirical evidence corroborates this. An accompanying paper discovered that unresolved disputes and management insensitivity greatly undermined morale and loyalty among academics and pushed them to give up key discretionary roles such as mentoring and overseeing research. Likewise, Indabawa et al. (2018) in Universities of North Central Nigeria published rampant deficiencies in welfare and satisfaction associated with recurrent industrial actions that subsequently diminished emotional commitment on the job. Complementing these findings, international scholarship in developing economies has emphasised that labour unrest erodes affective commitment and reciprocity, driving employees to withdraw from extra-role behaviours integral to institutional performance. In addition, the finding is in tandem with an Interviewee, a Professor at Rev. Fr. Moses Orshio Adasu University, Makurdi who maintained that:

*"I am here for salary, not duty. In the early years of my career, I looked forward to my classes, spent long hours preparing lessons, and even took pride in staying behind to mentor students. But the endless strikes, the withheld salaries, and the broken promises have changed everything. Now, all I care about is getting the little pay at the end of the month. I no longer feel that sense of responsibility and commitment to go the extra mile in teaching, research, and administrative responsibilities because, the system itself has failed us. My loyalty to the institution has been drained, and I work only because I must survive, not because I feel any joy or passion for it anymore."*

The finding is equally in consonance with an Interviewee, a Senior Lecturer at Rev. Fr. Moses Orshio Adasu University, Makurdi who stressed that:

*"No more extra hours. I used to spend weekends reading project drafts, meeting students outside lecture hours, and even sacrificing family time just to make sure my department stood out in research and teaching. Today, all of that has stopped. Once my scheduled class ends, I pack my books and leave. I no longer see the point of giving extra time when there is no recognition, no incentive, and no assurance that the management even values our effort. Those extra hours that once defined our commitment have become wasted energy in a system that does not reward sacrifice. Indeed, strikes actually affect my long-term commitment to duties for the actualization of my institution's goals and objectives."*

The finding is equally in agreement with an Interviewee a Chief Lecturer at Benue State Polytechnic, Ugbokolo who stressed that:

*“We only show up, sign in, and leave. In the past, being physically present was just the beginning; the real work was in interacting with students, giving feedback, and ensuring that every lecture added value. But things have changed. These days, many of us come to campus just to sign the attendance register and then disappear. Even when we go to class, it is more of a formality than a genuine teaching process. It has become a survival strategy, meet the minimum requirements, avoid disciplinary action, and save your energy for other things. Absolute job commitment is gone, what remains is simply going through the motions.”*

The result of the hypothesis 2 tested in this study reveals a pronounced deterioration in job satisfaction of academic staff of tertiary institutions in Benue State due to industrial disputes, with regression outcomes showing  $R = 0.434$  and  $R^2 = 0.188$  (Adjusted  $R^2 = 0.187$ ,  $SE = 0.65813$ ), indicating that nearly 18.8% of the variance in job satisfaction is attributable to disruptions from strike actions. This relationship is confirmed by  $F(1, 1195) = 276.958$ ,  $p < .001$ . The negative coefficient ( $B = -0.535$ ,  $\beta = -0.434$ ,  $t = -16.642$ , 95% CI  $[-0.598, -0.472]$ ) indicates that each unit increase in the intensity of disputes caused a significant decrease in the job satisfaction of academic staff. This resonates with strong indigenous evidence: For instance, the protracted university-based disputes in the North Central area of Nigeria bred tension, exasperation and permanent disenchantment amongst the faculty (Ogwuche and Alfa, 2023). Meanwhile, Abada, Odey, and Odey (2023) linked recurrent industrial action directly to emotional burnout and diminished fulfilment among academic staff in federal institutions. Internationally, Gazi, Yusof, and Islam reported that in industrial settings, low job satisfaction significantly weakens job-related behaviours and performance outcomes, reinforcing the broader notion that dissatisfaction erodes both morale and productivity. In addition, the finding is in agreement with an Interviewee, a Professor at Rev. Fr. Moses Orshio Adasu University, Makurdi who maintained that:

*“The unpredictability of strikes has sterilised my job enthusiasm. There was a time when preparing for lectures, guiding students through projects, and engaging in departmental activities brought me genuine joy. But now, every time I try to invest emotionally in my work, another strike halts everything and we are left idle. Over time, this cycle of disruption has killed the satisfaction I once felt. I no longer wake up with the energy to plan lessons or organise seminars because I know it could all be wasted. The uncertainty has drained me of fulfilment and made the job feel like an endless routine of disappointment. Honestly, I no longer feel satisfied with my job as an academic staff of this university due to frequent strikes.”*

The finding is in line with an Interviewee, a Chief Lecturer at College of Education, Kastina-Ala who stressed that:

*“Academic work no longer brings joy. Our salaries are poor, and even those are irregular, so how can anyone feel satisfied? I joined academia because I believed in building minds and creating knowledge, but the constant financial tension has killed the excitement there by leading to reduced job satisfaction. We work under pressure, with no incentives and no hope for improvement. The pride I used to feel when students excel has been replaced with bitterness, because at the end of the day we cannot even meet our own family responsibilities. I now understand why so many colleagues openly say they regret choosing this profession. There is no satisfaction in doing so much yet receiving so little.”*

The finding is equally in consonance with an Interviewee, a Chief Lecturer at College of Education, Oju who pointed out that:

*“Professional pride has diminished, and many of us are openly regretting this career path. When I entered academia, I believed it was a noble calling, but the poor remuneration and constant strikes have made the job feel like punishment. There is no sense of achievement anymore, only frustration. Even when I publish a paper or supervise a project successfully, it no longer brings satisfaction because I know the system does not care. Every strike drags us backward, destroys our rhythm, and leaves us bitter. The pride of being an academic has vanished, leaving only complaints and disappointment.”*

#### 4. Conclusion

The findings of this study provide strong evidence that industrial disputes, particularly strike actions, influence or affect the job performance in the form of job commitment and job satisfaction of academic staff of tertiary institutions in Benue State.

In light of the study’s findings, the following policy recommendations are given below:

1. Benue State government should honour agreements reached with union members in tertiary institutions in Benue State by ensuring that fair salary structures and welfare packages are compared with inflation and high cost of living in Nigeria. However, union representatives in turn, should encourage members to rebuild trust and loyalty by emphasising the long-term mission of higher education, while also creating internal mechanisms to track and remain proficiently job committed to teaching and administrative responsibilities after industrial dispute by academic staff of tertiary institutions in Benue State.
2. Benue State government should ensure that there is salary regularity and introduce emergency compensation mechanisms such as conditional allowances during industrial disputes in tertiary institutions in Benue State. Meanwhile, union members should supplement this with cooperative welfare funds and transparent communication that helps members cope with financial uncertainty. This dual strategy will go a long to enhance employee job satisfaction and reduce the psychological stress linked to industrial disputes amongst academic staff of tertiary institutions in Benue State.

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