



(REVIEW ARTICLE)



## Collective Bargaining Agreements and ASUP Strikes in Nigerian Federal Polytechnics

Ja'afar Ibrahim Dass \*, Musa Lumi and Murtala Ahmed

*Department of Public Administration, School of Management Sciences, Federal Polytechnic, Bauchi, Nigeria.*

International Journal of Science and Research Archive, 2024, 12(01), 2235–2244

Publication history: Received on 24 April 2024; revised on 03 June 2024; accepted on 06 June 2024

Article DOI: <https://doi.org/10.30574/ijrsra.2024.12.1.1008>

### Abstract

This study investigated the relationship between collective bargaining agreements and ASUP strikes in Nigerian Federal Polytechnics. Appointment of Rectors, National Commission for Polytechnics, NEEDS Assessment were used as components of the independent variable. The study adopted the cross-sectional survey in its investigation of the variables. Primary source of data was generated through self-administered questionnaire. The population were the registered members of ASUP from the federal polytechnics that collective bargaining was based upon, totaling Eleven Thousand, Six Hundred and Thirty Six (11,636) staff. The sample size of three hundred and eighty seven, (387) was arrived at using the Krejcie and Morgan Table (1970). The study made use of primary data collection (questionnaire). The research instrument was validated through expert's vetting and approval while the reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. Descriptive and inferential statistics was used to analyze the data collected using the SPSS software to analyze the questionnaire statements and test the hypotheses. Data generated were analyzed and presented using both descriptive and inferential statistical techniques. The hypotheses were tested using the Spearman's Rank Order Correlation Statistics. The tests were carried out at a 95% confidence interval and a 0.05 level of significance. The findings revealed that collective bargaining agreements had significant relationship with the recurring ASUP strikes in Nigerian Federal Polytechnics. Similarly, the dimensions adopted for this study all had significant relationships with the study's dependent variable. The study recommends that Government and other policy makers in the Polytechnic industry should encourage a merit-based selection process for the appointment of Rectors within the polytechnic sub-sector. Develop clear criteria for eligibility that prioritize academic and administrative experience, fostering a culture of internal promotion. Additionally, establish a consultative platform involving ASUP and other relevant stakeholders in the selection process to enhance transparency and minimize disputes. This approach can contribute to a sense of ownership and cooperation, potentially reducing the frequency of strikes.

**Keywords:** Academic Staff Union of Polytechnics; Appointment of Rectors; Collective Bargaining Agreements; National Commission for Polytechnics; NEEDS Assessment and Strikes

### 1. Introduction

In the intricate tapestry of Nigeria's educational landscape, Federal Polytechnics stand as vital institutions shaping the nation's workforce through technical and vocational education. At the heart of their functioning lies a complex web of relationships between the government, polytechnic management, academic staff, and students (Harvie, Ivancheva & Ovetz, 2022). Central to these relationships are Collective Bargaining Agreements (CBAs) and the Academic Staff Union of Polytechnics (ASUP), whose interplay profoundly impacts the stability and quality of education in these institutions.

To comprehend the significance of collective bargaining agreements and ASUP strikes, it's imperative to delve into the historical context that birthed these mechanisms. Wordu and Nwanguma (2024) opined that Nigeria's polytechnic system evolved against the backdrop of a growing need for skilled manpower to drive industrialization and economic

\* Corresponding author: Ja'afar Ibrahim Dass

development. The establishment of Federal Polytechnics in different geopolitical zones was a strategic move by the government to bridge the skills gap and foster technological advancement (Ogunode, ThankGod & Ayoko, 2023).

As the polytechnic sector expanded, so did the challenges confronting academic staff, ranging from inadequate funding and infrastructure to poor welfare conditions. Sadat, Jahan and Alam (2022) affirmed in response to these challenges, academic staff unions emerged, with ASUP standing out as a formidable force advocating for the rights and welfare of polytechnic educators. Through negotiations and collective actions, ASUP aimed to address systemic issues plaguing the sector and ensure a conducive environment for teaching, research, and innovation.

Collective bargaining agreements serve as the cornerstone of the relationship between academic staff and polytechnic management (Alola, 2022). These agreements, negotiated between ASUP and management or government representatives, outline the terms and conditions of employment, including salaries, allowances, workload, promotion criteria, and other benefits. Mwani (2023) proved that CBAs provide a framework for resolving disputes and maintaining industrial harmony within polytechnic campuses.

However, despite the presence of collective bargaining agreements, the polytechnic sector in Nigeria has witnessed recurrent strikes orchestrated by ASUP, disrupting academic activities and posing challenges to the educational system (Iwuagwu, Etta & Agabi, 2022). These strikes often stem from unresolved issues such as salary arrears, non-implementation of agreements, poor funding, inadequate infrastructure, and policy inconsistencies. The frequency and duration of ASUP strikes underscore the deep-rooted structural issues plaguing the polytechnic sector and the urgency for sustainable solutions.

The study provided answers to the research questions:

- What relationship exists between the appointment of Rectors from within the Polytechnic sub-sector and ASUP recurring strikes?
- What relationship exists between the establishment of a National Commission for Polytechnics and ASUP recurring strikes?
- What relationship exists between the implementation of the NEEDS Assessment to the Polytechnics and ASUP recurring strikes?

---

## 2. Literature review

### 2.1. Theoretical Review

Conflict Theory, founded by Baron (1986) is rooted in sociology and political science, views society as being characterized by inherent conflicts between different social groups over access to resources, power, and societal structures. In the context of the study, this theory elucidates the power dynamics and tensions between academic staff represented by ASUP and polytechnic management or government authorities. ASUP, acting on behalf of academic staff, seeks to negotiate favorable terms and conditions through CBAs, reflecting their interests in improving working conditions, salaries, and overall welfare. However, conflicts arise when management or government fail to implement or honor these agreements, leading to ASUP strikes as a means of asserting their demands and challenging the status quo (Borgen, 2005).

Moreover, Conflict Theory highlights the role of structural inequalities and power imbalances in perpetuating conflicts within institutions (Munshi, 2023). In the case of Nigerian Federal Polytechnics, ASUP strikes often stem from systemic issues such as inadequate funding, poor infrastructure, and policy inconsistencies, which exacerbate tensions between academic staff and management. These conflicts reflect broader societal disparities and governance challenges within the educational sector, underscoring the need for structural reforms and equitable distribution of resources.

By applying Conflict Theory to the study of CBAs and ASUP strikes, researchers can gain insights into the underlying dynamics shaping labor-management relations in Nigerian Federal Polytechnics (Ukeje, Abraham & Chinyere, 2015). This theoretical framework facilitates a deeper understanding of the root causes of conflicts, the strategies employed by different stakeholders, and the implications for institutional governance and educational outcomes. Furlong (2020) affirmed that Conflict Theory provides a lens through which to analyze potential solutions and pathways for resolving disputes, promoting dialogue, and fostering greater equity and justice within the polytechnic sub-sector.

## 2.2. The Concept of Strike

According to Rhomberg and Lopez (2021), strike is the collective refusal by employees to work under the conditions required by employers. Strikes arise for a number of reasons, though principally in response to economic conditions (defined as an economic strike and meant to improve wages and benefits) or labour practices (intended to improve work conditions) (Ehrenberg, Smith & Hallock, 2021). Other strikes can stem from sympathy with other striking unions or from jurisdictional disputes between two unions. Illegal strikes include sit-down strikes, wildcat strikes, and partial strikes (such as slowdowns or sick-ins). Strikes may also be called for purely political reasons (as in the general strike) (O'Donnell & Shor, 2022).

According to Van Zyl, (2019) strike means the partial or complete concerted refusal to work, or the retardation or obstruction of work, by persons who have been employed by the same employer or by different employers, for the purpose of remedying a grievance or resolving a dispute in respect of any matter of mutual interest between employer and employees. In a similar vein, Uzoh, (2021) defined strike as a concerted action resulting in a cessation of work, a refusal to work or to continue to work by employees, or a slow-down or other concerted activity of employees that is designed to or does limit production or services.

Similarly, Buthelezi, (2023) opined that according to section 48 of the Trade Dispute Act of Nigeria (TDA), strike means the cessation of work by a body of persons employed acting in combination, or a concerted refusal or a refusal under a common understanding of any number of persons employed to continue to work for an employer in consequence of a dispute, done as a means of compelling their employer or any person or body of persons employed, or to aid other workers in compelling their employer or any persons or body of persons employed, to accept or not to accept terms of employment and physical conditions of work.

## 2.3. Collective Bargaining

The concept of collective bargaining is derived from a combination of two words: Collective and Bargaining (Bernstein, 2022). Collective refers to a group action through representative. From management perspective, the concept denotes the management's delegates at the bargaining table while from the angle of workers; it connotes a local firm membership which represent the Union. Bargaining as a term is synonymous with negotiation. There is element of flexibility in the place of fixed position (Okoro, 2022). The term according to Maki (2023) was originated by Webb to describe the process of agreeing terms and conditions of employment via representatives of employers and employee representatives. Collective bargaining in the view of Okoro (2022) is the process whereby representatives of employee and employers determine and regulate decisions concerning both substantive and procedural issues within the employment relationship, the result of this process is collective agreement.

Collective agreement is enshrined in Article 2 of the Right to organize and Collective Bargaining Convention of 1948. In terms of the Act, collective agreement means any agreement in writing for the settlement of dispute relating to terms of employment and physical conditions of work concluded between: (a) an employer a group of employers or organizations representing workers or the duly appointed representative of anybody or workers. Fajimi and Momoh, (2021) used the term to describe negotiation on conditions of service and terms of employment between employers and employees or between employers' association and trade unions. Flowing from this definition, collective bargaining covers all arrangements in which workers do not enter into negotiation with their employers by themselves but such negotiation is carried out collectively through their representatives (Bernstein, 2022).

## 2.4. Dimensions of Collective Bargaining

The study adopted the following as dimensions of collective bargaining

### 2.4.1. Appointment of Rectors

The appointment of rectors from within the polytechnic sub-sector represents a critical dimension of collective bargaining within Nigeria's educational framework. This dimension underscores the intricate negotiations between academic staff unions, such as the Academic Staff Union of Polytechnics (ASUP), and government authorities regarding the governance and leadership structures within polytechnic institutions. ASUP's advocacy for the appointment of rectors from internal candidates reflects a broader push for institutional autonomy and the recognition of academic expertise and administrative experience among existing faculty members (Adekoya, 2022).

By prioritizing internal candidates, ASUP seeks to ensure that appointed rectors possess a deep understanding of institutional dynamics, which is essential for effective leadership and decision-making processes. Huntjens (2021) opined this advocacy not only contributes to the enhancement of institutional governance but also strengthens the

social contract between academic staff, management, and government authorities, thereby promoting transparency, accountability, and stakeholder engagement within polytechnic institutions.

However, the issue of appointing rectors from within the polytechnic sub-sector is not devoid of challenges. Farndale, Bonache, McDonnell and Kwon (2023) present that critics argue that while internal candidates may offer insights into institutional intricacies, they may also be susceptible to internal biases and conflicts of interest. Moreover, the selection process must be transparent, merit-based, and free from political interference to ensure the credibility and legitimacy of appointed rectors. ASUP's advocacy for internal candidates thus necessitates ongoing dialogue and negotiation to address concerns regarding fairness, equity, and the integrity of the appointment process, ultimately contributing to the continuous evolution and improvement of governance structures within Nigeria's polytechnic institutions (Adekoya, 2022).

#### *2.4.2. Establishment of a National Commission for Polytechnics*

Ogunode and Adanna (2022) affirmed the establishment of a National Commission for Polytechnics represents a significant dimension of collective bargaining within Nigeria's educational landscape, emblematic of the ongoing negotiations between academic staff unions, government authorities, and other stakeholders. This proposed commission serves as a platform for addressing systemic issues and advancing the interests of polytechnic education in the country. Academic staff unions, notably the Academic Staff Union of Polytechnics (ASUP), have long advocated for the creation of such a commission to provide dedicated oversight, policy formulation, and resource allocation for the polytechnic sub-sector (Shittu, Yekinni & Wahab, 2022).

At the heart of ASUP's push for a National Commission for Polytechnics lies the recognition of the unique challenges and opportunities within the polytechnic educational framework. Ibrahim and Nashir (2022) affirmed unlike universities, polytechnics offer technical and vocational education tailored to meet the demands of industry and drive economic development. However, these institutions often face neglect, inadequate funding, and policy inconsistencies, hindering their ability to fulfill their mandate effectively. By advocating for a dedicated commission, ASUP aims to institutionalize mechanisms for addressing these challenges and promoting the growth and development of polytechnic education in Nigeria. This dimension of collective bargaining underscores ASUP's commitment to enhancing the quality, relevance, and accessibility of technical and vocational education, thereby contributing to the country's socio-economic advancement (Jamiu, 2021).

#### *2.4.3. Implementation of the NEEDS Assessment to the Polytechnics*

The implementation of the Needs Assessment to the Polytechnics serves as a crucial dimension of collective bargaining within Nigeria's educational framework, reflecting the ongoing negotiations and advocacy efforts by academic staff unions, government authorities, and other stakeholders (Ajayi, 2023). The Needs Assessment is a comprehensive evaluation aimed at identifying the infrastructural, academic, and operational needs of polytechnic institutions across the country. Ogbonnaya (2022) affirmed that academic staff unions, particularly the Academic Staff Union of Polytechnics (ASUP), have been instrumental in pushing for the execution of these assessments as a means to address longstanding challenges and deficiencies within the polytechnic sub-sector.

Okonkwo, Okonkwo and Okonkwo (2023) proved that the advocacy for the implementation of the Needs Assessment underscores ASUP's commitment to improving the quality and relevance of technical and vocational education in Nigeria. By conducting thorough assessments of polytechnic institutions, ASUP seeks to identify areas requiring urgent intervention, including infrastructural upgrades, equipment provision, curriculum development, and staff capacity building. Through collective bargaining and engagement with government authorities, ASUP advocates for the allocation of resources and the implementation of targeted interventions based on the findings of the Needs Assessment (Yero & Musa, 2023). This dimension of collective bargaining highlights ASUP's role as a proactive stakeholder in shaping the policies and practices that govern polytechnic education, ultimately contributing to the enhancement of teaching and learning outcomes, student success, and institutional sustainability.

### **2.5. The relationship between collective bargaining agreements and ASUP strikes in Nigerian Federal Polytechnics**

Oladosu (2023) showed that collective bargaining agreements (CBAs) and ASUP strikes in Nigerian Federal Polytechnics is deeply intertwined with the dynamics of labor-management negotiations and the quest for improved working conditions and educational standards. CBAs serve as the primary mechanism through which academic staff unions, notably the Academic Staff Union of Polytechnics (ASUP), engage in collective bargaining with polytechnic management or government representatives to secure favorable terms of employment. These agreements outline various aspects of employment, including salaries, allowances, workload, promotion criteria, and welfare provisions (Bako, 2022).

However, when disputes arise over the implementation or fulfillment of these agreements, ASUP often resorts to strikes as a means of exerting pressure on management or government authorities to address their grievances.

Omolawal (2022) proved that ASUP strikes in Nigerian Federal Polytechnics are often triggered by perceived breaches or non-implementation of Collective Bargaining Agreements, as well as broader systemic issues affecting the polytechnic sector. These strikes are characterized by disruptions to academic activities, including lectures, examinations, and administrative functions, leading to considerable inconvenience for students, parents, and other stakeholders. ASUP strikes typically stem from grievances such as salary arrears, inadequate funding, poor infrastructure, policy inconsistencies, and other welfare-related concerns. Despite efforts to negotiate and resolve these issues through established channels, ASUP strikes persist as a potent tool for expressing discontent and demanding meaningful reforms within the polytechnic sub-sector (Silva & Fontana, 2021).

Jamiu (2021) observed that the relationship between Collective Bargaining Agreements and ASUP strikes underscores the complex interplay between labor and management interests, institutional governance, and government policies in Nigerian Federal Polytechnics. While CBAs are designed to promote industrial harmony and address the concerns of academic staff, the failure to implement or honor these agreements often leads to heightened tensions and industrial actions. Obindu and Kelechi (2021) points that ASUP strikes, while disruptive, serve as a form of collective action aimed at drawing attention to the systemic challenges facing polytechnic education and advocating for necessary reforms. Ultimately, the resolution of disputes between ASUP and management hinges on effective negotiation, compromise, and the commitment of all parties to uphold the principles of fairness, transparency, and accountability in the governance of Federal Polytechnics.

These threw up the following hypotheses

- *H01: There is no significant relationship between the appointment of Rectors from within the Polytechnic sub-sector and ASUP recurring strikes.*
- *H02: There is no significant relationship between the Establishment of a National Commission for Polytechnics and ASUP recurring strikes.*
- *H03: There is no significant relationship between the implementation of the NEEDS Assessment to the Polytechnics and ASUP recurring strikes.*

---

### 3. Methodology

The study was carried out using the cross sectional research design. The targeted population were the registered members of ASUP from the polytechnics that collective bargaining was based upon, totaling Eleven Thousand, Six Hundred and Thirty Six (11,636) staff. The sample size of three hundred and eighty seven, (387) was arrived at using the Krejcie and Morgan Table (1970). The study made use of primary data collection (questionnaire). The research instrument was validated through expert's vetting and approval while the reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. Descriptive and inferential statistics was used to analyze the data collected using the SPSS software to analyze the questionnaire statements and test the hypotheses.

---

### 4. Data analysis and Results

The Spearman rank order correlation tool was used to analyze the primary data with a 95 percent confidence level. The tests specifically address the null forms of hypotheses H01, H02 and H03, of which were bivariate. To conduct the analysis, we used the Spearman Rank ( $\rho$ ) statistic. The probability of accepting the null hypothesis at ( $p > 0.05$ ) or rejecting the null hypothesis at ( $p < 0.05$ ) is determined by the use of the 0.05 significance level as the criterion.

**Table 1** Correlation Matrix for Collective Bargaining Agreements and ASUP recurring strikes

			ASUP recurring strikes	Appointment of Rectors from within	Establishment of a National Commission for Polytechnics	Implementation of the NEEDS Assessment
Spearman's rho	ASUP recurring strikes	Correlation Coefficient	1.000	0.786**	0.750**	0.748**
		Sig. (2-tailed)		0.000	0.000	0.000
		N	356	356	356	356
	Appointment of Rectors from within	Correlation Coefficient	0.786**	1.000	0.730**	0.478**
		Sig. (2-tailed)	.000		0.000	0.000
		N	356	356	356	356
	Establishment of a National Commission for Polytechnics	Correlation Coefficient	0.750**	0.730**	1.000	0.755**
		Sig. (2-tailed)	0.000	.000		.000
		N	356	356	356	356
	Implementation of the NEEDS Assessment	Correlation Coefficient	0.748**	0.478**	0.755**	1.000
		Sig. (2-tailed)	0.000	0.000	0.000	
		N	356	356	356	356

\*\* Correlation is significant at the 0.01 level (2-tailed); Source: SPSS Output

The table above illustrates the test for the three previously postulated bivariate hypothetical statements.

#### 4.1. H01: There is no significant relationship between the appointment of Rectors from within the Polytechnic sub-sector and ASUP recurring strikes

The correlation coefficient (r) shows that there is a significant and positive relationship between appointment of Rectors from within the Polytechnic sub-sector and ASUP recurring strikes. The rho value 0.786 indicates this relationship and it is significant at  $p < 0.000 < 0.05$ . The correlation coefficient represents a high correlation indicating a strong relationship. Therefore, based on empirical findings the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between appointment of Rectors from within the Polytechnic sub-sector and ASUP recurring strikes.

#### 4.2. H02: There is no significant relationship between the establishment of a National Commission for Polytechnics and ASUP recurring strikes

The correlation coefficient (r) shows that there is a significant and positive relationship between establishment of a National Commission for Polytechnics and ASUP recurring strikes. The rho value 0.750 indicates this relationship and it is significant at  $p < 0.000 < 0.05$ . The correlation coefficient represents a high correlation indicating a strong relationship. Therefore, based on empirical findings the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between establishment of a National Commission for Polytechnics and ASUP recurring strikes.

#### **4.3. H03: There is no significant relationship between the implementation of the NEEDS Assessment to the Polytechnics and ASUP recurring strikes**

The correlation coefficient ( $r$ ) shows that there is a significant and positive relationship between implementation of the NEEDS Assessment to the Polytechnics and ASUP recurring strikes. The rho value 0.748 indicates this relationship and it is significant at  $p < 0.000 < 0.05$ . The correlation coefficient represents a high correlation indicating a strong relationship. Therefore, based on empirical findings the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between implementation of the NEEDS Assessment to the Polytechnics and ASUP recurring strikes.

---

### **5. Discussion of Findings**

The findings revealed a strong and positive significant relationship between collective bargaining and ASUP recurring strikes in Federal Polytechnics, in Nigeria using the Spearman's rank order correlation tool and at a 95% confidence interval. The findings of this study confirmed that each component of collective bargaining all had significant positive relationship with recurring ASUP strikes in Federal Polytechnics in Nigeria. These findings supports the views of Brhane & Zewdie, (2018) whose results shows that collective bargaining process has a significant effect on industrial relations environment. The study recommended that parties to collective bargaining should reconsider their strategies for engagement in order to enhance their relationship. Onwochei, Uzoigwe, & Ajino, (2019), revealed that labour negotiation and collective bargaining significantly influenced industrial harmony and academic excellence in university education programmes in terms of stable school calendar, staff productivity and effective communication among the employees

Furthermore, Dahlet, Himes-Cornell and Metzner, (2021) concluded that collective bargaining is an institutional invention for reconciling conflicting goals of labour and management, but the machinery has not played any central and effectual role in the industrial relations practice of the public sector establishment in Nigeria. While Abaekwume, Agundu, Agoha and Obinna-Akakuru, (2022) showed that strike action highly influences the academic performance of students in tertiary institution. Poor remuneration, negligence by government, conducive academic environment among others were identified as major causes of strike action.

Nkanu, Out and Baku, (2023) suggested among others that government and the organized labour organization should be involved in a collective positive bargaining to bring lasting solution to the frequent strike action in Nigerian Universities for high productivity which permeate national development. Yohanna and Diggah, (2022) who concluded that Nigeria University students are hare half-baked with strike action responsible for 17% of the problem. One that background, recommendation was made that government should avoid any action that would lead Asuu to go strike and Asuu should find an alternative means of settling their disputes with government other than industrial strike.

---

### **6. Conclusion and recommendations**

The prevalence of collective bargaining agreements (CBAs) and the recurring strikes initiated by the Academic Staff Union of Polytechnics (ASUP) in Nigerian federal polytechnics underscore the complex dynamics inherent within the country's educational landscape. ASUP strikes, often stemming from grievances related to salary arrears, poor infrastructure, inadequate funding, and unresolved labor disputes, have become a recurring challenge for the Nigerian government and educational institutions alike. The negotiation and implementation of CBAs serve as a crucial mechanism for addressing the concerns of polytechnic staff and fostering improved working conditions, but persistent issues such as delayed salary payments, lack of infrastructure development, and bureaucratic inefficiencies continue to undermine the effectiveness of these agreements, leading to prolonged strikes and disruptions in academic activities.

Moving forward, addressing the underlying issues fueling ASUP strikes and fostering a more conducive environment for collective bargaining and dispute resolution are imperative for ensuring the stability and growth of Nigerian federal polytechnics. This necessitates a multi-stakeholder approach involving government authorities, educational institutions, labor unions, and other relevant stakeholders. Prioritizing adequate funding for polytechnics, enhancing infrastructure development, and implementing transparent and timely payment systems are essential steps towards addressing the grievances of polytechnic staff and mitigating the likelihood of future strikes. Furthermore, fostering a culture of constructive dialogue, mutual respect, and collaborative problem-solving can facilitate the negotiation of CBAs that reflect the interests and needs of all parties involved, ultimately contributing to the advancement of Nigeria's educational sector and the holistic development of its workforce.

The following recommendations were made

- Encourage a merit-based selection process for the appointment of Rectors within the polytechnic sub-sector. Develop clear criteria for eligibility that prioritize academic and administrative experience, fostering a culture of internal promotion. Additionally, establish a consultative platform involving ASUP and other relevant stakeholders in the selection process to enhance transparency and minimize disputes. This approach can contribute to a sense of ownership and cooperation, potentially reducing the frequency of strikes.
- Advocate for the prompt establishment of a National Commission for Polytechnics to serve as a regulatory body overseeing the affairs of polytechnics in Nigeria. This commission should work closely with ASUP and other stakeholders to address systemic issues, provide a platform for dispute resolution, and ensure the effective implementation of policies. The creation of such a commission could bring about a more structured and accountable approach to the management of polytechnic affairs, reducing the likelihood of prolonged strikes.
- Call for the prompt and comprehensive implementation of the findings from the NEEDS assessment of polytechnics. Addressing the identified deficiencies, such as infrastructure gaps and inadequate resources, is vital for creating an environment conducive to effective teaching and learning. Timely action on the recommendations of the assessment can alleviate the root causes of discontent and minimize the occurrence of strikes by ASUP.

---

## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

---

## References

- [1] Adekoya, O. (2022). Responsible Management: Promoting Work-Life Balance through Social Sustainability and Green HRM (Doctoral dissertation, University of East London).
- [2] Ajayi, O. I. (2023). Legal Framework For Industrial Disputes And Collective Bargaining In Public Universities In Nigeria (Doctoral dissertation).
- [3] Alola, A. (2022). Public Accountability and Quality Service Delivery in Nigeria:(A Case Study of Non-teaching Staff of the Oke-Ogun Polytechnic Saki, 2015–2021) (Doctoral dissertation, Kwara State University (Nigeria)).
- [4] Bako, W. (2022). Effect Of Part-Time Employment And Skills Mismatch On Labor Productivity, Unemployment And Output Gap In Nigeria (Doctoral Dissertation, Kenyatta University).
- [5] Baron, R. S. (1986). Distraction-conflict theory: Progress and problems. *Advances in experimental social psychology*, 19, 1-40.
- [6] Bernstein, I. (2022). *The New Deal collective bargaining policy*. University of California Press.
- [7] Borgen, C. J. (2005). Resolving treaty conflicts. *Geo. Wash. Int'l L. Rev.*, 37, 573.
- [8] Buthelezi, N. M. (2023). A legal analysis of the doctrine of common purpose in strike related violence (Doctoral dissertation, University of Johannesburg).
- [9] Ehrenberg, R., Smith, R., & Hallock, K. (2021). *Modern labor economics: Theory and public policy*. Routledge.
- [10] Fajimi, B. A., & Momoh, A. M. (2021). Challenges and Prospects of Collective Bargaining in Nigerian Public Sector. *Nigerian Journal of Industrial Education and Labour Relations* Vol, 5(1&), 2.
- [11] Farndale, E., Bonache, J., McDonnell, A., & Kwon, B. (2023). Positioning context front and center in international human resource management research. *Human Resource Management Journal*, 33(1), 1-16.
- [12] Furlong, G. T. (2020). *The conflict resolution toolbox: Models and maps for analyzing, diagnosing, and resolving conflict*. John Wiley & Sons.
- [13] Harvie, D., Ivancheva, M., & Ovetz, R. (2022). Public University: The Political Economy of the Public University. In *Encyclopaedia of Marxism and Education* (pp. 606-623). Brill.
- [14] Huntjens, P. (2021). Towards a natural social contract: Transformative social-ecological innovation for a sustainable, healthy and just society (p. 205). Springer Nature.



- [15] Ibrahim, A., & Nashir, I. M. (2022). Demand-supply Mismatch in TVET Academic Programmes: What Is It and What Should It Be?. *Journal of Technical Education and Training*, 14(2), 177-189.
- [16] Iwuagwu, E. K., Etta, R. B., & Agabi, G. A. (2022). The overbearing influence of non-state actors in the Nigerian socio-political space and its effects on national security. *Multidisciplinary Research Journal*, 81.
- [17] Jamiu, F. Y. (2021). Effect of Conflict Management Strategies on Employees' Performance in Selected Tertiary Institutions in Kwara State (Doctoral dissertation, Kwara State University (Nigeria)).
- [18] Krejcie, R. V., & Morgan, D. W. (1970). Sample size determination table. *Educational and Psychological Measurement*, 30, 607-610.
- [19] Maki, P. L. (2023). *Assessing for learning: Building a sustainable commitment across the institution*. Routledge.
- [20] Munshi, M. B. (2023). SM Nazmuz Sakib's Toxic Comparison Theory Known as Sakibphobia's Sociological Analysis Consistent With Functional Model, Interview and Consensus. *Interview and Consensus* (September 14, 2023).
- [21] Mwani, R. L. (2023). Collective bargaining agreement implementation and equity in grade promotion of public post-primary teachers in Kakamega County, Kenya (Doctoral dissertation).
- [22] Obindu, N., & Kelechi, A. G. (2021). Implication of the use of strike action as an instrument of achieving better conditions of service in our educational system. *South Eastern Journal of Research and Sustainable Development (SEJRSD)*, 4(1), 62-75.
- [23] O'Donnell, C., & Shor, E. (2022). "This is a political movement, friend": Why "incels" support violence. *The British Journal of Sociology*, 73(2), 336-351.
- [24] Ogbonnaya, U. M. (2022). Non-formal Actors and the Governance of Political Parties in Nigeria. In *Anonymous Power: Parties, Interest Groups and Politics of Decision Making in Nigeria's Fourth Republic (Essays in Honour of Elochukwu Amucheazi)* (pp. 57-74). Singapore: Springer Nature Singapore.
- [25] Ogunode, N. J., & Adanna, C. M. (2022). Supervision of higher institutions in Nigeria: Challenges and way forward. *Pioneer: Journal of Advanced Research and Scientific Progress (JARSP)*, 1(1), 26-37.
- [26] Ogunode, N. J., ThankGod, P. E. T. E. R., & Ayoko, V. O. (2023). Public University Education in North-West Geopolitical Zone of Nigeria: Problems and Way Forward. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 3(1), 29-36.
- [27] Okonkwo, P. N., Okonkwo, J. N., & Okonkwo, N. G. (2023). Sustainable development goals achievement in Nigeria: Models for removing the root causes of indignity of poverty. *UNIZIK Journal of Educational Research and Policy Studies*, 16(3), 155-184.
- [28] Okoro, P. (2022). Cognizance of Collective Bargaining and its benefits in relation to Teacher's Welfare and Working Condition in Public Secondary School in Delta State.
- [29] Oladosu, A. B. (2023). *Impact Of Industrial Action On Studentsattitude Towards Education Among Undergraduate Students At The* (Doctoral Dissertation, Department Of Educational Management, Faculty Of Education, UNIVERSITY OF IBADAN).
- [30] Omolawal, S. A. (2022). Labor Policy in Nigeria: Evolution, Trends and Implications for Industrial Relations. *Dhaulagiri: Journal of Sociology & Anthropology*, 16.
- [31] Rhomberg, C., & Lopez, S. (2021). Understanding strikes in the 21st century: Perspectives from the United States. In *Power and Protest: How Marginalized Groups Oppose the State and Other Institutions* (pp. 37-62). Emerald Publishing Limited.
- [32] Sadat, M. J., Jahan, I., & Alam, M. (2022) *Impact of Conflict Management Strategies on Organizational Performance: A Study*.
- [33] Shittu, T. O. P., Yekinni, N. L., & Wahab, T. O. (2022). Training and development: the agents of innovation for academic staff in Nigerian tertiary institutions. In *Educational Management And Business Studies (JOREMBS)*, 74.
- [34] Silva, W. D. O., & Fontana, M. E. (2021). Integrative multi-attribute negotiation model to define stakeholders' responsibilities in the reverse flow channel. *Journal of Cleaner Production*, 279, 123752.

- [35] Ukeje, I. O., Abraham, E. M., & Chinyere, N. (2015). Effects of leadership influence on labour management relations: case study of Ebonyi State University, southeastern Nigeria. *International Journal of Advancement in Research and Technology (IJOART)*, 4(7), 44-50.
- [36] Uzoh, C. B. (2021). Strike Action: The Only Weapon Available to Public Sector Employees in Nigeria in their Agitation for Better Working Conditions. *ZIK journal of multidisciplinary research*, 4(1).
- [37] Wordu, J. A., & Nwanguma, T. K. (2024). Industrial Revolution 4.0: Challenge in the Management of Tertiary Educational Institutions in Nigeria. *Ilorin Journal of Education*, 44(2), 34-47.
- [38] Yero, A., & Musa, I. (2023). Industrial Disputes and Negotiation Skills in Local Government Administration in Nigeria. *Kashere Journal of Politics and International Relations*, 1(1).