SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

IMPACT OF FUEL SUBSIDY REMOVAL AND EXCHANGE RATE UNIFICATION ON ACADEMIC STAFF PRODUCTIVITY IN TERTIARY INSTITUTION IN NORTHWEST NIGERIA

Mustapha Abdullahi Aliyu (Ph.D.), Muhammed Abdulkadir Yebo, Yasmin Aliyu,
Department of Social Development, Kaduna Polytechnic

Corresponding Author: Mustapha Abdullahi Aliyu (Ph.D.)

Article DOI: https://doi.org/10.36713/epra26477
DOI No: 10.36713/epra26477

ABSTRACT

This study examined the impact of Fuel Subsidy Removal and Exchange Rate Unification on Academic Productivity in Northwest Geopolitical zone of Nigeria. The conducted in selected Federal Universities and Polytechnics in the states of Jigawa, Kaduna, Kano and Sokoto States administered questionnaire on a sample of 368 academics. Both ANOVA and independent sample-test were employed to test the impact of fuel subsidy removal in sample productivity, productivity declines and resilience to the effects of the policy. The findings revealed that research and publication activities are notably affected by the policy changes where articles in lead journals (mean = 2.93) and conference paper publications (mean = 2.63) show decline, reflecting the rising costs of publication fees, conference registration, and international travel. Additionally, on-going research activities recorded a lower mean of 2.33, indicating that many research projects may be delayed or abandoned. Furthermore, purchase of research materials, chemicals, and reagents recorded a high mean of 3.07, indicating strong agreement that increased costs have hindered such activities. This is as community service activities recorded a mean of 2.77, suggesting that academics' engagement beyond the campus has declined due to financial and mobility constraints. The study therefore, recommends among other things that, Federal Government employ targeted Transportation and Energy Support for Academics through the introduction of subsidized staff transport systems to mitigate the mobility challenges of fuel subsidy removal. While, management in tertiary institution in the area of study should, prioritized investment in alternative and renewable energy sources on campuses to reduce dependence on costly generators.

KEYWORDS: *Academics, Productivity, Fuel Subsidy Removal*

INTRODUCTION

Background

Nations across the globe increasingly recognize higher education as a key driver of economic competitiveness. The growing significance of higher education has spurred a heightened interest in the costs and returns of education and research. This amplifies interest in productivity, which stimulates substantial interest and debate in many areas of higher education (Asian Productivity Organization, 2017). Globally, education is an area of public service that is encountering increasing scrutiny and criticism for its low quality and productivity. Educators are being called on to function in an effective and efficient manner. In addition, they are expected to adapt policies and methods that will permit even greater productivity (Darra, 2006). In a study of government and public appraisal of quality in public education the European Commission (2011) found that since the 1970s, performance, productivity, efficiency and efficacy have become the buzzwords of higher education reforms across the world. In this sense globally, it was found that educational reforms were urgently needed and, inspired by documents from several international organizations, improved productivity in higher institutions became the central theme in those reforms (de Vries and Martniez, 2019).

From 1969-to 2004 Nigerian educational sector goes through a lot and significant reforms (Joseph, 2021). Most of these reforms in tertiary sector of education echelon in Nigeria included expansion policies and introduction of additional funding to complement the statutory yearly fiscal allocations considered grossly negligible (Otonko, 2012, Iloanya & Nzeako, 2017, Odusanya, 2019, Monogbe, 2019, Chukwu, et. al., 2020, Umotong & Ignatius, 2022, Echono, 2022). The actions which gave birth to the institutionalization of Tertiary Education Trust Fund (TETFUND) and it programme of educational support (Ikutal & Edet, 2018, Ezebuiro, 2021, Echono, 2022). Therefore, with the establishment of TETFUND government sought to address the questions of performance and productivity through straightforward answers in infrastructural expansions in classrooms, lecture halls, laboratories, conference attendance, seminar, publications and performance (productivity) were to be measured by research outputs, the number of students in attendance, their graduation rates, and students employability (Okebukola, 2006, Agbebaku & Ajebelen, 2016, Adaias, Lasisi & Adias, 2020).

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

In this direction greater attention were paid to indicators such as the number of publications in indexed journals, the number of citations, the number of full-time professors, and the percentage of academic staff holding a PhD, sources of income and total revenue, costs per student, drop-out and graduation rates, and employment and income data for alumni. Once these indicators were established, they were used for accreditation and rankings, and for the allocation of additional funding (de Vries and Martinez, 2019). It is worthy of note, despite the infrastructural improvement over the years in tertiary institutions in Nigeria, the other key factor in the tertiary education sector in Nigeria; the academic have decried poor conditions of service affecting performance and output (ASUP, 2022, Ogwuche & Alfa, 2023, Godknows & Oyinmiebi, 2024, Dass & Ahmed, 2024). Worst still when state policy such as fuel subsidy removal and exchange unification were introduced and took effects on May 2023, Nigerians workers embarked on strike to drive home some productivity implications of the government actions (Melundu, Komolafe, Chilaka, 2023; and Idress, Akanbi, Nura, 2024). The government response was the adjustment and implementation of consequential adjustments on salaries that gave birth to the new national minimum wages (NLC, 2023; Oloowookere, 2024, Umenweke and Anusiem, 2024).

The subject of "productivity" often evokes emotional, polarized reactions from labor, management, unions, stockholders and customers (Darra, 2006). This brought forth the significance of conceptions, perspectives and theories in the examination of productivity. Some neglected aspects in the studies of productivity in academics relates to impact of political policies (Carlson, 1999, Klein & Luu, 2002, Moore, Coates & Croucher, 2017, Ramkisson, 2020) and impact of behavior on productivity (Sanchez, Infant & Rodriguez, 2001, Kumara, 2023, Shireesha, Varalakshmi & Reddy, 2024,). The recent fuel subsidy removal and exchange rate unification in Nigeria has adversely affects population and sectoral productivity (Melundu, Komolafe, Chilaka, 2023; Idress, Akanbi, Nura, 2024; Abubakar 2024, and Kure, et. al., 2025). Such impact in the educational sector are still emerging. This study explores this in the academics in tertiary institutions in North-West Nigeria.

Problem Statement

On May 2023 Nigeria Government ended subsidy payment on imported refined petrochemical products into the country. This action adversely affects market prices for gas and other sources of energy (mainly AGO, petroleum and kerosene) as key necessities and supplies to households, businesses, corporate services, triggering inflation on essential commodities and transportation (Abaekih, Abaekih & Unachukwu, 2024, Emeka & Unachukwu, 2024, Oguwuche, 2024, and Jubril & Noah, 2025). Transportation and commutation were grossly shown to be impacted by this development where fuel priced at N500 rose to N1200 a liter; essentially skidded out of the reach of average Nigerians, academics inclusive. Most tertiary institutions in Nigeria ran a collegiate system where academic activities and programmes are conducted in two to three campuses, research institutions and centers (mostly geographically set apart from each other). In many tertiary institutions academics often got scheduled to provide services (academics, administrative and consultancy) at few hours or minutes of each other; within or outside of colleges, campus and research centers.

To meet these demands and responsibilities, often academics use mobility (often personal vehicles) to meet up these multiplicities of functions and responsibilities. More significantly, academics have used personal vehicles for commutation to work as matter of prestige, organization of personal and office resources and time management. Relatedly, academics (and tertiary institutions) have long depended for commercial energy sources (mostly petrol, gas, kerosene and AGO) to fuel equipment, machines and tools for practical purposes for students and for researches. In addition, work requirement such as operation of photocopy machines, printing of documents, laboratory and offices conditioning in the absence of steady power suppliers on campus have long depended on the use of power generating sets powered by fuel. Crucially, out of school engagement with industries and collaborations in conferences often involve long distance travels and other logistics. Where academics needs to attend international conferences, order reagents; equipment, apparatus, textbooks and meet international payments obligations; understanding the implications of government action in the exchange rate unification became critical to situating academic staff productivity in the context of both human capital development and management and in national growth and development.

Exploring these connections became crucial were academics in tertiary institutions in Nigeria had long descried and agitated about poor conditions of services in several of their intermittent industrial actions. Knowledge, professionalism, integrity and civility are a unique quality that build and defined academics as revered profession world over. This have been established to be dependent on good condition of work and sound state policies that make life more bearable and living more humane (Cavalli & Moscati,2010, Yusoff, Baba, Ariffin & Embong, 2018; Ogben, 2023). So therefore, how has these facts stood in relations to academic staff productivity in North-West Nigeria is explored in this study.

Research Questions

This following research questions were explored in this study:

1. In what way does the policy of fuel subsidy removal and exchange rate unification affects academics' productivity in in tertiary institution in North-West Nigeria? Does the development enhance declined productivity in the academics?

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

2. In the aftereffects of fuel subsidy removal and exchange rate unification in tertiary institution in North-West Nigeria, what community and institutional factors enhance the decline of productivity in academic in tertiary institution in North-West Nigeria?
3. Are the effects of fuel subsidy removal and exchange rate unification on academic productivity comparable in tertiary institutions in North-West Nigeria?

The main goal of this exploration is to raising awareness on the implications of impromptu policy implementation on specific individual and communities with unique responsibilities to the nation.

LITERATURE REVIEW

The concepts Exchange rate and Exchange Rate Unification

Both concept fuel subsidy removal and exchange rate unification have long been serious and crucial economic factors and indicators at the heart of national economic growth and socio-economic development in Nigeria with consequences. While, subsidies are an acknowledged government interventionist actions directed both at economic productivity and welfare provision obtainable in the countries of the west and south, exchange Rate is strictly an economic mechanism used to refer to the units of a currency expressed in terms of another (Abdulrazaq, 2015). For example, N1,551.52 is equal to one United Sates Dollar. This means that for a Nigerian to purchase one-dollar worth of goods he or she has to make available N1,551.52 (Zakari, Bakkihs & Asue, 2025). The existences, operation and determination of exchange rate has been a long tradition of the aspect of economic history of Nigeria. In the late 1970s Nigerian naira had exchanges at par with the united states of Americas $ (Adeola, 2015). In retrospect volumes of Nigeria's exports in crude volumes, agriculture and manufactured goods supported such development. By, the early 1990 the issue of exchange rates holds a significant place in Nigeria's economic narrative, as reflected in the country's existing dual exchange rate system that comprises both official and parallel markets. This dual structure has been a pivotal aspect of Nigeria's economic landscape for a considerable period (Jones & Brown, 2020). The historical backdrop and recent policy developments have converged to prompt discussions about the unification of exchange rates, raising crucial questions about the effectiveness and coherence of the prevailing system (Peter, 2025). This is critical where education growth and importantly, academic staff productivity in the tertiary institutions in Nigeria compete and are mirrored in global standard.

This development was further strengthened in the Peters (2025) understanding that unified exchange rate implemented in Nigeria from 2023 may have the advantages that underscored the potentials to enhance transparency in the foreign exchange market, attract increased foreign direct investment (FDI), and reduce arbitrage and speculative activities, while increasing risks, including short-term inflationary pressures, currency devaluation effects, potential reductions in government revenue, and broader socioeconomic impacts (Peter, 2025).

Fuel Subsidy Removal Policy and Effects

The concept of fuel subsidy removal emerged as a critical political economic factors in Nigeria development from 2014 when the government of President Goodluck Ebele Jonathan attempted the enforcement of the policy and the backlashed it generated in national demonstrations and legislative inquiry on the process and the quantum of official corruption unearth in the process exposed (Maikudi & Abdullahi, 2015). The government of President Bola Ahmed Tinubu on assumption of office on 23rd May, 2023 expressly scrapped the policy, the action which trigger inflation affecting livelihoods, households, businesses and corporate operations, and federal and state bureaucracy and bureaucrats (Ajayi, 2023; Mohammed, et. al.; Abaekih, et. al., 2024). Fuel subsidy is a Nigeria government policy designed in the 1980, enforced through provision through licensing and financing for importation of refined petroleum and related products in the nations in the event where the national refineries could not meet up with local supplies mostly caused by technical or mechanical failures or schedule maintenance refer to as turn-around-maintenance (NEITI, 2022 and el-Rufai, 2024,). Over the years with four moribund refineries and inept Fuel subsidy regimes, fuel scarcity a fiscal act which occurs when there is acute shortage of fuel with attendant long queues and exorbitant market prices for the commodities occurred (Maikudi & Abdullahi, 2015 and Obi, 2022). Civil servants with stagnated salaries and wages have been the greatest victims of these development and national productivity compromised (Omojuwa, 2020 & Ajayi, 2023).

Academics, Productivity and fuel subsidy removal in Nigeria

Rosewell and Ashwin (2018) aggregated conceptualization of the concept academics to be associated with, to varying degrees, autonomy and freedom, intellectual stimulation, teaching and research, and ideas around making a difference, and a sense of calling. Generally, the concepts academic personnel denote salaried-employees being in parallel to state-employees as per their status and working at the universities being administered through wide committee procedures and dealing with the ordinary peculiarities of professional academic activity (participating in conferences, giving lectures, making publications as well as classifying and measuring the same) (Soyúekerci & Erturgut, 2009).

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

Academics working in public institutions of higher learning have historically heard, and recognized at least in principle, that the public was the ultimate beneficiary of their efforts. In the 1980s, however, many faculties have come to realize that the public expects specific and measurable outcomes for tax dollars invested in public institutions (Darra, 2006). This development brought to the fore of public discuss of both quantity and quality of productivity in academics (Basiru, et. al. 2023). Productivity is a central concept in the economics literature that extends from the idea that the output produced by an organization or an economy is some function of the available inputs, such as labor, capital, and technology (Solow, 1957). The concept productivity is a ratio to measure how well an organization (or individual, industry, country) converts input resources (labor, materials, machines etc.) into goods and services. This is usually expressed in ratios of inputs to outputs. That is (input) cost per (output) good / service (Yadav & Marwa, 2015).
It is said, regarding job satisfactions in the academics that:

> For academics of all stripes, life and work are inextricably intertwined. Our work is a vocation. For truly if we do not find meaning in the life of the mind, in assisting protégés and students to find the pathway to their vocation, our vocation deteriorates into a mere job; and happiness and purpose in life likely falter (Hagedon, 2012).

In the sense of Hagedon (2012) observations above, condition of in academic work (in Nigeria also refer to as condition of service) became a critical issue to both educational and nation development, importantly considering the impact of national political and economic policy formulation and implementation. The 2023 fuel subsidy removal in Nigeria is a recent phenomenon in this direction. While, Subsidies are generally an integral part of government expenditure both in developed and developing countries, employed to support various sectors of the economy, ranging from agriculture, energy, transportation and healthcare (Schwartz & Clement, 1999, World Trade Report, 2006 and Melitiyev & Magda, 2021). However, in developing countries, mismanagement have forced subsidy reforms with a focal on economic restructuring, prudent resource allocation and improve government expenditure transparency (Maikudi & Abdullahi, 2015, PWC, 2023 and Agiri, Erude & Ohanyelu, 2023). Conversely, subsidies removals have been shown to relate to fiscal imbalances, crowding out essential public investments, and exacerbating macroeconomic vulnerabilities (Oomes & Kalcheva, 2007).

This led to policymakers facing the challenge of balancing the short-term social implications of subsidy removal with the imperative of fostering sustainable economic growth (Apergis et al., 2018). In developing countries like Nigeria, in between these state contradicting responsibilities are often caught the foundations and fabric of services institutions such as health and education with fatal consequences (ASUU, 2014; 2023, ASUP, 2023 and NLC, 2023). World over, academic activities has faced several barriers this include national and institutional policy constraints to deliver and achieve academics excellence (Soyer, 2016). With these understanding in the past two decades, promoting academic productivity growth has risen as one of the key challenges for policymakers around the world (APO, 2017). Because, despite being widely acknowledged as an intermediate, rather than final, goal of economic policy, productivity is considered as a key driver of long-run economic prosperity (Renda & Dougherty, 2017).

METHODOLOGY

Research Design

This study was conducted in federal Universities and Polytechnics in Northwest Geopolitical zone of Nigeria. Jigawa, Kaduna, Kano And Sokoto States.

Population

Targeted Respondents: academic staff in the study area with a sample population of 368 academics as illustrated in table 1 below.

Table 1 Sample size by institution

State	Institution	Population Size	Sample size	Percent
Kaduna	ABU, Zaria	2,225	94	25.5
	KadPoly	2,260	95	25.9
Kano	BUK	1,946	82	22.3
	Fedpoly, Kabo	63	3	0.7
Jigawa	FUD	426	18	4.9
	Hussain Adam Poly	325	14	3.7
Sokoto	UDUS	1,156	49	13.2
Zamfara	Fedpoly, Kaura	325	14	3.7
Total	Total	8,726	368	100

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

FINDINGS

Table 2: Bio-data of Respondents

Table 4.1: Socio-demographic characteristics of respondents

		Frequency	Percent
Age	< 30 years	74	(20.1%)
	31 - 40 years	146	(39.7%)
	41 - 50 years	79	(21.5%)
	51 - 60 years	50	(13.6%)
	> 60 years	19	(5.2%)
Sex	Male	233	(63.3%)
	Female	135	(36.7%)
Years of working in the institution	< 10 years	161	(43.8%)
	11 - 20 years	119	(32.3%)
	21 - 30 years	49	(13.3%)
	> 30 years	39	(10.6%)
Highest qualification	Professor	34	(9.2%)
	Ph.D	155	(42.1%)
	Masters	128	(34.8%)
	Degree	51	(13.9%)
	Others	0	(0.0%)
Employment status	Parmanent	209	(56.8%)
	Contract	39	(10.6%)
	Sabbatical	101	(27.4%)
	Others	19	(5.2%)

From Table 2, the socio-demographic characteristics of respondents show that the academic workforce surveyed is relatively young and active. The largest proportion of respondents falls within the 31–40 years age bracket (39.7%), followed by those aged 41–50 years (21.5%), indicating that a significant number of academics are in their most productive years. Male respondents (63.3%) outnumbered females (36.7%), reflecting the gender imbalance commonly observed in Nigerian tertiary institutions. In terms of work experience, most respondents have spent less than 10 years (43.8%) or between 11–20 years (32.3%) in their institutions, suggesting a workforce with substantial but still developing institutional experience.

Regarding academic qualifications, a majority of respondents possess PhD degrees (42.1%), followed by Master's degree holders (34.8%), indicating a high level of academic competence among the respondents. Most academics are permanently employed (56.8%), though a notable proportion are on sabbatical appointments (27.4%), reflecting staff mobility across institutions.

Table 3: Institutional characteristics of respondents

		Frequency	Percent
Institution type	University	229	(62.2%)
	Polytechnic	139	(37.8%)
	Collage	0	(0.0%)
	Others	0	(0.0%)
Institution name	Ahmadu Bello University, Zaria	91	(24.7%)
	Kaduna Polytechnic, Kaduna	97	(26.4%)
	Bayero University. Kano	80	(21.7%)
	Federal Polytechnic, Kabo	11	(3.0%)
	Federal University, Dutse	20	(5.4%)
	Hussaini Adamu Polytechnic	20	(5.4%)
	Usman Danfodio University, Sokoto	38	(10.3%)
	Federal Polytechnic, Kauran Namoda	11	(3.0%)
Faculty	Sciences	93	(25.3%)
	Social Science/Art humanities	39	(10.6%)
	Management Science/Business Admin	49	(13.3%)

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

Engineering	50	(13.6%)
Law	16	(4.2%)
Medicine/Nursing/ Medical/Pharmaceutical Sciences	57	(15.5%)
Environmental Sciences	18	(4.8%)
Education	22	(6.0%)
Others	24	(6.6%)

From Table 3, the characteristics shows that institutionally, universities accounted for the majority of respondents (62.2%), while polytechnics represented 37.8%. The respondents were drawn from a wide range of institutions and faculties, ensuring adequate representation across disciplines and strengthening the generalizability of the findings

Table 4: Effects of Fuel Subsidy Removal and Exchange Rate Unification on Academic Productivity (Lecturing Activities)

	Mean	Std. Deviation	Remark
Lecture attendance	2.7826	1.12515	Agree
Conduction of Practical's	3.0000	1.01756	Agree

The results from Table 4 indicate that fuel subsidy removal and exchange rate unification moderately affected lecturing activities. Lecture attendance recorded a mean score of 2.78, suggesting that increased transportation costs and economic pressures have negatively influenced academics' ability to attend lectures consistently. The conduct of practical sessions recorded a slightly higher mean of 3.00, indicating stronger agreement that practical teaching activities are adversely affected. This may be attributed to the higher costs associated with laboratory materials, transportation, and energy supply required for practical sessions.

Table 5: Research and Publication

	Mean	Std. Deviation	Remark
Articles in lead journal	2.9293	1.12461	Agree
Ongoing research	2.3342	.97081	Disagree
Paper publication in conferences	2.6332	1.20792	Agree
Lecture series material	2.4158	1.01136	Disagree
Chapters in books	2.3179	1.11199	Disagree
Books review or edited	2.2174	1.09322	Disagree
Total number of texts	2.4674	1.11908	Disagree
Total number of technical reports	2.1821	1.08846	Disagree
Total number of monographs	1.9837	1.07219	Disagree

Findings from Table 5 reveal that research and publication activities are notably affected by the policy changes. Articles in lead journals (mean = 2.93) and conference paper publications (mean = 2.63) show moderate adverse effects, reflecting the rising costs of publication fees, conference registration, and international travel due to exchange rate unification. Ongoing research activities recorded a lower mean of 2.33, indicating that many research projects may be delayed or abandoned. Scholarly outputs such as book chapters, monographs, technical reports, and edited reviews recorded relatively lower mean scores (ranging from 1.98 to 2.47), suggesting a general decline in research productivity following the economic reforms.

Table 6: Community, international and industrial engagement

	Mean	Std. Deviation	Remark
Purchase of materials/chemicals/reagents	3.0707	1.13906	Agree
International conference attendance	2.7935	1.02064	Agree
International subscriptions (membership of professional bodies and journal/books)	2.9728	.93045	Agree
Community service	2.7717	.94944	Agree

The results from table 6 show that engagement-related activities are substantially affected. The purchase of research materials, chemicals, and reagents recorded a high mean of 3.07, indicating strong agreement that increased costs have hindered such activities. International conference attendance (mean = 2.79) and professional subscriptions (mean = 2.97) were also negatively affected, reflecting

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

reduced international exposure and collaboration. Community service activities recorded a mean of 2.77, suggesting that academics' engagement beyond the campus has declined due to financial and mobility constraints.

Table 7: Decline in Academic Productivity (Class Room Preparedness and Delivery)

	Mean	Std. Deviation	Remark
Affects class/lectures attendance	2.8641	1.03245	Agree
PG supervision	2.7446	1.03612	Agree
Punctuality	3.1603	.95618	Agree
Depth of research and class preparation	2.3913	.93327	Disagree

The findings confirm a decline in academic productivity following fuel subsidy removal and exchange rate unification. Punctuality recorded the highest mean score (3.16), indicating that transportation challenges significantly affect academics' ability to arrive on time. Class and lecture attendance (mean = 2.86) and postgraduate supervision (mean = 2.74) were also adversely affected. Depth of research and class preparation recorded a lower mean of 2.39, suggesting that economic stress and increased workload outside academia may be reducing the quality of academic preparation and intellectual engagement.

Comparison Between Universities and Polytechnics
Independent samples t-test is used to investigate if there is a significant difference in the effects of fuel subsidy removal and exchange rate unification on academic productivity between university and polytechnics in North-West Nigeria

Table 4.11: Comparing effects of fuel subsidy removal and exchange rate unification on academic productivity based tertiary institution type

		Academic Productivity Component			
		Lecturing	Research and Publication	Community, Int'l and industrial engagement	Academic Productivity
Institution type	University	2.76	2.40	2.94	2.59
	Polytechnic	3.12	2.37	2.84	2.59
t-test	t-value	-3.649	0.473	1.446	-0.035
	p-value	0.000	0.636	0.149	0.972

Values are mean of responses

The t-test results show a statistically significant difference between universities and polytechnics only in lecturing activities ($p < 0.001$), with polytechnic staff reporting higher adverse effects than their university counterparts. However, no significant differences were found in research and publication ($p = 0.636$), community and industrial engagement ($p = 0.149$), or overall academic productivity ($p = 0.972$). This indicates that while teaching responsibilities are more affected in polytechnics, the broader impact of fuel subsidy removal and exchange rate unification on academic productivity is largely similar across both institution types.

SUMMARY

The study established a general decline in academic productivity following the policy reforms. Academic punctuality, class attendance, postgraduate supervision, and depth of research and lecture preparation were negatively affected, indicating that economic pressures and mobility challenges have reduced both the quality and consistency of academic outputs.

CONCLUSION

The study concludes that fuel subsidy removal and exchange rate unification have had significant adverse effects on academic staff productivity in tertiary institutions in North-West Nigeria. These policy reforms, while aimed at macroeconomic stabilization, have unintentionally imposed substantial economic and operational burdens on academics, thereby affecting teaching effectiveness, research output, and community engagement.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

a. The Federal Government:
  i. Employ targeted Transportation and Energy Support for Academics through the introduction of transportation allowances and subsidized staff transport systems to mitigate the mobility challenges caused by fuel subsidy removal.

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

ii. Government thought its agency the tertiary education trust fund needs to improved research funding, academic grants, and conference support, particularly in foreign currency, to cushion the effects of exchange rate unification. Funding agencies and institutional management should expand access to research grants and waive or reduce publication and conference fees for academics in public institutions.

b. Management in tertiary institution in the area of study should:

i. prioritized investment in alternative and renewable energy sources of energy on campuses to reduce dependence on costly generators.

ii. Strengthening Institutional Infrastructure through improved office facilities, laboratories, internet connectivity, and power supply to create enabling working environment. Enhanced infrastructural support reduce operational stress and improve teaching and research efficiency.

iii. Promotion of Digital and Virtual Academic Platforms to support virtual teaching, supervision, conferences, and research collaboration by investing in digital infrastructure and staff capacity building. This will reduce travel-related costs and expand academic engagement despite economic constraints.

iv. Staff Welfare and Cost-of-Living Adjustments through periodic review of academic staff salaries and allowances in line with inflationary trends is essential. Welfare packages, housing support, and educational subsidies for staff dependents should be strengthened to reduce financial pressure and enhance job satisfaction.

REFERENCES

1. *Abaekih, C. E., Abaekih, I. S., & Unachukwu S., S. (2024). Impact of Fuel Subsidy Removal on Transportation System in Nigeria. International Journal of Art, 10(2):5400-54-6.*
2. *Adesanya, C. M.; Adesanya, S. J. & Agbai, E. P. (2023). Analyzing the Impact of Employee Attitudes on Productivity in Public Sector Organizations: A Case Study of the Nigeria Institute for Oil Palm Research (NIFOR) In Edo State, Nigeria. International Journal of Social Sciences and Management Research, 9(9):92-119.*
3. *Agbebaku, C. A. & Ajegbekan, A. J. (2016). Implication of Ranking for Nigeria's Universities. WEI International Academic Conference Proceeding, Boston; U.S.A.*
4. *Aidelunuoghene, O. S. (2014). ASUU Industrial Actions: Between ASUU and Government Is It an Issue of Rightness? Journal of Education and Practice, 5(6):7-18*
5. *Abubakar A. B. (2024). Scale Enterprise Owners in Nigeria. A Case Study of Michika Local Government Area of Adamawa State. International Journal of Research Publication and Reviews, 5(12): 4824-4830.*
6. *Akindele, R. A. (2015). Academic Culture and Ethics in the Profession of Teaching, Learning, And Research. Annals of the Social Science Academy of Nigeria, No 20,*
7. *Akpojotor, R. U. , Mordi, C. U., Onoka, H. O. & Ogah, B. O. (2025). Impact of Fuel Subsidy Removal on Staff Welfare and Students Academic Performance in Tertiary Institutions in Delta State British Journal of Education, Vol.13, Issue 3,16-27.*
8. *ASUP (2022). Communique issued at the end of the 104th NEC (NEC) meeting held in Abuja, on Thursday 13th October, 2022.*
9. *ASUP (2024). 84 Lecturers Died in Three Months Over Unpaid Salaries. Tribune, 7th October, 2024.*
10. *Ajayi, P. A. (20223). Assessment Of the Impact of Fuel Subsidy Removal on Civil Servant in The Nigerian Institute Leather Service Technology, Zaria,1(1): 157-168.*
11. *Audu, M. S. (2022). Federal Government (FGN)-Academic Staff Union of Universities (ASUU) Imbroglio: Interrogating the Issues and The Way Forward. Paper Presented at The Fiftieth Birthday of Dr. Salisu Ogbo Usman, The Rector, Kogi State Polytechnic Lokoja, Kogi State.*
12. *Basiru, A., Akintola, B. Rasaki, O.E & Olabisi, A. (2023). Academic Staff Research Productivity I Private Universities in South Western Nigeria: Factors Related to Low Productivity. International Journal of Operating Research, 14(1): 1-15*
13. *Cavalla, A. & Moscati, R. (2010). Academic Systems and Professional Conditions in Five European Countries. European Review, 18(51):35-35.*
14. *Cheng, M. (2009). Academics Professionalism and Quality Mechanism: Challenges and Tensions. Quarterly Higher Education, 15(3):193-205.*
15. *Chukwuemeka, I. & Nzeako, C. U. (2017). Remedying the Decay in Higher Education in Nigeria: A Case for Educational Philosophy and Management. Copernican International Journal of Metasciences and Technology, 1(1):33-46*
16. *Cochran, W. G. (1977). Sampling Techniques (3rd ed.). New York: John Wiley & Sons, Inc.*
17. *Darra, M. (2006). Productivity Improvements in Education: A Replay. European Research Studies Volume IX, Issue (3-4), 2006.*
18. *Dass, I. J., Lumi, M. & Ahmed, M. (2024). Collective Bargaining Agreements and ASUP Strikes in Nigerian Federal Polytechnics. International Journal of Science and Research Archive, 12(01), 2235–2244*
19. *De Vries, W. And Martínez, O.G. (2019). Performance, Productivity and the Diversity of Student Pathways. Higher Education Forum, 16, 46-68.*
20. *Echono, S. T. (2022). Funding Public Tertiary Education: Roles of Tertiary Education Trust Fund (TETFUND) And Its Future For Sustainable Development. Paper Presented at Ahmadu Bello University, Zaria, Alumni Lectures; September, 2022.*
21. *Eneh, O. C. (2007). Improving Productivity in Nigerian Universities. Nigerian Journal of Development Studies, 6(1), 35-56.*

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

22. *Famurewa. I. O. (2014). Inadequate Funding Of Tertiary Education in Nigeria. Green Journal of Economics and Accountancy, 3(2):020-025.*
23. *Gbesoevi, E. S., Adeleke, A. A., Koshoedo, S. N. & Odelena, O. J. (2022). Quality Assurance Indicators and Academic Staff Productivity in Public Universities in Lagos State Nigeria. Benin Journal of Educational Studies, 28(1):1-14.*
24. *Godknows, N. And Oyinmiebi, P. T. (2024). ASUU – Federal Government (FG) Disputes and Its Impact on University Education in Nigeria. International Journal of Economics, Commerce And Management, 12(1):210-219.*
25. *Hagedon, D. (2012). The meaning of academic life. The review of higher education (spring edition):415-515.*
26. *Heng, K., Hamid, M.O. & Khan, A. (2020). Factors Influencing Academics' Research Engagement and Productivity: A Developing Countries Perspective. Issues in Educational Research, 30(3).*
27. *Ladipo, S. O., Alegeleye, G. O., Soyemi, O. D. And Ikonne, C. (2022_. Research Productivity of Lecturers in Federal University in Nigeria: The Place of Historical Factors. International Journal of Research in Library Sciences, 8(2):134-145.*
28. *Idrees M. G., Akanbi, R.T & Nura, M. B. (2024). Implications of Fuel Subsidy Removal on Nigeria's Sustainable Development. Nigerian Journal of Management Science, 24, 1, 279-286.*
29. *Ignatius, I. P. & Umotong, I. O. (2022). Decay In Educational Systems: The Nigeria Perspective.*
30. *Isobobo, A. I. (2024). Counter Productive Work Behaviour and Productivity of Employees of Rivers State University Teaching Hospital (RSUTH), Port-Harcourt, Nigeria. International Journal of Humanities Social Sciences and Management, 4(1): 327-340.*
31. *Iorkosu, T. S. & Onyegbulem, E. V. (2023). A Survey of the Effect of Fuel Subsidy Removal on Health Security in Nigeria. International Research Journal of Education and Technology, 5(3):182-197.*
32. *Joseph, O. O. (2021). The Historical Educational Background of Nigeria from 1960 to Date. A Paper Presentation in Foundation of Nigeria Education, the Department of Educational Foundation School of Federal University Dutsinma, Katsina State*
33. *Klein, P.G and Luu, H. (2002). Politics and Productivity. Contradicting and organization research institute. Working paper, no.2002:02.*
34. *Kure. L.; Joshua, A.; Danlami, S. B.; And Samuel, M. (2025). Health Implications of Fuel Subsidy Removal among Kufang Community in Jos South Local Government Area of Plateau State Nigeria. International Journal of Research in Engineering and Science (IJRES), 13(2):09-16.*
35. *Ladipo, S. O., Alegbeleye, G. O, Soyemi, O. D & Ikonne, C. N. (2022). Research Productivity of Lecturers in Federal Universities in Nigeria: The Place Of Institutional Factors, International Journal of Research in Library Science, 8(2):134-150.*
36. *Maikudi, A. S. & Abdullahi, M. A. (2015).Fuel Scarcity, Corruption and Sustainable Development in Nigeria: A Review. Journal of Social Sciences and Public Affairs, 5(1):1-14.*
37. *Madun, E.C. (2017) Productivity in Universities in North Central Nigeria.*
38. *Mehliyev, J. & Magda, R. (2021). Subsidy and Its Effects. Journal of Hungarian Agricultural Engineering,….*
39. *Meludu, N. T., Komolafe, O.J. & Chilaka, P.C. (2023). Influence of Fuel Subsidy Removal on the Prices of Major Food Commodities in Southeastern Nigeria. West African Journal Of Sustainable Developemnt,1 (1):23-40.*
40. *Mohammed, S. Y, Ibeabuchi, O. D, Suleiman, A. M. And Igiri, B. C. (2023).*
41. *Moore, K., Coates, H., and Croucher, G. (2017). Deciphering Higher Education Productivity. Chapter in Apo ……*
42. *Murillo, M.U., Scartascini, C. And Tommasi, M. (2008). The Political Economy of Productivity: Actors, Arena and Policies A Framework of Analysis. Inter-American Development Bank. Research Department Working Aprer, No 640.*
43. *Musbau, K. B. & Hamza, B. A. (2024). Minimum Wage Increase and Civil Servant Welfare in Nigeria's Fourth Republic: An Examination of Lagos State Civil Service. International Journal of Advances in Engineering and Management, 6(11): 253-267.*
44. *Mustapha N. & Kwashabawa, B. B. (2024). An Analysis of The Tertiary Education Trust Fund (Tetfund) Contribution to The Improvement of Information and Communication Technology (ICT) Facilities and The Library in Higher Institutions in Kebbi State, Nigeria from 2015 To 2020. International Journal of Social Sciences and Management Research, 10(1): 31.41.*
45. *Nigerian Labour Congress (2021). The National New Minimum Wage: Separating the Facts from Friction.*
46. *NEITI (2022). Cost of Fuel Subsidy to the Nation: Option for Policy Review. Policy Advisory.*
47. *Nwala, L & Okere, I. (2024). Impact Of Academic Staff Union of Universities (ASUU) Strike on The Academic Performance of Science Education Students in Social Science Geophysical Zone in Nigeria. International Journal of Innovation Psychology and Social Development, 12(4): 51-58*
48. *Obi, C. (2022). An Analysis of the Major Causes of Fuel Scarcity in Nigerian Fourth Republic.*
49. *Odusanya, O. (2019). Educational Neglect and Societal Development in Nigeria. International Journal of Multidisciplinary Academic Journal, 3(3):80-84.*
50. *Ogben, E. (2023). Comparative Study of Higher Education Academic Staff Terms and Condition. Higher Education Policy Institute (HEPI).*
51. *Ogwuche, D. D., Adejor, G. A., Dabish, N. D., Garba, I. & Dole, F. (2024). Assessing the Impact of Fuel Subsidy Removal on Economic Growth in Nigeria: A VECM Approach. Lapai Journal of Economics, 8(1):….*
52. *Ogunode, N. J & Agbor, E.C. (2024.). Tertiary Education Trust Fund (TETFUND) And Infrastructural Facilities Development In Nigeria: Implications for Guidance and Counselling for Sustainable Development of Tertiary Education in Nigeria. Information Horizons: American, 2(7):2777- 2993.*
53. *Omojuwa, A. (2020). The Effects of Fuel of Subsidy on Nigerian Civil Servant: Christian Ethical Point of View. Global Journal of Human Social Sciences, 20(13):*
54. *Oruc, A. (2021). Requirements for Productivity in the Academic Environment. Higher Education Studies, 11 (4):40-47*
55. *Osodeke, E. V. (2025). Economic hardship: we lost 18 members in one month. Nigerian Tribune, 7th October, 2022.*

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 3 | March 2026 - Peer Reviewed Journal

56. *Okorie, M.T. & Okai N. O. (2024). Quality Assurance Mechanisms for Improved Educational Standard in Public Universities in Rivers State. International Journal of Economics, Environmental Development and Society, 5(2), 134-156.*
57. *Peter, AT. (2025). Exchange Rate Unification in Nigeria: Prospects and Challenges, International Journal of Advanced Engineering and Management, 7(10): 264-274*
58. *Price Water Corporation (2023). Fuel Subsidy in Nigeria-Issues, Challenges and the Way Forward.*
59. *Renda, A. & Dougherty, S., "Pro-Productivity Institutions: Learning from National Experience", OECD Productivity Working Papers, 2017-07, OECD Publishing, Paris.*
60. *Rosell, K. & Ashwin, P. (2018). Academics Perception of What It Meant to Be an Academics. Studies in Higher Education, 44(4):171-170.*
61. *Rosewell, K. & Ashwin, P. ( ). Academics' Perceptions of What It Means to Be an Academic.*
62. *Schwartz, G. & Clement, B. (1999). Government Subsidies. Journal of Economic Surveys, 13(2):120-*
63. *Shireesha, I, Varalakshmi, T. & Reddy, B. (2024). Impact of Behavior Issues on Employee Productivity. International Research Journal of Advance Engineering,…. 1723-1726.*
64. *Somani, R. (2021). Why Should We Measure Public-Sector Productivity? The International Bank for Reconstruction and Development/the World Bank, NW, Washington*
65. *Soyer, P. (2016). Academic Productivity. Diagnostic and Interventional Imaging, 97(2):134-146.*
66. *Soyúekerci, S. And Erturgut, R. (2009). Etymological Discourse Concerning the Concept of Academic Personnel in Turkey: Academics? Academician? An Empiric Analysis. Behavioural Sciences, 1(2):2280-2290.*
67. *Theophilus, B.D (2025).Exchange Rate Unification Policy in Nigeria: The Implications for the Economy.*
68. *Umenweke, M. N. & Anushiem, M. I. (2024). Appraisal of the Challenges in the Implementation of National Minimum Wage Act, 2024. Nnamdi Azikwe University, Journal of Commercial and Property Law, 11(4):92-99.*
69. *Uko, L. A. (2024).Challenges of Inadequate Funding in the Administration of University Education in Nigeria. Research Invention Current Journal of Research in Humanities and Social Sciences, 3(1): 32-40.*
70. *World Trade Report (2006). Defining subsidy.*
71. *Yadav, P. And Marwah, S. (2015).The Concept of Productivity. International Journal of Research and Engineering Research, 3(5), 192-196.*
72. *Yusoff, H.; Baba, J., Ariffin, S. And Embong, R. (2018). Quality Academics in Higher Education: Mapping the Key Components. Asian Social Sciences, 8(11):948-957.*
73. *Zakari, T. O.; Bakkihs, D. T. And Asue, E. A. (2025). Exchange Rate Unification Policy in Nigeria: Implications for International Value Of the Naira and Domestic Price Level, chapter in Policy and Development Issues in Nigeria.*