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## THE IMPACT OF ASUU STRIKE ACTIONS ON THE EFFECTIVE MANAGEMENT OF INSTITUTIONS OF HIGHER LEARNING IN NIGERIA

IDOWU, EZEKIEL KAYODE, Ph.D.

Department of Educational Foundations & Management Bamidele Olumilua University of Education, Science and Technology, Ikere Ekiti, Ekiti State, Nigeria.

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\*Corresponding author: IDOWU, EZEKIEL KAYODE, Ph.D.

### Abstract

*The Academic Staff Union of Universities (ASUU) has been instrumental in advancing university education in Nigeria through its efforts to advocate for increased funding, improved working conditions, and higher academic standards. Nonetheless, the regular strike actions undertaken by the union throughout the years have sparked heated discussions about their effects on the governance and progress of higher education institutions in the nation. This research investigates the influence of ASUU strike actions on the efficient management of higher learning institutions in Nigeria. The study adopts the historical background of ASUU strikes, the underlying causes, and the consequences of these strikes on institutional administration, academic programs, students, and national development. The research employs a descriptive analytical approach relying on existing literature, reports, and scholarly publications related to industrial actions in Nigerian universities. According to the paper, it was discovered that although ASUU strikes are often motivated by legitimate demands such as improved funding, university autonomy, and staff welfare, their recurrent occurrence has significantly disrupted academic calendars, weakened institutional management systems, and affected the quality of education in Nigerian universities. Frequent strikes have resulted in extended academic programs, delayed graduation of students, reduced research productivity, and loss of confidence in public universities. Many students now spend five to six years completing programs designed to last four years due to repeated disruptions of academic activities. The research recommends improved dialogue between the government and academic unions, adequate funding of education, and the development of sustainable conflict-resolution mechanisms to ensure stability in the Nigerian university system.*

**Keywords:** Impact, ASUU strike, Management, Institutions of higher learning, Nigeria.

## Introduction

Education plays a vital role in the social, economic, and technological development of any nation. Institutions of higher learning, particularly universities, are responsible for producing skilled manpower, advancing knowledge through research, and promoting national development. In Nigeria, universities serve as important centers for intellectual development, innovation, and the training of professionals in various fields. However, the Nigerian university system has faced numerous challenges over the years, one of the most significant being the recurrent strike actions organized by the Academic Staff Union of Universities (ASUU).

The Academic Staff Union of Universities (ASUU) is a trade union that represents academic staff in Nigerian public universities. The union was formed to protect the professional and economic interests of university lecturers and to advocate for improved standards in higher education. Over the decades, ASUU has engaged in several negotiations with the Nigerian government regarding issues such as funding of universities, academic freedom, university autonomy, staff remuneration, and infrastructural development (Adesulu, 2023). Despite numerous agreements between ASUU and the Federal Government of Nigeria, conflicts between the two parties have frequently resulted in strike actions. These strikes are usually undertaken when the union believes that the government has failed to fulfill its commitments or address the problems affecting universities. Since the return to democratic rule in 1999, ASUU has embarked on several nationwide strikes aimed at drawing attention to issues such as poor funding, inadequate facilities, unpaid allowances, and the non-implementation of agreements between the union and the government.

One of the most significant agreements between ASUU and the Federal Government was the 2009 ASUU-FGN agreement, which focused on improving university funding, revitalizing infrastructure, and enhancing staff welfare. However, disagreements over the implementation of this agreement have been a major cause of recurring strikes in Nigerian universities. The inability of the government to consistently implement these agreements has contributed to a long-standing crisis in the Nigerian university system. The frequent occurrence of ASUU strikes has had profound implications for the management of institutions of higher learning in Nigeria. University administrators often face significant challenges in planning academic activities, managing resources, and maintaining institutional stability during strike periods (Okebukola, 2023). Academic calendars are disrupted, examinations are postponed, research activities are suspended, and students are forced to remain at home for long periods. For students, the consequences of these strikes are particularly severe. Many students experience prolonged academic programs due to repeated disruptions of academic activities. A degree program designed to last four years may extend to five or six years due to strike actions. This situation not only delays the entry of graduates into the labor market but also affects the overall productivity of the nation's workforce.

In addition, the persistent instability in Nigerian universities has led to a decline in public confidence in the country's higher education system. Many parents and students now prefer private universities or foreign institutions where academic calendars are more stable. This trend has contributed to the growing migration of Nigerian students to universities abroad, which has significant economic implications for the country. The impact of ASUU strikes also extends to research and academic development.

Universities are expected to contribute to national development through research and innovation. However, repeated disruptions of academic activities limit the ability of lecturers and researchers to carry out meaningful research projects. Consequently, Nigerian universities struggle to compete globally in terms of research output, innovation, and academic ranking. Furthermore, the strikes have created tensions between various stakeholders in the university system, including students, lecturers, administrators, and government officials. While ASUU argues that strike actions are necessary to compel the government to address the problems facing universities, critics contend that frequent strikes harm students and weaken the education system (Olorunsola, 2021).

Given the importance of higher education to national development, it is necessary to examine the implications of ASUU strike actions on the effective management of institutions of higher learning in Nigeria. Understanding these impacts will help policymakers, university administrators, and other stakeholders develop strategies to resolve industrial conflicts in the education sector and ensure stability in the Nigerian university system. This research therefore seeks to analyze the effects of ASUU strike actions on the management and development of Nigerian universities, highlighting the challenges they pose and proposing possible solutions for achieving sustainable educational development in Nigeria.

### Statement of the Problem

The Nigerian higher education system has, over the years, experienced persistent instability largely due to recurrent strike actions organized by the Academic Staff Union of Universities (ASUU). These strike actions are typically a result of unresolved disputes between the union and the Federal Government concerning critical issues such as inadequate funding, poor remuneration, lack of infrastructural development, erosion of university autonomy, and failure to implement previously signed agreements. Although ASUU strike actions are often justified as necessary measures to compel the government to address the deteriorating conditions within universities, their frequent occurrence has created a paradox within the system. On one hand, they serve as a tool for advocating reforms; on the other hand, they contribute significantly to the disruption of academic activities and the weakening of institutional management. One of the major problems arising from these strike actions is the continuous disruption of academic calendars, which makes it difficult for universities to maintain stability and predictability in their operations. Academic programs that are designed to last for a fixed duration are often extended due to repeated closures, leading to delays in graduation and entry into the labour market (Olorunsola, 2021). Furthermore, these disruptions pose serious challenges to university administrators who are responsible for planning, coordinating, and managing academic and administrative activities. The unpredictability of strike actions makes it nearly impossible to implement long-term development plans, manage resources efficiently, or maintain institutional effectiveness. Another critical dimension of the problem is the decline in the quality of education. During post-strike periods, lecturers are often forced to compress academic activities into shorter timeframes, which can negatively affect teaching effectiveness, student comprehension, and overall learning outcomes. In addition, frequent ASUU strikes have contributed to a loss of public confidence in Nigeria's higher education system. Many students and parents now prefer private universities or foreign institutions

where academic calendars are more stable. This has led to increased educational migration, resulting in economic losses and brain drain (Adesulu, 2023). Despite these challenges, ASUU maintains that strike actions remain one of the few effective means of drawing attention to the problems facing Nigerian universities. This creates a complex situation where the solution to one problem simultaneously generates new problems. Therefore, the central problem of this study is to critically examine how ASUU strike actions affect the effective management of institutions of higher learning in Nigeria, and to determine whether the benefits of these strikes justify their negative consequences.

### **Significance of the Study**

This study is highly significant due to its relevance to multiple stakeholders within the Nigerian education sector and beyond. This research contributes to the body of knowledge in education, public administration, and industrial relations by providing a comprehensive analysis of the relationship between strike actions and institutional management. It expands existing literature by examining both the positive and negative dimensions of ASUU strikes. Students are the most directly affected by strike actions. This study highlights: Academic delays, psychological stress, and financial burdens. By bringing these issues to light, the study advocates for policies that protect students' academic progress and well-being. Education is a key driver of national development. Disruptions in the university system affect the production of skilled manpower, which in turn impacts economic growth (Aina, 2021). This study emphasizes the need for stability in higher education as a foundation for national development.

For policymakers and government officials, this study provides valuable insights into the consequences of inadequate attention to the education sector. It highlights the need for: Sustainable funding policies, effective implementation of agreements, long-term planning in education and the findings can guide the formulation of policies aimed at reducing industrial conflicts in universities. Besides, university management will benefit greatly from this study as it identifies the specific ways in which strike actions disrupt: Academic scheduling, resource allocation, and institutional planning. This knowledge can help administrators develop contingency strategies and improve crisis management. The study also provides critical insights for academic unions such as ASUU. It encourages reflection on the broader consequences of strike actions and promotes the exploration of alternative approaches such as negotiation, mediation, and dialogue. The study also has international significance as it provides insights into how industrial conflicts affect higher education systems in developing countries. It can serve as a reference for comparative studies in other regions.

### **Methodology**

This study adopts a descriptive and analytical research design, which focuses on examining and interpreting existing information related to ASUU strike actions and their impact on university management. The descriptive aspect allows for a detailed presentation of facts, while the analytical aspect enables critical evaluation of these facts to draw meaningful conclusions. The study is qualitative in nature, as it relies on non-numerical data such as textual information, reports, and documented experiences. The research is based on secondary sources of data, including: Academic textbooks, peer-reviewed journal articles, government publications, reports from educational agencies, newspaper articles

and credible online sources. These sources provide reliable and diverse perspectives on the issue.

### **Challenges of ASUU Strike Actions on Nigerian Institutions of Higher Learning**

Strike actions by the Academic Staff Union of Universities (ASUU) have remained one of the most persistent challenges facing the Nigerian higher education system. However, disputes over the implementation of this agreement led to several major strikes. Several nationwide strikes have occurred over the past two decades, including: The 2003 strike in which ASUU embarked on a six-month strike demanding improved funding for universities and better conditions of service for lecturers. The strike disrupted academic activities across the country. Moreover, we have 2009 Strike which was one of the longest strikes occurred in 2009 and lasted for about four months. The strike ended with the signing of the historic 2009 agreement between ASUU and the Federal Government (Federal Ministry of Education, 2022). In 2013, ASUU embarked on another prolonged strike that lasted approximately five months. The strike was triggered by the government's failure to fully implement the 2009 agreement. While these strikes are often organized to demand improvements in university funding, staff welfare, and institutional autonomy, their frequent occurrence has created numerous difficulties for the effective management of institutions of higher learning in Nigeria. These challenges affect not only university administrators and academic staff but also students and the broader educational system.

#### **Disruption of Academic Calendar**

One of the most significant challenges posed by ASUU strike actions is the disruption of academic calendars in Nigerian universities. Academic calendars are designed to ensure that teaching, learning, and examinations take place within a structured timeframe. However, when strikes occur, universities are forced to suspend academic activities indefinitely. This disruption often leads to prolonged academic programs. For instance, a degree program that is supposed to last four years may extend to five or six years due to repeated strike actions. Such delays negatively affect students' academic progression and create uncertainty about graduation timelines. University administrators also face difficulties in rescheduling academic activities after strikes end. Lecturers are often required to compress lectures and examinations into shorter periods, which can reduce the effectiveness of teaching and learning.

#### **Poor Institutional Planning and Management**

Effective management of universities requires careful planning and coordination of academic, administrative, and financial activities. Strike actions disrupt this process because university authorities cannot predict when academic activities will resume. During strike periods, many administrative functions become inactive. Research projects may be abandoned, academic conferences may be canceled, and collaborations with international institutions may be affected. This makes it difficult for university management to maintain institutional stability and achieve long-term development goals. Furthermore, university administrators often struggle to allocate resources effectively during strike periods. Budget planning becomes difficult when academic activities are repeatedly interrupted.

#### **Decline in Quality of Education**

Frequent strike actions can negatively affect the quality of education in Nigerian universities. When universities resume after long strike periods, lecturers may attempt to cover large volumes of course materials within limited timeframes. This can lead to rushed lectures and inadequate coverage of important academic topics. Students may also struggle to regain academic momentum after long periods of inactivity. The interruption of learning can weaken students' academic performance and reduce their motivation to study. Additionally, laboratory work, field studies, and research activities are often disrupted during strikes. These components are essential for practical learning in many disciplines, particularly in science and engineering programs (Ogunode, 2020).

#### **Brain Drain Among Academic Staff**

Another major challenge associated with frequent ASUU strikes is the migration of highly skilled academic staff to foreign universities or other sectors of the economy. This phenomenon, commonly referred to as brain drain, occurs when talented professionals leave the country in search of better working conditions and more stable academic environments. Repeated disruptions in academic activities can discourage lecturers who are committed to research and teaching. As a result, many experienced scholars seek employment opportunities in universities abroad where academic calendars are stable and research facilities are better funded. The loss of experienced academic staff weakens the intellectual capacity of Nigerian universities and affects the quality of teaching and research.

#### **Financial Losses to Universities**

ASUU strike actions also result in significant financial losses for universities. When academic activities are suspended, institutions may lose revenue generated from tuition fees, consultancy services, research grants, and other academic programs. Universities that rely on internally generated revenue often experience financial difficulties during strike periods. Additionally, the suspension of academic activities can affect partnerships with international institutions and research organizations. The financial strain created by strike actions further complicates the efforts of university management to improve infrastructure and academic facilities.

#### **Psychological and Social Effects on Students**

Strike actions often have serious psychological and social effects on students. When universities remain closed for long periods, students may become frustrated, anxious, or uncertain about their academic future. Many students also experience financial pressure because their families must continue to support them during extended academic programs. In some cases, students may engage in unproductive or risky activities during prolonged strike periods due to lack of structured academic engagement. This situation can lead to social problems such as increased involvement in crime, substance abuse, and loss of academic motivation.

#### **Damage to the Reputation of Nigerian Universities**

Frequent strike actions have also affected the reputation of Nigerian universities both locally and internationally. Many employers and international institutions view the instability of the Nigerian university system as a major concern. Parents who can afford it increasingly send their children to private universities or foreign institutions where academic calendars are more stable. This trend has contributed to the growing migration of Nigerian students to universities in countries such as the United Kingdom, Canada, Ghana, and the United States. The loss of confidence in Nigerian

public universities undermines their competitiveness in the global education system.

#### **Impacts of ASUU Strike Action on Educational Development in Nigeria**

Educational development refers to the overall improvement of a country's education system in terms of quality, accessibility, infrastructure, research output, and human capital development. In Nigeria, the frequent strike actions organized by ASUU have had both direct and indirect impacts on the development of education, particularly at the tertiary level.

#### **Delay in Production of Skilled Manpower**

Universities play a critical role in producing skilled professionals who contribute to national development. These professionals include engineers, doctors, teachers, scientists, lawyers, and administrators. However, frequent strike actions delay the graduation of students and slow down the process of producing skilled manpower. When academic programs are prolonged due to strikes, graduates enter the labor market later than expected. This delay can create shortages of skilled professionals in important sectors of the economy (Akinyemi and Bassey, 2022). For example, delays in the graduation of medical students may affect the availability of healthcare professionals in the country.

#### **Decline in Research and Innovation**

Research and innovation are essential components of educational development. Universities are expected to generate new knowledge that can address societal problems and support technological advancement. Unfortunately, strike actions often interrupt research activities in Nigerian universities. During strike periods, laboratories may remain closed, research funding may be delayed, and collaborative research projects may be suspended. These interruptions make it difficult for Nigerian universities to compete globally in terms of research output and innovation. As a result, the country's contribution to scientific and technological advancement remains limited.

#### **Growth of Private Universities**

One of the unintended consequences of frequent ASUU strikes has been the rapid growth of private universities in Nigeria. Many parents prefer to enroll their children in private universities where academic activities are rarely interrupted by strikes. While private universities contribute to expanding access to higher education, they are often more expensive than public universities. This means that many students from low-income families may not be able to afford them. Therefore, the shift toward private universities may widen educational inequality in Nigeria.

#### **Increase in Foreign Education Migration**

Another major impact of ASUU strikes is the increasing number of Nigerian students seeking education abroad. Countries such as the United Kingdom, Canada, Ghana, and Malaysia have become popular destinations for Nigerian students. This trend has significant economic implications because Nigerian families spend billions of naira annually on foreign education. The migration of students also represents a loss of intellectual resources that could have contributed to national development (UNESCO, 2023).

#### **Decline in Student Motivation and Academic Performance**

Frequent interruptions in academic activities can weaken students' motivation to study. When students spend long periods at home

during strike actions, they may lose focus on their academic goals. Some students find it difficult to adjust when academic activities eventually resume. This can affect their academic performance and overall learning outcomes. Additionally, repeated disruptions can create a culture of academic instability where students become accustomed to interruptions in their education.

### **Weakening of National Educational Planning**

Educational development demands long-term planning and policy implementation. However, frequent strike actions disrupt the implementation of educational policies and programs. Government initiatives aimed at improving higher education may not achieve their intended objectives if academic activities are repeatedly interrupted (World Bank, 2022). This situation makes it difficult to execute reforms that could strengthen the Nigerian education system.

Despite the many negative consequences, it is important to acknowledge that ASUU strikes have sometimes produced positive outcomes. Strike actions have helped draw national attention to the challenges facing Nigerian universities. Through sustained pressure from ASUU, the government has introduced certain reforms aimed at improving university funding and infrastructure (Aina, 2021). For example, the establishment of the Tertiary Education Trust Fund (TETFund) has helped support research, staff training, and infrastructural development in Nigerian universities. Although these improvements do not fully resolve the problems of the university system, they demonstrate that industrial actions have sometimes contributed to policy changes in the education sector.

### **Towards Effective Management of Strikes and Sustainable Educational Development in Nigeria**

The stability of the education sector is essential for the overall development of any nation. In Nigeria, institutions of higher learning play a critical role in producing skilled manpower, advancing research, and promoting national development (Okebukola, 2023). However, the frequent occurrence of strike actions, particularly those organized by the Academic Staff Union of Universities (ASUU), has posed serious challenges to the effective management of universities and the sustainability of educational development in the country. These recurring industrial actions disrupt academic calendars, weaken institutional management, and undermine the quality of higher education. Therefore, achieving sustainable educational development in Nigeria requires the establishment of effective mechanisms for managing strikes and resolving industrial disputes within the education sector (Adeyemi, 2022).

One of the most important steps toward effective management of strikes is improving government commitment to funding education. Adequate funding is essential for the smooth operation of educational institutions. Nigerian universities have for many years struggled with inadequate financial resources, which has led to poor infrastructure, insufficient research funding, and unsatisfactory welfare conditions for academic staff. These challenges have often been the primary reasons behind strike actions organized by academic unions. When government provides sufficient funding for universities, many of the issues that trigger industrial disputes can be minimized. Adequate funding will also allow institutions to improve teaching facilities, expand research opportunities, and enhance the learning environment for students.

Another important strategy for managing strikes effectively is the consistent implementation of agreements reached between the government and academic unions. Over the years, several agreements have been signed between the Federal Government of Nigeria and the Academic Staff Union of Universities. However, the failure to fully implement these agreements has contributed significantly to recurring strike actions. When agreements are not honored, trust between the parties involved is weakened, leading to renewed conflicts and disruptions in academic activities. To ensure stability within the education system, government authorities must demonstrate sincerity and commitment by implementing agreements within the specified timeframes. Establishing monitoring mechanisms can also help ensure that both parties fulfill their obligations.

Strengthening dialogue and negotiation mechanisms is another critical component of effective strike management. Industrial disputes often escalate into strikes when communication between stakeholders breaks down. Therefore, regular consultations between government representatives, university management, and academic unions are necessary to address emerging concerns before they develop into major conflicts. Dialogue provides an opportunity for stakeholders to express their grievances, explore possible solutions, and reach mutually beneficial agreements without resorting to prolonged strike actions. Independent mediation bodies can also be established to facilitate conflict resolution in the education sector (Ogunyemi, and Salau, 2022).

Promoting university autonomy and good governance is also essential for the effective management of institutions of higher learning. Universities require a certain level of independence to make decisions regarding academic programs, financial management, and administrative policies. When institutions are granted greater autonomy, they are better able to manage their resources efficiently and respond to institutional challenges. At the same time, strong governance structures must be maintained to ensure accountability, transparency, and responsible use of resources within universities.

In addition to managing strikes, it is equally important to focus on sustainable educational development. Sustainable educational development refers to the continuous improvement of the education system in a manner that ensures long-term access, quality, and relevance of education. In Nigeria, achieving sustainable development in education requires addressing several structural challenges that affect the performance of educational institutions.

One of the key components of sustainable educational development is improving educational infrastructure. Many Nigerian universities face serious infrastructural deficits, including inadequate classrooms, poorly equipped laboratories, outdated libraries, and insufficient student accommodation facilities. These challenges limit the effectiveness of teaching and learning processes. Investment in modern educational facilities is therefore necessary to create an environment that supports academic excellence and innovation.

Another important factor in sustainable educational development is the promotion of research and innovation. Universities serve as centers for knowledge creation and technological advancement. However, frequent strike actions disrupt research activities and reduce academic productivity. To strengthen research capacity, the government and other stakeholders must provide adequate funding for research projects, encourage international academic

collaboration, and support the professional development of lecturers and researchers (Ajayi and Ekundayo, 2021).

Human capital development is also central to sustainable education. Lecturers, researchers, and other academic staff must be provided with opportunities for continuous training and professional development. Improving staff welfare, offering competitive remuneration, and creating opportunities for academic advancement will motivate educators to perform effectively and contribute to the growth of the education sector.

Furthermore, the integration of technology into education is crucial for achieving sustainability in the modern world. The use of information and communication technology (ICT) can improve access to learning resources, support distance learning, and enhance research collaboration among scholars. Nigerian universities must therefore invest in digital infrastructure and promote technology-based teaching methods in order to remain competitive in the global knowledge economy.

Another important strategy is the diversification of funding sources for universities. Relying solely on government funding can limit the financial capacity of educational institutions. Universities should explore alternative sources of funding such as partnerships with private organizations, research grants, alumni contributions, and international collaborations. These alternative funding mechanisms can help support infrastructural development, research activities, and staff training programs.

Finally, the achievement of sustainable educational development requires strong policy implementation and long-term planning. Nigeria has developed several educational policies aimed at improving the quality of education. However, the effectiveness of these policies depends on their proper implementation. Government agencies, university administrators, and other stakeholders must work together to ensure that educational policies are implemented effectively and consistently.

Thus, the effective management of strikes and the promotion of sustainable educational development are closely interconnected. Frequent strike actions disrupt academic activities, weaken institutional management, and hinder the growth of the education sector. To address these challenges, the Nigerian government and other stakeholders must prioritize education funding, implement agreements with academic unions, strengthen dialogue and negotiation mechanisms, and promote good governance within universities. By adopting these strategies, Nigeria can create a stable and sustainable higher education system capable of producing skilled professionals, promoting research and innovation, and contributing to national development.

## Results and Discussion of Findings

The study reveals several key findings: There is no doubt that ASUU strike actions frequently lead to the closure of universities, halting teaching, examinations, and administrative processes. Hence, students often spend longer years completing their programs due to repeated interruptions. The university administrators face serious challenges in planning and coordinating activities due to uncertainty. Rushed academic schedules after strikes reduce the quality of teaching and learning. As a result of this, academic research is often delayed or abandoned during strike periods. There is brain drain in which many lecturers leave Nigeria for better opportunities abroad. There is loss of public confidence and the students increasingly prefer private or foreign universities.

Frequent strikes have contributed to the emergence and growth of private institutions. Thus, some improvements, such as increased funding awareness and TETFund interventions, have resulted from strike actions.

From a systems theory perspective, universities function as interconnected systems. When academic staff withdraw their services, the entire system collapses, affecting all stakeholders. The recurring strikes reflect a continuous struggle between ASUU and the government over limited resources. While strikes may achieve short-term gains, they create long-term instability. There are negative impacts on students where the students suffer the most such as delayed graduation, emotional stress, loss of motivation and this raises ethical concerns about the prolonged use of strikes as a strategy. There are management challenges where the university administrators are unable to maintain stable academic calendars, implement long-term plans, manage resources effectively and this weakens institutional efficiency. Moreover, there are economic implications such as delays in producing graduates that affect workforce development, national productivity, economic growth and educational inequality. The shift toward private and foreign universities increases inequality, as only wealthy families can afford them. Although strikes have led to reforms, the negative consequences far outweigh the benefits, especially in terms of academic instability, institutional inefficiency and student hardship.

## Conclusion and Recommendations

The issue of ASUU strike actions remains one of the most significant challenges facing the Nigerian higher education system. Over the years, frequent strikes have disrupted academic activities, prolonged the duration of academic programs, and created uncertainty for students and university administrators. Although strike actions have sometimes drawn attention to the problems affecting Nigerian universities, their persistent occurrence has negatively affected the stability and development of the education sector. The disruption of academic calendars, decline in research productivity, and loss of public confidence in universities are some of the major consequences of these strikes. For Nigeria to achieve meaningful educational development, it is essential to address the underlying causes of industrial conflicts within the university system. This requires adequate funding of education, effective implementation of agreements, improved communication between stakeholders, and the development of sustainable conflict resolution mechanisms. By implementing these measures, Nigeria can create a more stable and effective higher education system capable of producing skilled manpower, promoting research and innovation, and contributing to national development.

Based on the analysis of ASUU strike actions and their impact on institutions of higher learning in Nigeria, it is evident that resolving the problem of ASUU strikes requires a collaborative approach involving all stakeholders in the education sector. Without meaningful reforms, the cycle of strikes and disruptions may continue to undermine the development of higher education in Nigeria. Thus, in order to address the challenges associated with ASUU strike actions and improve the management of institutions of higher learning in Nigeria, the following recommendations are proposed:

### Increased Government Investment in Education

The Nigerian government should allocate a larger percentage of its national budget to the education sector. Increased funding will help

improve infrastructure, research facilities, and staff welfare in universities.

### **Timely Implementation of Agreements**

Agreements reached between ASUU and the government should be implemented promptly. This will strengthen trust between both parties and reduce the likelihood of future strike actions.

### **Establishment of Effective Conflict Resolution Mechanisms**

Independent conflict resolution bodies should be established to mediate disputes between academic unions and government authorities. These bodies can help resolve conflicts before they escalate into nationwide strikes.

### **Improvement of University Infrastructure**

Universities should receive adequate support to improve classrooms, laboratories, libraries, and student accommodation facilities. A well-equipped learning environment enhances the quality of education.

### **Promotion of Staff Development and Research**

Government and university authorities should invest in staff training, research grants, and international academic collaborations. This will enhance the professional development of lecturers and improve research output.

### **Encouragement of Alternative Funding Sources**

Universities should develop strategies for generating internal revenue through consultancy services, partnerships with industries, alumni contributions, and research commercialization.

### **Strengthening University Governance**

University management structures should be strengthened to ensure transparency, accountability, and effective decision-making within institutions.

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### **ORCID iDs**

Idowu Ezekiel Kayode: <https://orcid.org/0000-0001-7433-1759>

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