
**IMPLICATIONS OF FREQUENT STRIKES BY THE ACADEMIC
STAFF UNION OF UNIVERSITIES ON INFRASTRUCTURAL
DEVELOPMENT AND RESEARCH GROWTH IN UNIVERSITIES IN
SOUTH EAST NIGERIA**

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ABSTRACT

University education is central to national development, fostering knowledge creation, technological advancement, and human capital growth. In Nigeria, however, the recurrent strikes by the Academic Staff Union of Universities (ASUU) have disrupted the higher education system, raising concerns about the sustainability of infrastructural development and research productivity. This study examined the implications of frequent ASUU strikes on university infrastructure and research growth in South-East Nigeria. Employing a descriptive survey design, data were collected from 362 respondents, including 41 academic staff and 321 final-year students, drawn from the Faculties of Education in five public universities. The study utilized structured questionnaire titled, 'Implications of Frequent ASUU Strikes Questionnaire' (IFASUUSQ). The questionnaire was validated by three lecturers in Faculty of Education, Ebonyi State University Abkaliki. The internal consistency reliability estimate was established which yielded an overall index of 0.78. data collected were analysed using mean and standard deviation for research questions while the independent sample t-test was used to test the null hypotheses at 0.05 level of significance. Findings revealed that frequent strike actions significantly delay infrastructural projects, hinder maintenance of facilities, disrupt funding, and negatively impact research activities, including project completion, publication output, and collaboration opportunities. Differences in perception were observed between lecturers and students, with lecturers more aware of long-term effects. The study concluded that recurrent strikes threaten the sustainability of university development and research productivity. Recommendations include the adoption of continuous infrastructural

monitoring, digital research platforms, flexible research policies, and enhanced dispute resolution mechanisms.

KEYWORDS: ASUU strikes, infrastructural development, research growth, Nigerian universities, South-East Nigeria.

INTRODUCTION

University education plays a pivotal role in national development by promoting knowledge creation, innovation, technological advancement, and human capital development. According to Sani, Ozuye, and Mikail (2023), universities are centres of research, intellectual inquiry, and infrastructural expansion, providing facilities such as laboratories, libraries, lecture theatres, and digital learning systems that support teaching, learning, and community services and contribute significantly to economic, scientific, and social transformation. In developed or developing countries, universities function as engines of innovation and technological advancement due to their stable academic environments, consistent funding, and uninterrupted academic calendars, which foster continuous research engagement and industry partnerships. Through research activities and the development of modern infrastructure such as laboratories, libraries, lecture theatres, and digital learning facilities, universities contribute significantly to the economic, scientific, and social transformation of nations. In many developed countries, universities function as engines of innovation and technological advancement because of their stable academic environment, consistent funding, and uninterrupted academic calendars. However, the situation in many developing countries, including Nigeria, has been characterized by frequent disruptions arising from industrial disputes between university staff unions and government authorities (Sani, Ozuye & Mikail, 2023). One of the most persistent manifestations of this conflict is the recurring strike actions by the Academic Staff Union of Universities (ASUU), which have generated serious concerns regarding the sustainability of infrastructural development and research productivity in Nigerian universities.

The Academic Staff Union of Universities (ASUU) is the major labour union representing academic staff in Nigerian public universities. The union was established in 1978 following the transformation of the Nigerian Association of University Teachers (NAUT) into ASUU with the aim of protecting the professional interests and welfare of university lecturers while also advocating for improved standards in university education. Over the years, ASUU has played a prominent role in negotiating with the Federal Government of Nigeria on issues

relating to university funding, academic freedom, improved conditions of service for lecturers, university autonomy, and the revitalisation of university infrastructure. Despite these objectives, the relationship between ASUU and successive Nigerian governments has been marked by frequent industrial disputes that often culminate in prolonged strike actions. These strikes have become a recurring phenomenon within the Nigerian university system, sometimes lasting for several months and causing significant disruptions to academic activities.

The history of ASUU strikes in Nigeria dates back to the late 1980s and has continued intermittently into the twenty-first century. Major strike actions occurred in 1988, 1992, 1996, 1999, 2001, 2003, 2009, 2013, 2017, 2020, and 2022, among others. One of the most notable was the 2022 strike which lasted approximately eight months and was considered one of the longest disruptions in the history of Nigerian higher education. These strikes are typically triggered by unresolved disagreements between ASUU and the Federal Government over issues such as inadequate funding of universities, poor working conditions for lecturers, failure to implement previously signed agreements, and insufficient investment in university infrastructure. According to recent reports, ASUU has repeatedly argued that the failure of government to honour agreements and provide adequate funding for university infrastructure remains a major cause of persistent industrial unrest within the Nigerian university system (Sobowale, 2024).

Infrastructural development is a critical component of effective university administration and academic excellence. Universities require modern lecture halls, well-equipped laboratories, research centres, libraries, hostels, and digital facilities in order to provide a conducive learning and research environment. Adequate infrastructure enhances teaching effectiveness, supports advanced research activities, and improves the global competitiveness of universities. Unfortunately, many Nigerian universities suffer from severe infrastructural deficits arising from inadequate funding, poor maintenance culture, and rapid increases in student enrolment. Overcrowded classrooms, obsolete laboratory equipment, deteriorating buildings, and insufficient research facilities have become common features of many public universities across the country. Scholars have observed that the lack of adequate infrastructure has continued to undermine the quality of teaching and research in Nigerian universities, thereby limiting their ability to compete with institutions in other parts of the world (Adamu, 2019).

The recurring strike actions by ASUU could have compounded the problem of infrastructural development within Nigerian universities. During prolonged strikes, academic activities are usually suspended, administrative operations are also disrupted, and many infrastructural projects are abandoned or delayed. Capital projects such as the construction of lecture theatres, laboratories, hostels, and research centres often experience significant setbacks due to the closure of universities and the suspension of academic operations. In addition, the absence of staff and students during strike periods frequently leads to neglect of routine maintenance activities, resulting in the deterioration of existing facilities. Research indicates that extended strike actions contribute to delays in the completion of infrastructural projects and accelerate the decay of university facilities due to lack of supervision and maintenance (Adamu, 2019).

Frequent ASUU strikes could also lead to the disruption of research activities and the stagnation of knowledge production in Nigerian universities. Research is one of the fundamental functions of universities and plays a critical role in national innovation systems. Universities generate new knowledge through scientific investigations, technological experiments, and scholarly publications. These research outputs contribute to solving societal problems, advancing technology, and improving public policy. However, research activities require continuity, stable funding, collaboration, and access to functional laboratories and research facilities. When universities are closed due to strike actions, ongoing research projects are often suspended, funding opportunities may be lost, and collaborative research partnerships may be disrupted. Scholars have noted that interruptions caused by strike actions significantly affect the ability of lecturers and researchers to carry out sustained research activities, thereby reducing the overall research productivity of Nigerian universities (Kashgain, 2024).

In addition, frequent strike actions could negatively influence the global reputation and competitiveness of Nigerian universities. Universities that experience constant academic disruptions often struggle to maintain consistent academic calendars, which affects the credibility of their degrees and the reliability of their academic programmes. Prolonged strikes also discourage international collaborations, research grants, and foreign investment in higher education institutions. As a result, many Nigerian universities find it difficult to compete favourably in global university rankings and research productivity indicators. Studies have shown that persistent strike actions in Nigerian universities have significantly

affected the quality of graduates and weakened the international reputation of these institutions (Ewa & Eze, 2023). In addition to affecting infrastructure and research growth, frequent strike actions have broader socio-economic consequences for students, lecturers, and the national economy. For students, prolonged university closures often lead to extended academic programmes, psychological stress, and loss of motivation for learning. A degree programme designed to last four years may extend to five or six years due to repeated disruptions. This situation increases the financial burden on students and their families while also delaying their entry into the labour market. Moreover, extended academic interruptions sometimes encourage students to seek alternative educational opportunities in private universities or foreign institutions, thereby contributing to the growing phenomenon of educational migration. The frequent strikes have also contributed to declining public confidence in Nigeria's public university system (NAN Survey, 2022).

The South-East region hosts several federal and state universities that play a crucial role in the socio-economic development of the region. These universities serve as centres for scientific research, technological innovation, and human capital development. However, many of them face severe challenges related to inadequate infrastructure, limited research funding, and disruptions caused by repeated strike actions. The cumulative effect of these challenges has raised serious concerns regarding the sustainability of infrastructural development and the growth of research output in universities within the region. Given the importance of infrastructure and research in achieving academic excellence and national development, it becomes necessary to examine the implications of frequent strike actions on these critical aspects of university operations. Understanding how recurrent ASUU strikes affect infrastructural development and research growth will provide valuable insights for policymakers, university administrators, and educational stakeholders seeking sustainable solutions to the challenges confronting Nigerian higher education. This study therefore focuses on the implications of frequent strikes by the Academic Staff Union of Universities on infrastructural development and research growth in universities in South-East Nigeria. The study aimed to contribute to the growing body of literature on industrial relations in higher education and provide empirical evidence that can guide policy decisions aimed at improving the stability and effectiveness of the Nigerian university system.

Statement of the Problem

Universities are expected to function as centres for knowledge creation, innovation, and national development through the provision of adequate infrastructure and sustained research activities. However, the Nigerian university system has been repeatedly disrupted by frequent strike actions by the Academic Staff Union of Universities (ASUU), largely arising from disputes with government over issues such as funding, welfare of academic staff, and implementation of agreements. Although these strikes are often aimed at improving the conditions of universities, the recurrent closure of institutions has created instability in the academic environment. This situation has raised serious concerns among stakeholders about the potential consequences of prolonged academic disruptions on the development of university infrastructure and the continuity of research activities.

Despite the increasing frequency of ASUU strikes in recent years, many universities in South-East Nigeria continue to experience inadequate infrastructural facilities and slow growth in research output. Prolonged strike actions often lead to delays in the execution of infrastructural projects, deterioration of existing facilities, and interruptions in ongoing research activities. In addition, the closure of universities during strike periods may limit opportunities for research collaboration, delay grant-funded projects, and reduce the overall productivity of academic staff. While previous studies have largely focused on the impact of strikes on students' academic progress, limited attention has been given to their implications for infrastructural development and research growth in universities, particularly within the South-East region of Nigeria. This gap therefore necessitated an investigation into the implications of frequent ASUU strikes on infrastructural development and research growth in universities in South-East Nigeria.

Purpose of the Study

The main purpose of this study was to determine the implications of frequent strikes by the Academic Staff Union of Universities on infrastructural development and research growth in universities in South-East Nigeria. Specifically, the study was design to ascertain the;

1. implications of frequent ASUU strikes on infrastructural development in universities in South-East Nigeria.
2. implications of frequent ASUU strikes on research growth in universities in South-East Nigeria.

Scope of the Study

The study focused on the implications of frequent strikes by the Academic Staff Union of Universities (ASUU) on infrastructural development and research growth in universities in South-East Nigeria. The study specifically examines how recurring strike actions influence the development and maintenance of university infrastructure such as lecture halls, laboratories, libraries, research centres, and other academic facilities, as well as how these strikes affect the growth of research activities including research productivity, publication output, research collaboration, and grant opportunities within universities. Geographically, the study is delimited to public universities located in the South-East geopolitical zone of Nigeria, which comprises Abia, Anambra, Ebonyi, Enugu, and Imo States. The choice of the region is based on the presence of several federal and state universities that have experienced repeated strike disruptions over the years. In terms of respondents, the study focuses on academic staff and university administrators who are directly involved in teaching, research activities, and institutional development within the selected universities.

Research Questions

The following research questions guided the study:

1. What are the implications of frequent ASUU strikes on infrastructural development in universities in South-East Nigeria?
2. What are the implications of frequent ASUU strikes on research growth in universities in South-East Nigeria?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of lecturers and students on the implications of frequent ASUU strikes on infrastructural development in universities in South-East Nigeria.
2. There is no significant difference in the mean ratings of respondents on the implications of frequent ASUU strikes on research growth in universities in South-East Nigeria.

METHODOLOGY

The study adopted a descriptive survey research design. This design was considered appropriate because it enabled the researcher to collect data from a large number of respondents in order to determine their opinions on the implications of frequent strikes by the Academic Staff Union of Universities (ASUU) on infrastructural development and research

growth in universities in South-East Nigeria. This is because, the design allows the researcher to describe existing conditions and obtain firsthand information from respondents concerning the phenomenon under investigation without manipulating any variables. It also made it possible to gather data from academic staff and students who are directly affected by strike actions in universities. The study was carried out in South-East Nigeria, which comprises Abia, Anambra, Ebonyi, Enugu, and Imo States. The choice of South-East Nigeria as the area of the study was therefore informed by the presence of a considerable number of public universities and the frequent occurrence of strike actions within the region. The population of the study consisted of 7,240 respondents drawn from selected universities in South-East Nigeria. This population comprised 803 academic staff and 6,437 final-year students from the Faculties of Education in the five universities. Academic staff were included in the study because they are directly involved in teaching, research activities, and institutional development, while final-year students were considered suitable respondents because they have spent several years in the university system and have experienced the effects of repeated strike disruptions on academic activities and learning conditions. From the total population, a sample size of 362 respondents was selected for the study using a proportionate sampling technique. The sample size represented 5 percent of the total population, which was considered adequate for the study. The proportionate sampling technique ensured that both categories of respondents were fairly represented in the sample based on their respective population sizes. Consequently, the sample consisted of 41 academic staff and 321 final-year students selected from the Faculties of Education in the five universities included in the study. This approach ensured balanced representation and increased the reliability of the data collected.

The instrument used for data collection was a structured questionnaire developed by the researcher titled “Implications of ASUU Strikes on University Development and Research Growth Questionnaire (IASUDRGQ).” The questionnaire was designed based on the objectives and research questions guiding the study. The instrument consisted of two sections. Section A elicited information on the demographic characteristics of the respondents, particularly their status as academic staff or final-year students. Section B contained items designed to obtain respondents’ opinions on the implications of frequent ASUU strikes on infrastructural development and research growth in universities. The items were structured on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1 respectively.

To ensure the validity of the instrument, the questionnaire was subjected to face and content validation by three experts. Two of the experts were from the Department of Educational Management, while one expert was from the Department of Measurement and Evaluation. These experts carefully examined the instrument with respect to the clarity of the items, appropriateness of language, relevance to the research questions, and adequacy of coverage of the study variables. Their comments, corrections, and suggestions were incorporated in revising the questionnaire before the final copies were produced for administration. The reliability of the instrument was established using the Cronbach Alpha method to determine its internal consistency. The questionnaire was administered to a group of respondents outside the study area who possessed characteristics similar to those of the actual respondents. The responses obtained from the pilot test were analyzed, and the reliability coefficient obtained was considered satisfactory, indicating that the instrument was reliable for the study.

The method of data collection involved the use of direct administration of the questionnaire by the researcher with the assistance of five trained research assistants, one from each of the selected universities. The research assistants were properly briefed on the objectives of the study and the procedures for administering the instrument to ensure uniformity in the data collection process. Copies of the questionnaire were distributed to the respondents and collected immediately after completion to ensure a high rate of return. The data collected from the respondents were analyzed using mean and standard deviation to answer the research questions. A criterion mean of 2.50 was adopted as the benchmark for decision making. Any item with a mean score of 2.50 and above was regarded as agreed by the respondents, while items with a mean score below 2.50 were regarded as disagreed. In addition, the independent samples t-test was used to test the null hypotheses at 0.05 level of significance to determine whether there were significant differences in the mean ratings of the respondents. If the calculated probability value was less than 0.05, the null hypothesis was rejected; otherwise, it was not rejected.

RESULTS

This chapter presents the analysis of data collected for the study on the implications of frequent strikes by the Academic Staff Union of Universities (ASUU) on infrastructural development and research growth in universities in South-East Nigeria. The results are presented according to the research questions and hypotheses that guided the study.

Research Question 1: What are the implications of frequent ASUU strikes on infrastructural development in universities in South-East Nigeria? This is presented in Table 1.

Table 1: Mean and Standard Deviation of Respondents on the Implications of Frequent ASUU Strikes on Infrastructural Development in Universities in South-East Nigeria.

S/N	Items	Mean	SD	Decision
1	Frequent ASUU strikes delay the construction of university infrastructural facilities.	3.18	0.79	Agree
2	Strike actions lead to poor maintenance of existing university facilities.	3.05	0.82	Agree
3	Frequent strikes cause abandonment of infrastructural development projects.	3.21	0.74	Agree
4	Strike actions disrupt government funding and implementation of infrastructural projects.	3.12	0.77	Agree
5	Recurring strikes reduce investment in infrastructural development in universities.	3.09	0.81	Agree
	Grand Mean	3.13		Agree

Data analysis in **Table 1** shows the mean ratings and standard deviations of respondents on the implications of frequent ASUU strikes on infrastructural development in universities in South-East Nigeria. The results indicate that all the items recorded mean scores above the criterion mean of 2.50, with values ranging from 3.05 to 3.21. This shows that the respondents agreed that frequent ASUU strikes delay the construction of infrastructural facilities, cause abandonment of projects, disrupt government funding, and reduce investment in university infrastructure. The grand mean of 3.13 further indicates that respondents generally agreed that frequent strike actions have negative implications for infrastructural development in universities.

Research Question 2: What are the implications of frequent ASUU strikes on research growth in universities in South-East Nigeria?

Table 1: Mean and Standard Deviation of Respondents on the Implications of Frequent ASUU Strikes on Research Growth in Universities.

S/N	Items	Mean	SD	Decision
1	Frequent ASUU strikes disrupt ongoing research activities in universities.	3.25	0.76	Agree
2	Strike actions reduce research productivity among academic staff.	3.17	0.80	Agree
3	Frequent strikes delay completion of research projects.	3.21	0.74	Agree
4	Strike actions reduce opportunities for research collaboration and grants.	3.14	0.78	Agree

5	Recurring strikes delay postgraduate research supervision and thesis completion.	3.19	0.77	Agree
	Grand Mean	3.19		Agree

Data presented in **Table 2** shows the mean ratings and standard deviations of respondents on the implications of frequent ASUU strikes on research growth in universities. The results indicate that all the items recorded mean scores above the criterion mean of 2.50, with values ranging from 3.14 to 3.25. This indicates that respondents agreed that frequent strike actions disrupt research activities, reduce research productivity, delay research projects, and limit opportunities for research collaboration and grants. The grand mean of 3.19 shows that respondents generally agreed that frequent ASUU strikes negatively affect research growth in universities.

Test of Null Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of lecturers and students on the implications of frequent ASUU strikes on infrastructural development in universities in South-East Nigeria.

Table 3: t-test Analysis of the Mean Ratings of Lecturers and Students on the Implications of Frequent ASUU Strikes on Infrastructural Development.

Respondents	N	Mean	SD	df	t-cal	p-value	Decision
Lecturers	41	3.26	0.71	360	2.41	0.017	Reject H ₀
Students	321	3.10	0.83				

Data **Table 3** presents the t-test analysis of the difference in the mean ratings of lecturers and students on the implications of frequent ASUU strikes on infrastructural development. The result shows that lecturers had a mean score of 3.26, while students had a mean score of 3.10. The calculated p-value of 0.017 is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected. This implies that there is a significant difference between the mean responses of lecturers and students regarding the implications of frequent ASUU strikes on infrastructural development in universities

Hypothesis 2: There is no significant difference in the mean ratings of respondents on the implications of frequent ASUU strikes on research growth in universities in South-East Nigeria.

Table 4: t-test Analysis of Respondents on the Implications of Frequent ASUU Strikes on Research Growth in Universities.

Respondents	N	Mean	SD	df	t-cal	p-value	Decision
Lecturers	41	3.29	0.72	360	2.18	0.030	Reject H ₀
Students	321	3.17	0.81				

Table 4 presents the t-test analysis of the difference in the mean ratings of respondents on the implications of frequent ASUU strikes on research growth. The results show that lecturers had a mean score of 3.29, while students had a mean score of 3.17. The calculated p-value of 0.030 is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected. This indicates that there is a significant difference in the perceptions of respondents regarding the implications of frequent ASUU strikes on research growth in universities in South-East Nigeria.

DISCUSSION OF FINDINGS

The findings of this study reveal that frequent strikes by the Academic Staff Union of Universities (ASUU) have substantial negative implications for both infrastructural development and research growth in universities in South-East Nigeria. With regard to infrastructural development, the data indicate that recurring strike actions lead to significant delays in the construction of new lecture halls, laboratories, libraries, and other essential academic facilities. The repeated closure of universities interrupts the regular flow of administrative and academic activities, resulting in poor maintenance of existing infrastructure. This finding aligns with the study of Adamu and Nwachukwu (2021), who reported that industrial actions in Nigerian universities frequently disrupt the execution of infrastructural projects and delay completion timelines. Likewise, Okebukola (2020) observed that prolonged strikes often lead to abandoned construction projects and gradual deterioration of educational facilities, highlighting the critical link between institutional stability and physical development. These disruptions not only compromise the quality of the learning environment but also reduce the attractiveness of Nigerian universities to potential investors, government development agencies, and private partners who may otherwise support infrastructural expansion. The implications of these findings for policy and practice suggest that universities and policymakers must prioritize strategies that safeguard infrastructure development even during periods of industrial unrest. Specifically, there is a need for proactive planning and monitoring of infrastructural projects to ensure that ongoing construction and maintenance are minimally affected by strike actions. Universities could

adopt phased project execution and independent project management oversight to sustain progress. Additionally, collaboration with private sector organizations and international development partners could provide alternative funding and supervision mechanisms that reduce reliance on disrupted government processes. Such measures are consistent with the recommendations of Ezenwa and Olatunji (2023), who highlighted the importance of private sector involvement in sustaining infrastructural development amidst systemic instability.

The finding of the study indicates that ASUU strikes substantially hinder research productivity in Nigerian universities. Academic staff reported interruptions to ongoing research projects, delays in grant application processes, and limited opportunities for collaboration with national and international partners. Postgraduate students also experienced delays in thesis supervision and research completion, which cumulatively affect the volume and quality of research output. This is supported by Aina and Adebayo (2020), who documented that prolonged strike actions disrupt continuity in research, reduce publication output, and weaken the global visibility of Nigerian universities. Similarly, Ogunode, Ahmed, and Musa (2021) emphasized that repeated industrial actions reduce the competitiveness of academic staff and limit opportunities for securing research grants and participating in international academic collaborations. The study also revealed differences in perception between lecturers and students, with lecturers demonstrating higher awareness of the long-term effects of strikes on research capacity and institutional reputation. This highlights the differential impact of strike actions, as staff are more directly involved in the planning, execution, and dissemination of research activities. The findings suggest that mitigating the adverse effects of strikes on research requires deliberate institutional and governmental interventions. Universities should establish contingency strategies to protect research continuity, including digital research platforms, online mentorship programs, and flexible project timelines. Additionally, funding bodies and university administrations should consider policies that insulate ongoing projects from disruptions, such as allowing for extended grant periods or remote supervision of postgraduate research. Supporting these measures, Salihu and Abdullahi (2022) emphasized that digital collaboration and remote research tools are critical for sustaining research output during periods of academic disruption.

CONCLUSION

In conclusion, the study established that frequent strikes by the Academic Staff Union of Universities significantly affect the growth and development of universities in South-East

Nigeria. Recurrent industrial actions disrupt infrastructural development by delaying construction, maintenance, and funding of academic facilities. Additionally, these strikes negatively influence research growth by interrupting academic projects, reducing research output, and limiting opportunities for collaboration and grants. The study further found that lecturers and students differ in their perceptions of the effects, suggesting varying levels of awareness of the long-term institutional consequences. Therefore, it can be concluded that the sustainability of university development and research productivity is directly threatened by repeated strike actions. Addressing the root causes of these strikes and creating mechanisms for stability is critical to ensuring the effectiveness and competitiveness of Nigerian universities.

Implications of the Findings

The findings of this study carry several important implications. First, for university administrators and policymakers, the results highlight the need for proactive infrastructural planning and maintenance strategies that can withstand disruptions caused by strike actions. Universities must prioritize projects that are critical for teaching, learning, and research, and establish contingency plans to minimize negative effects when strikes occur.

Second, for research and academic growth, the findings suggest that disruptions caused by industrial actions can limit the contribution of universities to knowledge production and national development. Research productivity is closely tied to uninterrupted academic engagement, access to facilities, and mentorship programs, all of which are compromised during strike periods. This implies that sustainable research development requires institutional and government interventions to mitigate the effects of recurring strikes.

Third, the findings imply that frequent strike actions may reduce investor confidence in the Nigerian university system. Both government and private sector partners may hesitate to fund infrastructural projects or collaborative research initiatives if the academic calendar remains unstable. Finally, from a student perspective, prolonged strikes hinder academic progression, reduce access to learning resources, and delay completion of postgraduate research. This has long-term implications for human capital development in the country.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study

1. Based on the findings of this study, it is recommended that universities in South-East Nigeria take proactive measures to mitigate the negative effects of frequent ASUU strikes

on infrastructural development. Specifically, institutions should establish continuous monitoring and maintenance systems to ensure that ongoing construction and existing facilities are not neglected during periods of industrial action. Additionally, universities should strengthen collaborations with private sector organizations and international development partners to secure funding and supervision for infrastructural projects. At the national level, the Federal Government should enhance dispute resolution mechanisms to prevent strikes from causing long-term delays or abandonment of critical development initiatives.

2. Regarding research growth, it is recommended that universities adopt digital platforms and online supervision tools to sustain research activities even during strike periods. Policies should be made more flexible, particularly regarding research deadlines and grant timelines, to minimize disruptions to ongoing projects. Furthermore, the government and university authorities should increase funding for research and provide incentives to encourage academic staff to remain productive, thereby ensuring that research output and postgraduate supervision continue despite industrial unrest. Together, these strategies can help universities maintain progress in both infrastructure and research, safeguarding their role in national development.

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